

## QUALIFICATION FILE

### Carving Artisan - Stonecraft

☒ Short Term Training (STT) ☐ Long Term Training (LTT) ☐ Apprenticeship

☐ Upskilling ☐ Dual/Flexi Qualification ☐ For ToT ☐ For ToA

☒ General ☐ Multi-skill (MS) ☐ Cross Sectoral (CS) ☐ Future Skills

NCrF/NSQF Level: **NSQF Level 3.5**

**Submitted By:**

**Handicrafts and Carpet Sector Skill Council-HCSSC**

**Tel number(s): 011-26139834**

**E-mail address: [ceo@hcsc.in](mailto:ceo@hcsc.in)**

## Table of Contents

|                                                             |    |
|-------------------------------------------------------------|----|
| Section1: Basic Details .....                               | 3  |
| Section 2: Module Summary .....                             | 6  |
| NOS/s of Qualifications .....                               | 6  |
| Mandatory NOS/s: .....                                      | 6  |
| Assessment - Minimum Qualifying Percentage .....            | 8  |
| Section 3: Training Related .....                           | 8  |
| Section 4: Assessment Related .....                         | 9  |
| Section 5: Evidence of Need for the Qualification .....     | 10 |
| Section 6: Annexure & Supporting Documents Check List ..... | 10 |
| Annexure 1: Evidence of Level .....                         | 13 |
| Annexure 2: Tools and Equipment (Lab Set-Up) .....          | 19 |
| Annexure 3: Industry Validations Summary .....              | 20 |
| Annexure 4: Training & Employment Details .....             | 25 |
| Annexure 5: Blended Learning .....                          | 26 |
| Annexure 6: Detailed Assessment Criteria .....              | 28 |
| Annexure 7: Assessment Strategy .....                       | 37 |
| Annexure 8: Acronym and Glossary .....                      | 39 |

## Section1: Basic Details

| 1.     | <b>Qualification Name</b>                                                                                                                                          | Carving Artisan - Stonecraft                                                                                                                                                                                                                                                                                                                                                                                                               |                                                                                                                     |        |                                                                    |                                                           |   |                 |  |   |                |                            |
|--------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------|--------|--------------------------------------------------------------------|-----------------------------------------------------------|---|-----------------|--|---|----------------|----------------------------|
| 2.     | <b>Sector/s</b>                                                                                                                                                    | Handicrafts and Carpet Sector Skill Council                                                                                                                                                                                                                                                                                                                                                                                                |                                                                                                                     |        |                                                                    |                                                           |   |                 |  |   |                |                            |
| 3.     | <b>Type of Qualification</b> <input type="checkbox"/> New <input checked="" type="checkbox"/> Revised <input type="checkbox"/> Has Electives/Options               | <b>NQR Code &amp; version of the existing /previous qualification:</b><br><i>(change to previous, once approved)</i><br>2022/HC/HCSSC/06752<br><b>Version of qualification: 3.0</b>                                                                                                                                                                                                                                                        | <b>Qualification Name of the existing version:</b> <i>(previous, once approved)</i><br>Carving Artisan (Stonecraft) |        |                                                                    |                                                           |   |                 |  |   |                |                            |
| 4.     | <b>National Qualification Register (NQR) Code &amp; Version</b><br><i>(Will be issued after NSQC approval)</i>                                                     | <b>NQR Code:</b><br>QG-3.5-HC-03849-2025-V2-HCSSC<br><b>Version of qualification: 4.0</b>                                                                                                                                                                                                                                                                                                                                                  | <b>5. NCrf/NSQF Level:</b> <i>NSQF Level 3.5</i>                                                                    |        |                                                                    |                                                           |   |                 |  |   |                |                            |
| 6.     | <b>Award (Certificate/Diploma/ Advanced Diploma/Any Other)</b><br><i>(Wherever applicable specify multiple entry/exits also &amp; provide details in annexure)</i> | NA                                                                                                                                                                                                                                                                                                                                                                                                                                         |                                                                                                                     |        |                                                                    |                                                           |   |                 |  |   |                |                            |
| 7.     | <b>Brief Description of the Qualification</b>                                                                                                                      | The individual at work envisions the stoneware product, sketches it on the stone, cut, shape, size the stone to create the desired stoneware product and finish it with paint or polish before selling it to customer                                                                                                                                                                                                                      |                                                                                                                     |        |                                                                    |                                                           |   |                 |  |   |                |                            |
| 8.     | <b>Eligibility Criteria for Entry for Student/Trainee/Learner/Employee</b>                                                                                         | <b>a. Entry Qualification &amp; Relevant Experience</b> <table border="1"> <thead> <tr> <th>S. No.</th> <th>Academic/Skill Qualification (with Specialization - if applicable)</th> <th>Relevant Experience (with Specialization - if applicable)</th> </tr> </thead> <tbody> <tr> <td>1</td> <td>11th Grade Pass</td> <td></td> </tr> <tr> <td>2</td> <td>8th Grade pass</td> <td>1 year relevant experience</td> </tr> </tbody> </table> |                                                                                                                     | S. No. | Academic/Skill Qualification (with Specialization - if applicable) | Relevant Experience (with Specialization - if applicable) | 1 | 11th Grade Pass |  | 2 | 8th Grade pass | 1 year relevant experience |
| S. No. | Academic/Skill Qualification (with Specialization - if applicable)                                                                                                 | Relevant Experience (with Specialization - if applicable)                                                                                                                                                                                                                                                                                                                                                                                  |                                                                                                                     |        |                                                                    |                                                           |   |                 |  |   |                |                            |
| 1      | 11th Grade Pass                                                                                                                                                    |                                                                                                                                                                                                                                                                                                                                                                                                                                            |                                                                                                                     |        |                                                                    |                                                           |   |                 |  |   |                |                            |
| 2      | 8th Grade pass                                                                                                                                                     | 1 year relevant experience                                                                                                                                                                                                                                                                                                                                                                                                                 |                                                                                                                     |        |                                                                    |                                                           |   |                 |  |   |                |                            |

|     |                                                                                                                                                                            |                                                                                                                        |                                                                           |                                      |                              |                                 |                       |
|-----|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------|--------------------------------------|------------------------------|---------------------------------|-----------------------|
|     |                                                                                                                                                                            | 3                                                                                                                      | 5th Grade pass                                                            | 2.5 years of relevant experience     |                              |                                 |                       |
|     |                                                                                                                                                                            | 4                                                                                                                      | Ability to read and write                                                 | 5-years of relevant experience       |                              |                                 |                       |
|     |                                                                                                                                                                            | 5                                                                                                                      | Previous relevant Qualification of NSQF Level 3                           | 1.5 Years relevant experience        |                              |                                 |                       |
| 9.  | <b>Credits Assigned to this Qualification</b> (as per National Credit Framework (NCrF))                                                                                    | 14                                                                                                                     | <b>10. Common Cost Norm Category</b> (I/II/III) (wherever applicable): II |                                      |                              |                                 |                       |
| 11. | <b>Any Licensing Requirements for Undertaking Training on This Qualification</b> (wherever applicable)                                                                     | NA                                                                                                                     |                                                                           |                                      |                              |                                 |                       |
| 12. | <b>Training Duration by Modes of Training Delivery</b> (Specify <b>Total Duration</b> as per selected training delivery modes and as per requirement of the qualification) | <input checked="" type="checkbox"/> Offline Only <input type="checkbox"/> Online Only <input type="checkbox"/> Blended |                                                                           |                                      |                              |                                 |                       |
|     |                                                                                                                                                                            | <b>Training Delivery Modes</b>                                                                                         | <b>Theor y (Hours )</b>                                                   | <b>Practica l (Hours)</b>            | <b>OJT Mandatory (Hours)</b> | <b>OJT Recomme nded (Hours)</b> | <b>Total (Hours )</b> |
|     |                                                                                                                                                                            | <b>Classroom (offline)</b>                                                                                             | 140 (Includi ng 20 hrs of ES modul e)                                     | 280 (Includin g 10 Hrs of ES module) |                              | 00                              | 420                   |
|     |                                                                                                                                                                            | <b>Online</b>                                                                                                          |                                                                           |                                      |                              |                                 |                       |
|     |                                                                                                                                                                            | (Refer Blended Learning Annexure for details)                                                                          |                                                                           |                                      |                              |                                 |                       |
| 13. | <b>Aligned to NCO/ISCO Code/s</b> (if code is not available, then mention the same)                                                                                        | NCO-2015/7113.0400                                                                                                     |                                                                           |                                      |                              |                                 |                       |

|     |                                                                                                                                               |                                                                                                                                                                                                                                                                                                  |                                         |
|-----|-----------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------|
| 14. | <b>Progression Path After Attaining the Qualification</b><br>(Please show Professional and Academic progression)<br>(wherever applicable)     | <b>Vertical Progression</b><br>Quality checker - Stonecraft (Level 4)<br><b>Horizontal Progression</b><br>Inlay Artisan - Stonecraft (Level 3.5)                                                                                                                                                 |                                         |
| 15. | <b>Other Indian Languages in which the Qualification &amp; Model Curriculum are being Submitted</b>                                           | Hindi                                                                                                                                                                                                                                                                                            |                                         |
| 16. | <b>Is similar Qualification(s) available on NQR-if yes, justification for this qualification</b>                                              | <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No URLs of similar Qualifications:                                                                                                                                                                                              |                                         |
| 17. | <b>Is the Job Role Amenable to Persons with Disability</b>                                                                                    | <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No If “Yes”, specify applicable type of Disability: applicable to all types of disability except vision Impairment, mental health conditions, intellectual disability or (limited to physical disability where hands are used). |                                         |
| 18. | <b>How participation of women will be encouraged?</b>                                                                                         | Handicrafts and Carpet Sector has around 40 to 50% of Women Artisan.                                                                                                                                                                                                                             |                                         |
| 19. | <b>Are Greening/ Environment Sustainability Aspects Covered</b> (Specify the NOS/Module which covers it),<br>wherever applicable              | <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No                                                                                                                                                                                                                              |                                         |
| 20. | <b>Is Qualification Suitable to be Offered in Schools/Colleges</b>                                                                            | Schools <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No   Colleges <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No                                                                                                                                       |                                         |
| 21. | <b>Name and Contact Details of Submitting / Awarding Body SPOC</b><br>(In case of CS or MS, provide details of both Lead AB & Supporting ABs) | <b>Name:</b> Mr. Krishan Kumar<br><b>Email:</b> ceo@hcsc.in<br><b>Contact No.:</b> 011-26139834<br><b>Website:</b> www.hcsc.in                                                                                                                                                                   |                                         |
| 22. | <b>Final Approval Date by NSQC: 18/02/2025</b>                                                                                                | <b>23. Validity Duration: 3 Years</b>                                                                                                                                                                                                                                                            | <b>24. Next Review Date: 18/02/2028</b> |

## Section 2: Module Summary

### NOS/s of Qualifications

(In exceptional cases these could be described as components)

### Mandatory NOS/s:

Specify the training duration and assessment criteria at NOS/ Module level. For further details refer curriculum document.

**Th.**-Theory **Pr.**-Practical **OJT**-On the Job **Man.**-Mandatory Training **Rec.**-Recommended **Proj.**-Project

| S. No | NOS/Module Name                                        | NOS/Module Code & Version<br>(if applicable) | Core / non-core | NCrF/ NSQF Level | Credits as per NCrF | Training Duration (Hours) |        |          |          |        | Assessment Marks |     |        |      |       |                               |
|-------|--------------------------------------------------------|----------------------------------------------|-----------------|------------------|---------------------|---------------------------|--------|----------|----------|--------|------------------|-----|--------|------|-------|-------------------------------|
|       |                                                        |                                              |                 |                  |                     | Th.                       | Pr.    | OJT-Man. | OJT-Rec. | Total  | Th.              | Pr. | Pr oj. | Viva | Total | Weightage (%) (if applicable) |
| 1.    | Carve stone to create stoneware product                | HCS/N1503 NOS Version 2.0                    | Core            | 3.5              | 7                   | 60:00                     | 150:00 | NA       | 00:00    | 210:00 | 28               | 72  | -      | -    | 100   |                               |
| 2.    | Entrepreneurship skills for Stonecraft Carving Artisan | HCS/N8523 NOS Version 1.0                    | Core            | 3.5              | 2                   | 20:00                     | 40:00  | NA       | 00:00    | 60:00  | 32               | 68  | -      | -    | 100   |                               |
| 3.    | Working in a team                                      | HCS/N9929 NOS Version                        | Non-core        | 3.5              | 1                   | 10:00                     | 20:00  | NA       | NA       | 30:00  | 35               | 65  | -      | -    | 100   |                               |

| S. No | NOS/Module Name                           | NOS/Module Code & Version<br>(if applicable) | Core / non-core | NCrF/ NSQF Level | Credits as per NCrF | Training Duration (Hours) |       |           |          |       | Assessment Marks |     |        |      |       |                               |
|-------|-------------------------------------------|----------------------------------------------|-----------------|------------------|---------------------|---------------------------|-------|-----------|----------|-------|------------------|-----|--------|------|-------|-------------------------------|
|       |                                           |                                              |                 |                  |                     | Th.                       | Pr.   | OJ T-Man. | OJT-Rec. | Total | Th.              | Pr. | Pr oj. | Viva | Total | Weightage (%) (if applicable) |
|       |                                           | 1.0                                          |                 |                  |                     |                           |       |           |          |       |                  |     |        |      |       |                               |
| 4.    | Maintain health and safety at workplace   | HCS/N9931<br>NOS<br>Version 1.0              | Non-core        | 3.5              | 1                   | 10:00                     | 20:00 | NA        | NA       | 30:00 | 30               | 70  | -      | -    | 100   |                               |
| 5.    | Managing Personal Sanitation              | HCS/N9934<br>NOS<br>Version 1.0              | Non-core        | 3.5              | 1                   | 10:00                     | 20:00 | NA        | NA       | 30:00 | 30               | 70  | -      | -    | 100   |                               |
| 6.    | Managing people and Resources in Business | HCS/N9940<br>NOS<br>Version 1.0              | Non-Core        | 3.5              | 1                   | 10:00                     | 20:00 | NA        | 00:00    | 30:00 | 35               | 65  | -      | -    | 100   |                               |
| 7.    | Employability & Entrepreneurship Skills   | DGT/VSQ/N0101<br><br>NOS<br>Version          | Non-core        | 2                | 1                   | 20:00                     | 10:00 | NA        | 00:00    | 30:00 | 20               | 30  | 0      | 0    | 50    |                               |

| S. No                             | NOS/Module Name | NOS/Module Code & Version<br>(if applicable) | Core / non-core | NCrF/ NSQF Level | Credits as per NCrF | Training Duration (Hours) |        |          |          |        | Assessment Marks |     |        |      |       |                               |
|-----------------------------------|-----------------|----------------------------------------------|-----------------|------------------|---------------------|---------------------------|--------|----------|----------|--------|------------------|-----|--------|------|-------|-------------------------------|
|                                   |                 |                                              |                 |                  |                     | Th.                       | Pr.    | OJT-Man. | OJT-Rec. | Total  | Th.              | Pr. | Pr oj. | Viva | Total | Weightage (%) (if applicable) |
|                                   |                 | 1.0                                          |                 |                  |                     |                           |        |          |          |        |                  |     |        |      |       |                               |
| Duration (in Hours) / Total Marks |                 |                                              |                 |                  | 14                  | 140:00                    | 280:00 | NA       | 00:00    | 420:00 | 210              | 440 | -      | -    | 650   |                               |

### Assessment - Minimum Qualifying Percentage

Please specify any one of the following:

**Minimum Pass Percentage – Aggregate at qualification level:** 70 % (Every Trainee should score specified minimum aggregate passing percentage at qualification level to successfully clear the assessment.)

**Minimum Pass Percentage – NOS/Module-wise:** 50 % (Every Trainee should score specified minimum passing percentage in each mandatory and selected elective NOS/Module to successfully clear the assessment.)

## Section 3: Training Related

|    |                                                                                                           |                                                                                                               |
|----|-----------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------|
| 1. | <b>Trainer's Qualification and experience in the relevant sector (in years) (as per NCVET guidelines)</b> | 12 <sup>th</sup> grade pass with 2 years' experience in the relevant sector and 1 year of teaching experience |
| 2. | <b>Master Trainer's Qualification and experience in the relevant sector (in</b>                           | Graduate with 3 years' experience in the relevant sector and 4 years of teaching experience                   |



|    |                                                                                         |                                                                                                                    |
|----|-----------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------|
|    | <b>years) (as per NCVET guidelines)</b>                                                 |                                                                                                                    |
| 3. | <b>Tools and Equipment Required for the Training</b>                                    | <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No (If “Yes”, details to be provided in Annexure) |
| 4. | <b>In Case of Revised Qualification, Details of Any Upskilling Required for Trainer</b> | <b>NA</b>                                                                                                          |

## Section 4: Assessment Related

|    |                                                                                                                                           |                                                                                                                                                                                                                                                          |
|----|-------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 1. | <b>Assessor’s Qualification and experience in relevant sector (in years) (as per NCVET guidelines)</b>                                    | 12 <sup>TH</sup> Grade pass/ Graduate with Basic IT skills in the experience of envisioning the stoneware product, sketching on the stone, cutting, shaping, sizing stone to create desired product and finishing it with paint or polish before selling |
| 2. | <b>Proctor’s Qualification and experience in relevant sector (in years) (as per NCVET guidelines) wherever applicable</b>                 | 12 <sup>TH</sup> Grade pass/ Graduate with Basic IT skills in the experience of envisioning the stoneware product, sketching on the stone, cutting, shaping, sizing stone to create desired product and finishing it with paint or polish before selling |
| 3. | <b>Lead Assessor’s/Proctor’s Qualification and experience in relevant sector (in years) (as per NCVET guidelines) wherever applicable</b> | 12 <sup>TH</sup> Grade pass/ Graduate with Basic IT skills in the experience of envisioning the stoneware product, sketching on the stone, cutting, shaping, sizing stone to create desired product and finishing it with paint or polish before selling |
| 4. | <b>Assessment Mode (Specify the assessment mode)</b>                                                                                      | Blended                                                                                                                                                                                                                                                  |

|    |                                                    |                                                                                                                                                                                                            |
|----|----------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 5. | <b>Tools and Equipment Required for Assessment</b> | <input checked="" type="checkbox"/> Same as for training <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No <i>(details to be provided in Annexure-if it is different for Assessment)</i> |
|----|----------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|

## Section 5: Evidence of Need for the Qualification

*Provide Annexure/Supporting documents name.*

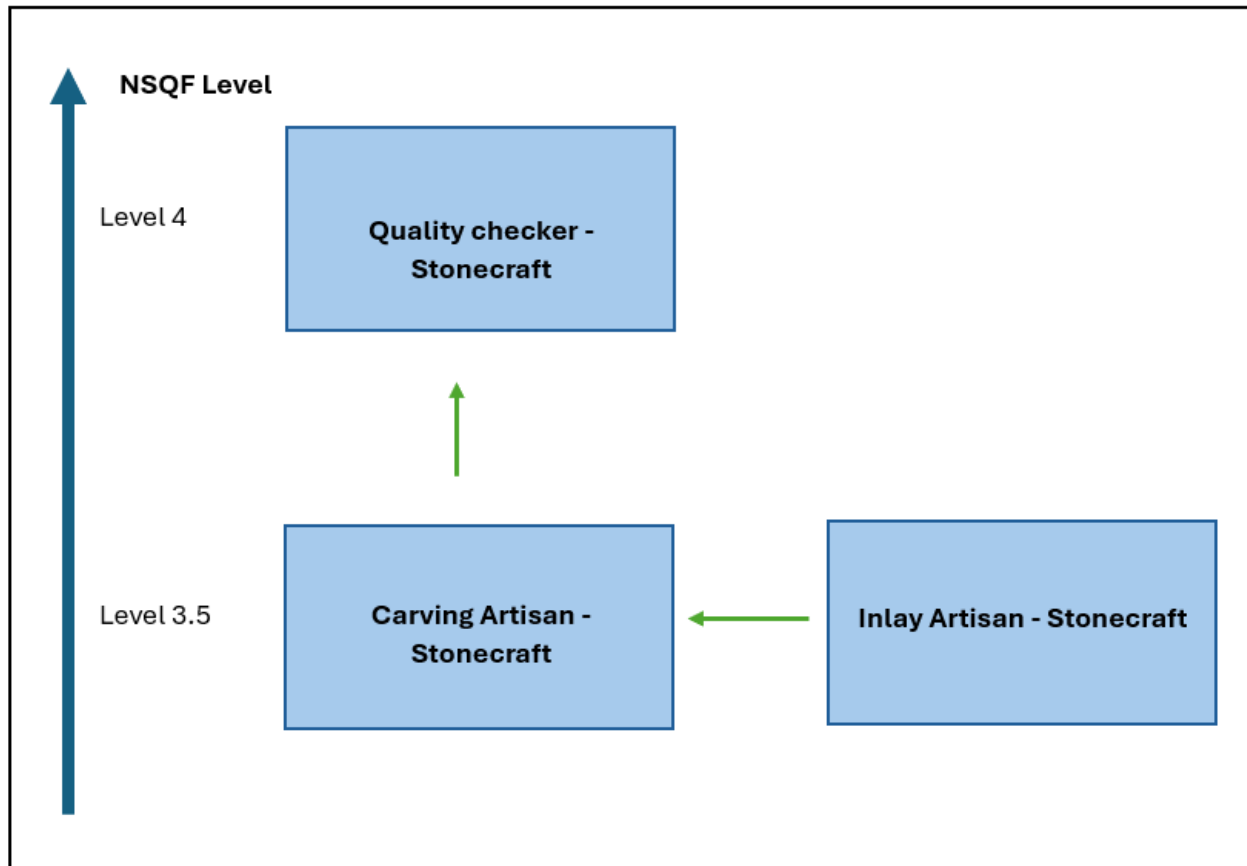
|    |                                                                                                    |
|----|----------------------------------------------------------------------------------------------------|
| 1. | <b>Latest Skill Gap Study (not older than 2 years) (Yes/No):</b> Yes                               |
| 2. | <b>Latest Market Research Reports or any other source (not older than 2 years) (Yes/No):</b> Yes   |
| 3. | <b>Government /Industry initiatives/ requirement (Yes/No):</b> Yes                                 |
| 4. | <b>Number of Industry validation provided:</b> 30                                                  |
| 5. | <b>Estimated nos. of persons to be trained and employed:</b> 750 approx.                           |
| 6. | <b>Evidence of Concurrence/Consultation with Line Ministry/State Departments</b> If “No”, why: Yes |

## Section 6: Annexure & Supporting Documents Check List

*Specify Annexure Name / Supporting document file name*

|    |                                                                                                           |                   |
|----|-----------------------------------------------------------------------------------------------------------|-------------------|
| 1. | <b>Annexure:</b> NCrf/NSQF level justification based on NCrf level/NSQF descriptors<br><i>(Mandatory)</i> | <b>Annexure 1</b> |
| 2. | <b>Annexure:</b> List of tools and equipment                                                              | <b>Annexure 2</b> |

|     |                                                                                                                  |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |
|-----|------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
|     | relevant for qualification ( <i>Mandatory, except in case of online course</i> )                                 |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |
| 3.  | <b>Annexure:</b> Detailed Assessment Criteria ( <i>Mandatory</i> )                                               | <b>Annexure 6</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |
| 4.  | <b>Annexure:</b> Assessment Strategy ( <i>Not Mandatory</i> )                                                    | <b>Annexure 7</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |
| 5.  | <b>Annexure:</b> Blended Learning ( <i>Mandatory, in case selected Mode of delivery is Blended Learning</i> )    | <p>Blended learning called a “flipped classroom”, “hybrid learning” or “mixed learning,” is an approach that mixes instructor-led classroom training with online content, which could be in the form of on-demand videos that learners review outside of class. The live instruction can be face-to-face or online (via a live virtual classroom or even two-way video), or there might be no live lecture at all.</p> <p>Blended learning represents a learning model that combines both formal (traditional classroom) and non-formal (online) methodologies.</p> <p><b>(Annexure 5)</b></p> |
| 6.  | <b>Annexure:</b> Multiple Entry-Exit Details ( <i>Mandatory, in case qualification has multiple Entry-Exit</i> ) | The Multiple entry and exit criteria would help in fragmenting an entire program into smaller units with due acknowledgement being given to each unit of learning. The credit transfer mechanism will also enable a student to enter, exit and re-enter the educational ecosystem, both general and vocational, at any point of time.                                                                                                                                                                                                                                                          |
| 7.  | <b>Annexure:</b> Acronym and Glossary ( <i>Optional</i> )                                                        | <b>(Annexure 8)</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |
| 8.  | <b>Supporting Document:</b> Model Curriculum ( <i>Mandatory – Public view</i> )                                  | Model Curriculum attached separately                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |
| 9.  | <b>Supporting Document:</b> Career Progression ( <i>Optional - Public view</i> )                                 | Career Progression/ Job Role Progression appended below                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |
| 10. | <b>Any other document you wish to submit:</b>                                                                    |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |



## Annexure 1: Evidence of Level

| NCrF/NSQF Level Descriptors                       | Key requirements of the job role/ outcome of the qualification                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            | How the job role/ outcomes relate to the NCrF/NSQF level descriptor                                                                                                                                                                                                                                                                                                                                                                                                                                        | NCrF/NSQF Level |
|---------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------|
| <b>Professional Theoretical Knowledge/Process</b> | <p>The incumbent works in the familiar and predictable routine of using models or design to create stoneware products including sketches, carving, and painting or polishing. The situation of clear choice (descriptor of level 4) is evident through the following examples</p> <ul style="list-style-type: none"> <li>• sketch on the paper as per customer's requirements</li> <li>• draw the sketch, once finalized, on the stone with hand</li> <li>• carve out the product marking and outline with the help of hammer and chisel</li> <li>• scrap off the stone with the help of flat big chisels to get the get a rough shape of the desired figure</li> <li>• carve out minute details after completing the whole sculpture/object/product</li> <li>• capture all the requirements of the customer including product type, the idea of color scheme,</li> </ul> | <p>This is at level 4, it requires a clear choice of procedures, as here the procedure is standardized by the direction of the buyer Example</p> <ul style="list-style-type: none"> <li>• receiving/arranging the raw material and product requirements</li> <li>• preparing the stone for the carving work</li> <li>• carving the stone</li> <li>• finishing the sculpture / object / product</li> <li>• cladding the sculpture / object</li> <li>• achieve productivity and quality standards</li> </ul> | 4               |

|                                                                             |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |                                                                                                                                                                               |   |
|-----------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---|
|                                                                             | product finish, etc. accurately<br>This is not of level 5 which requires the clear choice of procedures, as here the procedure is standardized and limited to a specific range of practices                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |                                                                                                                                                                               |   |
| <b>Professional and Technical Skills/ Expertise/ Professional Knowledge</b> | <p>The incumbent has factual knowledge of the field of knowledge or study which is, in this case, includes sketching, carving, and finishing of stone products. Examples:</p> <ul style="list-style-type: none"> <li>variety of stones; marbles; an exquisite range of semi-precious stones used to create stoneware products</li> <li>• how to create fine details and do the final shaping of the stone during a carving</li> <li>• how to use sandpaper of various sizes to smoothen the rough parts of the stoneware</li> <li>• how to carve out minute details on the sculpture</li> <li>• how to clean the stoneware manually / using tools</li> <li>• how to do the final finishing using buffing machine</li> <li>• cladding process using a variety of material</li> </ul> <p>This is not there is a</p> | It is at level 4 as this level as outlined above requires factual knowledge of the field of study and basic facts, processes, and principle knowledge of trade of employment. | 4 |

|                                                                                             |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |                                                                                                                                                                                                                                                                      |   |
|---------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---|
|                                                                                             | <p>requirement of principles and general concepts at level 5 which is not required here. Also, not level 3 as this level as outlined above requires factual knowledge of the field of study and not mere basic facts, process, and principle knowledge of trade of employment.</p>                                                                                                                                                                                                                                                                                                                                                              |                                                                                                                                                                                                                                                                      |   |
| <b>Employment Readiness &amp; Entrepreneurship Skills &amp; Mind-set/Professional Skill</b> | <p>Most of the work involves recall and demonstration of practical skill, is routine and repetitive, and in a narrow range of applications. The incumbent also uses appropriate rules and tools and quality concepts to complete their work. This is evident through:</p> <ul style="list-style-type: none"> <li>• usage of tools and equipment in stone carving such as Hammer; Chisels (flat and round headed); Drills; Planer (used for smoothening the rough edges), Files; Buffing Machine; Saw; Lathe Machine; Traditional geometric tools; Scale; Right Angle; Brush; Blower; Pencil or Markers; Sandpaper; Rubber Pipe, etc.</li> </ul> | <p>This is at level 4 as cognitive skills and a range of methods of following orders, problem-solving, and evaluation of job which s for level 4. Not level 3 as there is independent work and not mere assisting, at the same time there are variables involved</p> | 4 |

|                                           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |                                                                         |   |
|-------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------|---|
|                                           | <ul style="list-style-type: none"> <li>• capture all the requirements of the customer including product type, the idea of color scheme, product finish, etc. accurately</li> <li>• remove the unwanted material from the stone with the help of hand tools and machines</li> <li>• scrap off the stone with the help of flat big chisels to get the get a rough shape of the desired figure</li> <li>• do the second level of sketching with marking the product details on the stone</li> <li>• again, scrap off the stone with the help of chisels, hammer, and other tools to refine the shape of the product • repeat the process of sketching details on the stone after each round of scrapping off the stone thus bringing the object/product out of the stone</li> </ul> <p>This is not level 5 as it is missing required cognitive skills and a range of methods for problem solving.</p> |                                                                         |   |
| <b>Broad Learning Outcomes/Core Skill</b> | The incumbent needs language to communicate written or oral, with required clarity, to interact with customers, various departments, supervisors, personnel and teams, confirm                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     | Written and oral communication is required with clarity so its level 4. | 4 |



|  |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |  |  |
|--|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--|--|
|  | <p>requirements and communicate the same for shared understanding.</p> <p>Examples:</p> <ul style="list-style-type: none"><li>• sit with the customer to understand the specific requirements related to stoneware product; variety and size</li><li>• receive/arrange raw material white marble, silver and gold foil, acrylic or oil paints, precious stones, wax polish, Araldite, and red soil from supervisor / other sources</li><li>• communicate maintenance and repair schedule proactively to the supervisor</li><li>• receive feedback on work standards • interact and clarify doubts on design, usage of materials &amp; tools, quality &amp; standards compliance, etc.</li></ul> <p>The incumbent also needs skill in basic arithmetic and algebraic principles, for calculating various quantities and parameters, etc.</p> <p>For example:</p> <ul style="list-style-type: none"><li>• sit with the customer to understand the specific</li></ul> |  |  |
|--|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--|--|

|                       |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |                                                            |   |
|-----------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------|---|
|                       | <p>requirements related to stoneware product; variety and size</p> <ul style="list-style-type: none"> <li>• sketch on the paper as per customer's requirements</li> <li>• have the idea of the proportions and locations of the product after sketching the initial sketch on the stone</li> </ul>                                                                                                                                                                                                                                                                                                                                       |                                                            |   |
| <b>Responsibility</b> | <p>The incumbent works with responsibility for their own work and learning, which is evident from the incumbent's deliverables, and also there is no responsibility for the learning of others therefore this is not level 5.</p> <ul style="list-style-type: none"> <li>• sit with the customer to understand the specific requirements related to stoneware product; variety and size</li> <li>• communicate and discuss workflow related difficulties to find solutions with mutual agreement</li> <li>• maintain the etiquettes, use polite language, demonstrate responsible and disciplined behaviors to the colleagues</li> </ul> | Responsible for own work and learning therefore at level 4 | 4 |

## Annexure 2: Tools and Equipment (Lab Set-Up)

List of Tools and Equipment

**Batch Size: 30**

| S. No. | Tool / equipment name | Specification                                                                                                                                     | Quantity for specified batch size |
|--------|-----------------------|---------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------|
| 1      | Hammers               | Used to shape and form metal by striking it with controlled force                                                                                 | 15 Eqpt Nos                       |
| 2      | Marker                | Employed to outline and mark patterns on metal surfaces, providing a guide for the carving artisan during the shaping process                     | 5 Eqpt Nos                        |
| 3      | Cardboard/fiber sheet | Utilized as a template or pattern material to transfer intricate designs onto metal surfaces for carving and shaping                              | 30 Eqpt Nos                       |
| 4      | Gravers               | Precision cutting tools that carving artisans use to incise detailed patterns and designs into metal surfaces                                     | 15 Types                          |
| 5      | Shrinker              | A tool employed to create concave shapes in metal                                                                                                 | 6 Types                           |
| 6      | Stretcher             | Used to expand and shape metal                                                                                                                    | 4 Eqpt Nos                        |
| 7      | Planishing hammer     | Employed to smooth and refine the surface of carved metal, providing a finishing touch and enhancing the overall aesthetics of the artisan's work | 15 Types                          |

Classroom Aids

The aids required to conduct sessions in the classroom are:

1. White Board
2. Marker/Pen
3. Duster
4. First-aid
5. PPE Kit

### Annexure 3: Industry Validations Summary

| Sr. No. | Organization Name          | Representative Name | Designation | Contact Address                                                                                | Contact Phone No.       | E-mail ID                      | LinkedIn Profile (if available) |
|---------|----------------------------|---------------------|-------------|------------------------------------------------------------------------------------------------|-------------------------|--------------------------------|---------------------------------|
| 1       | CENTRAL COTTAGE INDUSTRIES | MR. IMTIYAZ AHMED   | PROPRIETOR  | 603/B/34/23/A, Road No.10, Banjara Hills, Opp. IAS Colony Hyderabad – 500034, Telangana, India | +91341204120,8500594120 | central_industries@hotmail.com |                                 |
| 2       | SPECTRO ANALYTICAL INDIA   | MR. NEGI SPECTRO    | PROPRIETOR  | 155, Arya Nagar, Block-2, Dehradun, (U.A) India., Tel:0135-6453754                             | 6395229002              | mail:saidn@hotmail.com         |                                 |
| 3       | K.S. INTERNATIONAL         | MR. KUSAGAR KUMAR   | PROPRIETOR  |                                                                                                | 9837471799              | kusagar@ksinternational        |                                 |
| 4       | SHRI BALAJI GRINITES       | MR. PRAKHAR BAJAJ   | PARTNER     | Plot No 401-402, Rico 4 Industrial Area, Madanganj, Kishangarh,                                | 9929869039              |                                |                                 |

|    |                                  |                          |                       |                                                                                                                |                 |                                                            |  |
|----|----------------------------------|--------------------------|-----------------------|----------------------------------------------------------------------------------------------------------------|-----------------|------------------------------------------------------------|--|
|    |                                  |                          |                       | Ajmer (RJ)                                                                                                     |                 |                                                            |  |
| 5  | MACROBIAN TECHNOLOGIES PVT. LTD. | MR. MINHAJ ALAM          | OPERATIONS MANAGER    | MACROBIAN TECHNOLOGIES PVT. LTD                                                                                | 9431397274      | macrobiantechnologiespvtltd@gmail.com                      |  |
| 6  | PARYGON                          | MR. APOORV SINGH         | DIRECTOR              | Plot no-11, Lane no-2, Ground Floor, Doon Hills Colony,<br><br>Ring Road, Ladpur, Dehradun, Uttarakhand-248008 | +91-291-2741379 | apoorv@parygon.in                                          |  |
| 7  | PROVION ART GALERY               | MR. MUKESH KUMAR SOLANKI | PROPRIETOR            |                                                                                                                | 9829081967      |                                                            |  |
| 8  | RYON AGRITECH                    | ROHIT RAMOLA             | PROPRIETOR            | HO. Plot No.-11, Lane No.-2, Doon Hills Colony, Mussorie, Dehradun-248001 (UK)                                 | 8881372470      |                                                            |  |
| 9  | CREATIVE GLOBAL                  | VARUN KUMAR              | MANAGER               |                                                                                                                | 9929022666      | creativeglobal@gmail.com                                   |  |
| 10 | SETH EXPORT                      | ANIL SHARMA              | DESIGNER AND EXPORTER |                                                                                                                | 7500780001      | <a href="mailto:info@sathexport.in">info@sathexport.in</a> |  |

|    |                                                   |                     |            |                                                                                                              |                 |                                                                                  |  |
|----|---------------------------------------------------|---------------------|------------|--------------------------------------------------------------------------------------------------------------|-----------------|----------------------------------------------------------------------------------|--|
| 11 | SHRI KAMAL<br>MARBAL PVT.<br>LTD.                 | PRAKHAR<br>BAJAJ    | DIRECTOR   | Plot No-F<br>45/46/47, 5 <sup>th</sup><br>Phase, Industrial<br>Area, Madanganj,<br>Kishangarh,<br>Ajmer (RJ) | 9929869039      | shreekamalmarble@gmail.com                                                       |  |
| 12 | VIJENDER<br>SINGH MARBLE                          | VIJENDER<br>SINGH   | PROPRIETOR |                                                                                                              | +91 2931-281306 |                                                                                  |  |
| 13 | BIHAR<br>HANDICRAFTS                              | MD. WASIM<br>HAIDER | PROPRIETOR | Md. Wasim<br>Haider                                                                                          | 9006031786      | <a href="mailto:mdwasimhaider210@gmail.com">mdwasimhaider210@gmail.com</a>       |  |
| 14 | OM<br>HANDICRAFT<br><br>SAMUH<br>KENDRA<br>SANSTH | AMRITA<br>SINGH     | PROPRIETOR | B-24/93 A<br>Kashmiri Ganj,<br>Khojwan,<br>Varanasi, Uttar<br>Pradesh-221005                                 | 6386272122      | <a href="mailto:amritasinghsingh762@gmail.com">amritasinghsingh762@gmail.com</a> |  |
| 15 | ESS KAY<br>ENTERPRISES                            | J. ELAM<br>VAMMOCKS | PROPRIETOR | Isaiambalam,<br>Alankuppam,<br>Auroville,<br>Puducherry-<br>605111.                                          | 9360272765      | ambala125@yahoo.co.in                                                            |  |
| 16 | AD<br>HANDICRAFTS<br>PVT. LTD                     | AUSH<br>AGARWAL     | PROPRIETOR | 8, Kalpna Kunj,<br>Dehtora, Agra-<br>282010 (UP)                                                             | 9557537030      | bruce@adhandicraft.com                                                           |  |
| 17 | ADHYA DESIGN<br>PVT. LTD.                         | MUKESH<br>TYAGI     | PROPRIETOR | Faridabad, HR                                                                                                | 9999033590      | mukesh@adhyadesigns.com                                                          |  |

|    |                         |                    |            |                                                                            |                |                            |  |
|----|-------------------------|--------------------|------------|----------------------------------------------------------------------------|----------------|----------------------------|--|
| 18 | AGATES N STONES         | ASHISH JAIN        | DIRECTOR   | C-28, UPSIDC, Baghpat industrial area, Bhaghpat, UP-250609                 | 6396643529     | sales@agatesnstones.com    |  |
| 19 | ASR COLLECTION          | ADITYA RAMPURA     | PROPRIETOR | 1-Shakespeare Sarani, Shop No.-A9, Kolkata-700071 (WB)                     | 8981011987     | Asrcollection101@gmail.com |  |
| 20 | AMBALA HAMMOCKS         | J. ELAM VAMMOCKS   | PROPRIETOR | Isaiambalam, Alankuppam, Auroville, Puducherry-605111.                     | 9360272765     | ambala125@yahoo.co.in      |  |
| 21 | NEEL KANTHESWER MARBLES | SANTOSH            | MANAGER    | Plot No.-F-307-308, Rico Industry Area, Madanganj, Kishangarh, Ajmer (RJ). | 9351615828     |                            |  |
| 22 | SHIRAN INTERNATIONAL    | ANIL SHARMA        | MANAGER    |                                                                            | 9828087980     |                            |  |
| 23 | MSME                    | SAMSH KU JENA      | ARTISAN    | Gabakunda, Sunalo, Puri-752045 (Odisha)                                    | +91 7735596926 |                            |  |
| 24 | MSME                    | DEEPAK KUMAR LOHDI | ARTISAN    | Bheraghat, Jabalpur-483053 (MP)                                            |                |                            |  |

|    |      |                        |         |                                                                                               |            |  |  |
|----|------|------------------------|---------|-----------------------------------------------------------------------------------------------|------------|--|--|
| 25 | MSME | HEERA LAL<br>BHUMIYADA | ARTISAN | Ward No.-5,<br>Chausat Nagaina<br>Mandir,<br>Barkheda,<br>Sahpura,<br>Jabalpur-483056<br>(MP) | 9098246153 |  |  |
| 26 | MSME | LOVE DAHIYA            | ARTISAN | 115 Pachmara<br>Temple,<br>Bheraghat,<br>Jabalpur-483053<br>(MP)                              | 9893036225 |  |  |
| 27 | MSME | SANJAY<br>KUMAR        | ARTISAN | Near Hotal<br>Adarsh<br>Panchwati,<br>Bheraghat,<br>Jabalpur-483053<br>(MP)                   | 9993742764 |  |  |
| 28 | MSME | SOURABH<br>SAINI       | ARTISAN | In Front Hotal<br>Adarsh<br>Panchwati,<br>Bheraghat,<br>Jabalpur-483053<br>(MP)               | 9039223217 |  |  |
| 29 | MSME | SURESH<br>JHARIYA      | ARTISAN | 64 Yogini Mandir<br>Bheraghat,<br>Jabalpur-483053<br>(MP)                                     | 6261209959 |  |  |
| 30 | MSME | BHAGABAN               | ARTISAN | Bantaligarm,                                                                                  | 9114003141 |  |  |



|    |      |                           |         |                                                                      |            |  |  |
|----|------|---------------------------|---------|----------------------------------------------------------------------|------------|--|--|
|    |      | BEHERA                    |         | Puri-752002<br>(Odisha)                                              |            |  |  |
| 31 | MSME | SUKANTA<br>KUMAR<br>SAGAD | ARTISAN |                                                                      |            |  |  |
| 32 | MSME | MAHENDRA<br>KU SAMAL      | ARTISAN | Bhubaneswar,<br>Khordha, Odisha<br>-752002                           | 9238826383 |  |  |
| 33 | MSME | KARTIK<br>BEHERA          | ARTISAN | Niali, Tailli<br>Patana, Cuttack-<br>754004 (Odisha)                 | 8949441744 |  |  |
| 34 | MSME | MANTU<br>KISHORE<br>SWAIN | ARTISAN | Baliput,<br>Chunadiha, Puri-<br>752045 (Odisha)                      | 7976491589 |  |  |
| 35 | MSME | ARJUN SINGH               | ARTISAN | 04 Durga Mander<br>Ke Pass, Bhopal<br>Road, Jabalpur-<br>482003 (MP) | 7067065928 |  |  |

### Annexure 4: Training & Employment Details

#### Training and Employment Projections:

| Year    | Total Candidates     |                                    | Women                |                                    | People with Disability |                                    |
|---------|----------------------|------------------------------------|----------------------|------------------------------------|------------------------|------------------------------------|
|         | Estimated Training # | Estimated Employment Opportunities | Estimated Training # | Estimated Employment Opportunities | Estimated Training #   | Estimated Employment Opportunities |
| 2023-24 | 750                  | Self-employment                    | Approx. 60%          | Self-employment                    | N/A                    | N/A                                |

|         |      |                 |             |                 |     |     |
|---------|------|-----------------|-------------|-----------------|-----|-----|
| 2024-25 | 1000 | Self-employment | Approx. 60% | Self-employment | N/A | N/A |
| 2025-26 | 1250 | Self-employment | Approx. 60% | Self-employment | N/A | N/A |

Data to be provided year-wise for the next 3 years.

#### Training, Assessment, Certification, and Placement Data for previous versions of qualifications:

| Qualification Version | Year      | Total Candidates |          |           |                 | Women         |               |               |                 | People with Disability |          |           |        |
|-----------------------|-----------|------------------|----------|-----------|-----------------|---------------|---------------|---------------|-----------------|------------------------|----------|-----------|--------|
|                       |           | Trained          | Assessed | Certified | Placed          | Trained       | Assessed      | Certified     | Placed          | Trained                | Assessed | Certified | Placed |
| 3.0                   | 2021-2022 | 200              | 196      | 196       | Self-employment | More than 60% | More than 60% | More than 60% | Self-employment | NA                     | NA       | NA        | NA     |
| 3.0                   | 2022-2023 | 500              | 420      | 420       | Self-employment | More than 60% | More than 60% | More than 60% | Self-employment | NA                     | NA       | NA        | NA     |
| 3.0                   | 2023-2024 | 1430             | 1422     | 1422      | Self-employment | More than 60% | More than 60% | More than 60% | Self-employment | NA                     | NA       | NA        | NA     |

Applicable for revised qualifications only, data to be provided for past 3 years.

#### List Schemes in which the previous version of Qualification was implemented:

1. PMKVY 4.0
2. ODOP

#### Content availability for previous versions of qualifications:

☒ Participant Handbook ☒ Facilitator Guide ☐ Digital Content ☒ Qualification Handbook ☐ Any Other:

#### Languages in which Content is available:

## Annexure 5: Blended Learning

#### Blended Learning Estimated Ratio & Recommended Tools:

Refer NCVET “Guidelines for Blended Learning for Vocational Education, Training & Skilling” available on:

<https://ncvet.gov.in/sites/default/files/Guidelines%20for%20Blended%20Learning%20for%20Vocational%20Education,%20Training%20&%20Skilling.pdf>

| S. No. | Select the Components of the Qualification                                                                               | List Recommended Tools – for all Selected Components                                                                           | Offline: Online Ratio                                                                                                                                                                                                                                            |
|--------|--------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 1      | <input checked="" type="checkbox"/> Theory/ Lectures - Imparting theoretical and conceptual knowledge                    | <ul style="list-style-type: none"> <li>• Qualification/ Syllabus</li> <li>• Books/ e-books</li> <li>• Presentations</li> </ul> | <ul style="list-style-type: none"> <li>• Without use of appropriate tech tools 80% Offline and only up to 20% online otherwise.</li> <li>• Online Instructor led teaching, can be one-to one or one to many or many-to-many: up to 80% to 100% online</li> </ul> |
| 2      | <input checked="" type="checkbox"/> Imparting Soft Skills, Life Skills, and Employability Skills /Mentorship to Learners | <ul style="list-style-type: none"> <li>• Presentations</li> <li>• E-Content/ Curated digital content</li> </ul>                | <ul style="list-style-type: none"> <li>• Without the use of appropriate tech tools, 80% Offline and only up to 20% online otherwise. 100% virtual while working in virtual teams / virtual collaboration</li> </ul>                                              |
| 3      | <input checked="" type="checkbox"/> Showing Practical Demonstrations to the learners                                     | <ul style="list-style-type: none"> <li>• Projector, laptop various tools and equipment</li> </ul>                              | <ul style="list-style-type: none"> <li>• For all skills, where a physical product is created, at least 50% shall be on practical demonstrations and site visits</li> </ul>                                                                                       |
| 4      | <input checked="" type="checkbox"/> Imparting Practical Hands-on Skills/ Lab Work/ workshop/ shop floor training         | <ul style="list-style-type: none"> <li>• Projector, laptop various tools and equipment</li> </ul>                              | <ul style="list-style-type: none"> <li>• 100% offline without the use of any technological tools.</li> </ul>                                                                                                                                                     |
| 5      | <input checked="" type="checkbox"/> Tutorials/ Assignments/ Drill/ Practice                                              | <ul style="list-style-type: none"> <li>• Learning Management system</li> </ul>                                                 | <ul style="list-style-type: none"> <li>• 70% offline and up to 30% online where a physical product is created as part of skilling</li> </ul>                                                                                                                     |
| 6      | <input type="checkbox"/> Proctored Monitoring/ Assessment/ Evaluation/ Examinations                                      |                                                                                                                                |                                                                                                                                                                                                                                                                  |
| 7      | <input type="checkbox"/> On the Job Training (OJT)/ Project Work Internship/ Apprenticeship Training                     |                                                                                                                                |                                                                                                                                                                                                                                                                  |

## Annexure 6: Detailed Assessment Criteria

Detailed assessment criteria for each NOS/Module are as follows:

| NOS/Module Name                                               | Assessment Criteria for Performance Criteria/Learning Outcomes                                                            | Theory Marks | Practical Marks | Project Marks | Viva Marks |
|---------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------|--------------|-----------------|---------------|------------|
| <b>HCS/N1503:<br/>Carve stone to create stoneware product</b> | <b>Preparing the Workspace and Materials</b>                                                                              | <b>5</b>     | <b>15</b>       | -             | -          |
|                                                               | <b>PC1.</b> Organize the workspace to ensure a clean and safe environment for carving.                                    | 1            | 3               | -             | -          |
|                                                               | <b>PC2.</b> Select the appropriate stone based on design requirements and product durability.                             | 1            | 3               | -             | -          |
|                                                               | <b>PC3.</b> Inspect the stone for cracks or imperfections and remove unsuitable sections.                                 | 1            | 3               | -             | -          |
|                                                               | <b>PC4.</b> Gather and inspect all necessary tools, such as chisels, hammers, rasps, grinders, and protective gear.       | 1            | 3               | -             | -          |
|                                                               | <b>PC5.</b> Set up the workstation to ensure tools are within easy reach and properly aligned for efficient carving.      | 1            | 3               | -             | -          |
|                                                               | <b>Carving the Stone</b>                                                                                                  | <b>5</b>     | <b>20</b>       |               |            |
|                                                               | <b>PC6.</b> Mark the stone with a design template or sketch, ensuring accurate layout for carving.                        | 1            | 4               | -             | -          |
|                                                               | <b>PC7.</b> Use tools (e.g., hammers and point chisels) to roughly shape the stone according to the design outline.       | 1            | 4               | -             | -          |
|                                                               | <b>PC8.</b> Refine the shape by using finer chisels and rasps, working in stages to achieve the desired depth and detail. | 1            | 4               | -             | -          |
|                                                               | <b>PC9.</b> Continuously check alignment with the design, adjusting as necessary to maintain precision and symmetry.      | 1            | 4               | -             | -          |
|                                                               | <b>PC10.</b> Use specialized tools for detailed carvings and intricate patterns, ensuring clean and sharp edges.          | 1            | 4               | -             | -          |
|                                                               | <b>Refining and Polishing the Stone</b>                                                                                   | <b>5</b>     | <b>20</b>       |               |            |
|                                                               | <b>PC11.</b> Smooth the rough surfaces using rasps, sandpaper, or grinding tools to eliminate tool marks.                 | 1            | 4               | -             | -          |

|                                                                                          |                                                                                                                                                                                |           |           |   |   |
|------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------|-----------|---|---|
|                                                                                          | <b>PC12.</b> Apply finer abrasives for a polished finish, ensuring an even texture and surface appearance.                                                                     | 1         | 4         | - | - |
|                                                                                          | <b>PC13.</b> Perform water or oil polishing to enhance the stone's natural shine and remove surface dust.                                                                      | 1         | 4         | - | - |
|                                                                                          | <b>PC14.</b> Inspect the carved product for imperfections and address any issues, ensuring uniform quality.                                                                    | 1         | 4         | - | - |
|                                                                                          | <b>PC15.</b> Ensure the product is free from sharp edges or rough areas that may affect the quality or usability.                                                              | 1         | 4         | - | - |
|                                                                                          | <b>Finalizing and Packaging the Stoneware Product</b>                                                                                                                          | <b>10</b> | <b>20</b> | - | - |
|                                                                                          | <b>PC16.</b> Apply protective coatings, such as sealants or varnishes, to preserve the stone's integrity and finish.                                                           | 2         | 4         | - | - |
|                                                                                          | <b>PC17.</b> Perform a final quality check to ensure the product matches the original design and customer specifications.                                                      | 2         | 4         | - | - |
|                                                                                          | <b>PC18.</b> Package the product securely for delivery, ensuring safe transportation without damage.                                                                           | 2         | 4         | - | - |
|                                                                                          | <b>PC19.</b> Clean and maintain tools after use, storing them properly to prevent wear and damage.                                                                             | 2         | 4         | - | - |
|                                                                                          | <b>PC20.</b> Dispose of waste materials, including stone dust and debris, in an environmentally responsible manner.                                                            | 2         | 4         | - | - |
|                                                                                          | <b>Total Marks</b>                                                                                                                                                             | <b>25</b> | <b>75</b> | - | - |
| <b>HCS/N8523:<br/>Entrepreneurship<br/>skills for<br/>Stonecraft<br/>Carving Artisan</b> | <b>Market Research and Opportunity Identification</b>                                                                                                                          | <b>4</b>  | <b>6</b>  | - | - |
|                                                                                          | <b>PC1.</b> Analyze current market trends related to stonecraft, cultural designs, and consumer demands.                                                                       | 2         | 3         | - | - |
|                                                                                          | <b>PC2.</b> Identify niche markets and emerging opportunities in stone carving, evaluate customer demographics and geographic locations where the products are most in demand. | 2         | 3         | - | - |
|                                                                                          | <b>Innovation and Product Development</b>                                                                                                                                      | <b>4</b>  | <b>6</b>  | - | - |
|                                                                                          | <b>PC3.</b> Research and develop innovative designs by blending traditional craftsmanship with contemporary trends.                                                            | 2         | 3         | - | - |
|                                                                                          | <b>PC4.</b> Stay updated with new carving techniques, tools, and materials to enhance the efficiency and quality of work.                                                      | 2         | 3         | - | - |

|  |                                                                                                                                                                                     |          |           |   |   |
|--|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------|-----------|---|---|
|  | <b>Business Planning</b>                                                                                                                                                            | <b>4</b> | <b>8</b>  | - | - |
|  | <b>PC5.</b> Develop a comprehensive business plan that includes vision, mission, objectives, strategies, and financial projections.                                                 | 2        | 4         | - | - |
|  | <b>PC6.</b> Set short-term, mid-term, and long-term business goals that align with market opportunities and business capabilities.                                                  | 2        | 4         | - | - |
|  | <b>Financial Management</b>                                                                                                                                                         | <b>4</b> | <b>8</b>  | - | - |
|  | <b>PC7.</b> Establish and maintain a budget for stone carving projects, managing costs effectively. Track expenses related to raw materials, tools, labor, shipping, and marketing. | 2        | 4         | - | - |
|  | <b>PC8.</b> Implement effective pricing strategies that cover costs and ensure profitability while being competitive.                                                               | 2        | 4         | - | - |
|  | <b>Marketing and Sales</b>                                                                                                                                                          | <b>4</b> | <b>8</b>  | - | - |
|  | <b>PC9.</b> Build a brand identity that reflects the artisan's unique craftsmanship, story, and product quality.                                                                    | 2        | 4         | - | - |
|  | <b>PC10.</b> Establish and maintain an online presence through social media marketing, online craft marketplaces, and personal websites.                                            | 2        | 4         | - | - |
|  | <b>Customer Relationship Management</b>                                                                                                                                             | <b>4</b> | <b>8</b>  | - | - |
|  | <b>PC11.</b> Build and maintain strong relationships with customers by offering personalized services such as custom designs and orders.                                            | 2        | 4         | - | - |
|  | <b>PC12.</b> Implement a customer feedback mechanism to ensure satisfaction and improve product and service quality.                                                                | 2        | 4         | - | - |
|  | <b>Quality Control and Craftsmanship</b>                                                                                                                                            | <b>4</b> | <b>12</b> | - | - |
|  | <b>PC13.</b> Maintain high standards of craftsmanship, paying attention to details in carving, finishing, and polishing.                                                            | 2        | 6         | - | - |
|  | <b>PC14.</b> Implement a quality control process to check the durability and aesthetic appeal of each piece before it reaches the customer.                                         | 2        | 6         | - | - |
|  | <b>Legal and Regulatory Compliance</b>                                                                                                                                              | <b>4</b> | <b>12</b> | - | - |

|                                         |                                                                                                                                                                                      |           |           |   |   |
|-----------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------|-----------|---|---|
|                                         | <b>PC15.</b> Understand and comply with local, national, and international regulations related to stonecraft production and sales.                                                   | 2         | 6         | - | - |
|                                         | <b>PC16.</b> Protect intellectual property rights by registering designs, trademarks, or patents where applicable.                                                                   | 2         | 6         | - | - |
|                                         | <b>Total Marks</b>                                                                                                                                                                   | <b>32</b> | <b>68</b> | - | - |
| <b>HCS/N9929:<br/>Working in a team</b> | <b>Interact with supervisor or superior</b>                                                                                                                                          | <b>14</b> | <b>30</b> | - | - |
|                                         | <b>PC1.</b> comply with health, safety gender, and PwD (People with disability) related instructions applicable to the workplace                                                     | 2         | 5         | - | - |
|                                         | <b>PC2.</b> actively participate in mock drills/ evacuation procedures; group discussions, training sensitization programs for gender, and PwD awareness organized at the workplace. | 2         | 5         | - | - |
|                                         | <b>PC3.</b> receive job orders and instructions from reporting supervisor and receive feedback on work standards.                                                                    | 2         | 5         | - | - |
|                                         | <b>PC4.</b> understand the work output requirements, targets, performance indicators and incentives.                                                                                 | 2         | 5         | - | - |
|                                         | <b>PC5.</b> deliver quality work on time and report any anticipated reasons for delays and handover completed work to supervisor                                                     | 3         | 5         | - | - |
|                                         | <b>PC6.</b> report on any grievances, production defects and any potential hazards.                                                                                                  | 3         | 5         | - | - |
|                                         | <b>Work as a team by coordinating with colleagues within and outside the department and include inputs on PwD &amp; Gender Sensitisation</b>                                         | <b>6</b>  | <b>10</b> | - | - |
|                                         | <b>PC7.</b> communicate maintenance and repair schedule proactively to the supervisor                                                                                                | 3         | 5         | - | - |
|                                         | <b>PC8.</b> interact and clarify doubts on design, usage of materials & tools, quality & standards compliance, etc.                                                                  | 3         | 5         | - | - |
|                                         | <b>Report and Document</b>                                                                                                                                                           | <b>15</b> | <b>25</b> | - | - |
|                                         | <b>PC9.</b> report in time for shortage or need of raw materials                                                                                                                     | 3         | 5         | - | - |
|                                         | <b>PC10.</b> communicate with colleagues from within and other departments, clearly and effectively on all aspects to carry out                                                      | 3         | 5         | - | - |

|                                                                  |                                                                                                                                |           |           |   |   |
|------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------|-----------|-----------|---|---|
|                                                                  | the work among the team                                                                                                        |           |           |   |   |
|                                                                  | <b>PC11.</b> maintain the etiquette, use polite language, demonstrate responsible and disciplined behavior towards colleagues. | 3         | 5         | - | - |
|                                                                  | <b>PC12.</b> put team over individual goals and multitask or share work where necessary supporting the colleagues.             | 3         | 5         | - | - |
|                                                                  | <b>PC13.</b> document all the details accurately relating to one's role as required.                                           | 3         | 5         | - | - |
|                                                                  | <b>Total Marks</b>                                                                                                             | <b>35</b> | <b>65</b> | - | - |
| <b>HCS/N9931:<br/>Maintaining health and safety at workplace</b> | <b>Comply with health, safety, and security requirements at work</b>                                                           | <b>30</b> | <b>70</b> | - | - |
|                                                                  | <b>PC1.</b> Comply with health and safety related instructions applicable to the workplace.                                    | 2         | 6         | - | - |
|                                                                  | <b>PC2.</b> Use and maintain personal protective equipment as per protocol.                                                    | 2         | 6         | - | - |
|                                                                  | <b>PC3.</b> Carry out own activities in line with approved guidelines and procedures                                           | 2         | 6         | - | - |
|                                                                  | <b>PC4.</b> Maintain a healthy lifestyle and guard against dependency on intoxicants.                                          | 2         | 6         | - | - |
|                                                                  | <b>PC5.</b> Follow environment management system related procedures                                                            | 2         | 4         | - | - |
|                                                                  | <b>PC6.</b> Store materials and tools in line with manufactures and organizational requirements                                | 2         | 3         | - | - |
|                                                                  | <b>PC7.</b> Safely handle and move waste and debris.                                                                           | 1         | 3         | - | - |
|                                                                  | <b>PC8.</b> Minimize health and safety risks to self and other due to own actions.                                             | 2         | 4         | - | - |
|                                                                  | <b>PC9.</b> Seeks clarifications from supervisors or other authorized personnel in case of perceived risks                     | 1         | 3         | - | - |
|                                                                  | <b>PC10.</b> Monitor the workplace and work processes for potential risks and threats.                                         | 1         | 3         | - | - |
|                                                                  | <b>PC11.</b> Carry out periodic walk-through to keep work area free from hazards and obstructions, if assigned                 | 2         | 3         | - | - |
|                                                                  | <b>PC12.</b> Report hazards and potential risks/threats to supervisors                                                         | 3         | 4         | - | - |



|                                                            |                                                                                                                                                                                                                                  |           |           |   |   |
|------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------|-----------|---|---|
|                                                            | or other authorized personnel                                                                                                                                                                                                    |           |           |   |   |
|                                                            | <b>PC13.</b> Participate in mock drills/ evacuation procedures organized at the workplace                                                                                                                                        | 2         | 3         | - | - |
|                                                            | <b>PC14.</b> Undertake first aid, fire-fighting and emergency response training, if asked to do so                                                                                                                               | 2         | 4         | - | - |
|                                                            | <b>PC15.</b> Take action based on instructions in the event of fire, emergencies or accidents                                                                                                                                    | 2         | 6         | - | - |
|                                                            | <b>PC16.</b> Follow organization procedures for evacuation when required                                                                                                                                                         | 2         | 6         | - | - |
|                                                            | <b>Total Marks</b>                                                                                                                                                                                                               | <b>30</b> | <b>70</b> | - | - |
| <b>HCS/N9934:<br/>Managing<br/>Personal<br/>Sanitation</b> | <b>Adopt healthy work practices</b>                                                                                                                                                                                              | <b>18</b> | <b>48</b> | - | - |
|                                                            | <b>PC1.</b> always cover the mouth and nose with a dust mask while working and keep on changing when it gets blocked with dust                                                                                                   | 3         | 8         | - | - |
|                                                            | <b>PC2.</b> wear safety shoes while visiting the production unit to avoid any damage                                                                                                                                             | 3         | 8         | - | - |
|                                                            | <b>PC3.</b> wear personal protective equipment while visiting the different departments during production. orexample mask in the washing section, glasses and mask in an assembly line, and gloves in the printing section, etc. | 3         | 8         | - | - |
|                                                            | <b>PC4.</b> always wash sanitize your hands after a factory unit before touching any document, laptop, cell phone, etc.                                                                                                          | 3         | 8         | - | - |
|                                                            | <b>PC5.</b> undergo preventive health checkups at regular intervals.                                                                                                                                                             | 3         | 8         | - | - |
|                                                            | <b>PC6.</b> take prompt treatment from the doctor in case of illness.                                                                                                                                                            | 3         | 8         | - | - |
|                                                            | <b>Achieve work productivity while maintaining health</b>                                                                                                                                                                        | <b>12</b> | <b>22</b> | - | - |
|                                                            | <b>PC7.</b> follow SOPs for dealing with blisters; scratches; accidental fires or any other type of emergencies at work                                                                                                          | 4         | 7         | - | - |
|                                                            | <b>PC8.</b> ensure no productivity loss or absenteeism from work due to illness                                                                                                                                                  | 4         | 7         | - | - |
|                                                            | <b>PC9.</b> ensure no long-term ill effect on personal health.                                                                                                                                                                   | 4         | 8         | - | - |
|                                                            | <b>Total Marks</b>                                                                                                                                                                                                               | <b>30</b> | <b>70</b> | - | - |
|                                                            | <b>People management</b>                                                                                                                                                                                                         | <b>3</b>  | <b>6</b>  | - | - |

|                                                                         |                                                                                                                                             |          |           |   |   |
|-------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------|----------|-----------|---|---|
| <b>HCS/N9940:<br/>Managing people<br/>and Resources in<br/>Business</b> | <b>PC1.</b> arrange Interactive meetings of managers of sales and production teams and categorize the issues and feedback of both the teams | 1        | 2         | - | - |
|                                                                         | <b>PC2.</b> train the employees of his/her unit with the appropriate skills required to make market relevant and quality products           | 1        | 2         | - | - |
|                                                                         | <b>PC3.</b> motivate the employees                                                                                                          | 1        | 2         | - | - |
|                                                                         | <b>Product planning</b>                                                                                                                     | <b>8</b> | <b>16</b> | - | - |
|                                                                         | <b>PC4.</b> compile a report based on old production reports                                                                                | 1        | 2         | - | - |
|                                                                         | <b>PC5.</b> address the issues faced in previous productions and try to resolve them                                                        | 1        | 2         | - | - |
|                                                                         | <b>PC6.</b> gather and analyze the cues from the market                                                                                     | 1        | 2         | - | - |
|                                                                         | <b>PC7.</b> ascertain the customer preference                                                                                               | 1        | 2         | - | - |
|                                                                         | <b>PC8.</b> develop product range lines based on current market preference                                                                  | 1        | 2         | - | - |
|                                                                         | <b>PC9.</b> develop product range lines that are unique and able to price high                                                              | 1        | 2         | - | - |
|                                                                         | <b>PC10.</b> price the products according to market trends                                                                                  | 1        | 2         | - | - |
|                                                                         | <b>PC11.</b> identify the competent marketing strategy for the product range                                                                | 1        | 2         | - | - |
|                                                                         | <b>Procurement of raw materials</b>                                                                                                         | <b>7</b> | <b>14</b> | - | - |
|                                                                         | <b>PC12.</b> list of the raw materials and prepare a B.O.M according to the product lines                                                   | 1        | 2         | - | - |
|                                                                         | <b>PC13.</b> ascertain the quantity and right price to procure the materials                                                                | 1        | 2         | - | - |
|                                                                         | <b>PC14.</b> identify the right locations/agents from where the raw materials can be procured                                               | 1        | 2         | - | - |
|                                                                         | <b>PC15.</b> negotiate to get the best price                                                                                                | 1        | 2         | - | - |
|                                                                         | <b>PC16.</b> ensure quality materials are procured                                                                                          | 1        | 2         | - | - |
|                                                                         | <b>PC17.</b> ensure the procured materials are stored in appropriate conditions                                                             | 1        | 2         | - | - |
|                                                                         | <b>PC18.</b> compile a record of price quotations, POs, and bills of                                                                        | 1        | 2         | - | - |

|  |                                                                                                                                              |           |           |   |   |
|--|----------------------------------------------------------------------------------------------------------------------------------------------|-----------|-----------|---|---|
|  | procurement for future reference                                                                                                             |           |           |   |   |
|  | <b>Market interfacing</b>                                                                                                                    | <b>7</b>  | <b>14</b> | - | - |
|  | <b>PC19.</b> maintain a healthy and professional relationship with vendor                                                                    | 1         | 2         | - | - |
|  | <b>PC20.</b> the competitive market falls in order with the company policies of best price, quality, and delivery parameters                 | 1         | 2         | - | - |
|  | <b>PC21.</b> analyze the prevalent price for product lines                                                                                   | 1         | 2         | - | - |
|  | <b>PC22.</b> decide on the most effective means to access the market                                                                         | 1         | 2         | - | - |
|  | <b>PC23.</b> plan for cost-effective transportation to the market                                                                            | 1         | 2         | - | - |
|  | <b>PC24.</b> position the product according to market requirements                                                                           | 1         | 2         | - | - |
|  | <b>PC25.</b> identify and address the expectations of customer                                                                               | 1         | 2         | - | - |
|  | <b>Financial management</b>                                                                                                                  | <b>4</b>  | <b>8</b>  | - | - |
|  | <b>PC26.</b> analyze and ascertain the cost of production                                                                                    | 1         | 2         | - | - |
|  | <b>PC27.</b> maintain the book of accounts related to the business                                                                           | 1         | 2         | - | - |
|  | <b>PC28.</b> maintain export documents like a letter of credit, custom clearance                                                             | 1         | 2         | - | - |
|  | <b>PC29.</b> identify cost-effective means of running the business                                                                           | 1         | 2         | - | - |
|  | <b>Record keeping</b>                                                                                                                        | <b>6</b>  | <b>7</b>  | - | - |
|  | <b>PC30.</b> identify various aspects of business that require recording                                                                     | 1         | 2         | - | - |
|  | <b>PC31.</b> design formats for recording                                                                                                    | 1         | 1         | - | - |
|  | <b>PC32.</b> compile various records of all aspects of the business                                                                          | 1         | 1         | - | - |
|  | <b>PC33.</b> maintain these records with periodic updations                                                                                  | 1         | 1         | - | - |
|  | <b>PC34.</b> maintain necessary documents as per local government and regulatory requirements                                                | 1         | 1         | - | - |
|  | <b>PC35.</b> reframe the procurement strategy according to local scenarios like weather conditions, transport strikes, affected prices, etc. | 1         | 1         | - | - |
|  | <b>Total Marks</b>                                                                                                                           | <b>35</b> | <b>65</b> | - | - |
|  | <b>Introduction to Employability Skills</b>                                                                                                  | <b>1</b>  | <b>1</b>  | - | - |

|                                                       |                                                                                                                                                                                                                                                                |   |   |   |   |
|-------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---|---|---|---|
| <b>DGT/VSQ/N0101: Employability Skills (30 Hours)</b> | <b>PC1.</b> understand the significance of employability skills in meeting the job requirements                                                                                                                                                                | - | - | - | - |
|                                                       | <b>Constitutional values – Citizenship</b>                                                                                                                                                                                                                     | 1 | 1 | - | - |
|                                                       | <b>PC2.</b> identify constitutional values, civic rights, duties, personal values and ethics and environmentally sustainable practices                                                                                                                         | - | - | - | - |
|                                                       | <b>Becoming a Professional in the 21st Century</b>                                                                                                                                                                                                             | 1 | 3 | - | - |
|                                                       | <b>PC3.</b> explain 21st Century Skills such as Self Awareness, Behavior Skills, Positive attitude, self-motivation, problem-solving, creative thinking, time management, social and cultural awareness, emotional awareness, continuous learning mindset etc. | - | - | - | - |
|                                                       | <b>Basic English Skills</b>                                                                                                                                                                                                                                    | 2 | 3 | - | - |
|                                                       | <b>PC4.</b> speak with others using some basic English phrases or sentences                                                                                                                                                                                    | - | - | - | - |
|                                                       | <b>Communication Skills</b>                                                                                                                                                                                                                                    | 1 | 1 | - | - |
|                                                       | <b>PC5.</b> follow good manners while communicating with others                                                                                                                                                                                                | - | - | - | - |
|                                                       | <b>PC6.</b> work with others in a team                                                                                                                                                                                                                         | - | - | - | - |
|                                                       | <b>Diversity &amp; Inclusion</b>                                                                                                                                                                                                                               | 1 | 1 | - | - |
|                                                       | <b>PC7.</b> communicate and behave appropriately with all genders and PwD                                                                                                                                                                                      | - | - | - | - |
|                                                       | <b>PC8.</b> report any issues related to sexual harassment                                                                                                                                                                                                     | - | - | - | - |
|                                                       | <b>Financial and Legal Literacy</b>                                                                                                                                                                                                                            | 3 | 4 | - | - |
|                                                       | <b>PC9.</b> use various financial products and services safely and securely                                                                                                                                                                                    | - | - | - | - |
|                                                       | <b>PC10.</b> calculate income, expenses, savings etc.                                                                                                                                                                                                          | - | - | - | - |
|                                                       | <b>PC11.</b> approach the concerned authorities for any exploitation as per legal rights and laws                                                                                                                                                              | - | - | - | - |
|                                                       | <b>Essential Digital Skills</b>                                                                                                                                                                                                                                | 4 | 6 | - | - |
|                                                       | <b>PC12.</b> operate digital devices and use its features and applications securely and safely                                                                                                                                                                 | - | - | - | - |
|                                                       | <b>PC13.</b> use internet and social media platforms securely and                                                                                                                                                                                              | - | - | - | - |

|                    |                                                                                                 |            |            |   |   |
|--------------------|-------------------------------------------------------------------------------------------------|------------|------------|---|---|
|                    | safely                                                                                          |            |            |   |   |
|                    | <b>Entrepreneurship</b>                                                                         | <b>3</b>   | <b>5</b>   | - | - |
|                    | <b>PC14.</b> identify and assess opportunities for potential business                           | -          | -          | - | - |
|                    | <b>PC15.</b> identify sources for arranging money and associated financial and legal challenges | -          | -          | - | - |
|                    | <b>Customer Service</b>                                                                         | <b>2</b>   | <b>2</b>   | - | - |
|                    | <b>PC16.</b> identify different types of customers                                              | -          | -          | - | - |
|                    | <b>PC17.</b> identify customer needs and address them appropriately                             | -          | -          | - | - |
|                    | <b>PC18.</b> follow appropriate hygiene and grooming standards                                  | -          | -          | - | - |
|                    | <b>Getting ready for apprenticeship &amp; Jobs</b>                                              | <b>1</b>   | <b>3</b>   | - | - |
|                    | <b>PC19.</b> create a basic biodata                                                             | -          | -          | - | - |
|                    | <b>PC20.</b> search for suitable jobs and apply                                                 | -          | -          | - | - |
|                    | <b>PC21.</b> identify and register apprenticeship opportunities as per requirement              | -          | -          | - | - |
|                    | <b>Total Marks</b>                                                                              | <b>20</b>  | <b>30</b>  | - | - |
| <b>Grand Total</b> |                                                                                                 | <b>210</b> | <b>440</b> |   |   |

## Annexure 7: Assessment Strategy

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

### <1. Assessment System Overview:

- Batches assigned to the assessment agencies for conducting the assessment on SIP or email
- Assessment agencies send the assessment confirmation to VTP/TC looping SSC
- Assessment agency deploys the ToA certified Assessor for executing the assessment
- SSC monitors the assessment process & records

### 2. Testing Environment:

- Check the Assessment location, date and time

- If the batch size is more than 30, then there should be 2 Assessors.
- Check that the allotted time to the candidates to complete Theory & Practical Assessment is correct.
- .....

3. Assessment Quality Assurance levels/Framework:

- Question bank is created by the Subject Matter Experts (SME) are verified by the other SME
- Questions are mapped to the specified assessment criteria
- Assessor must be ToA certified & trainer must be ToT Certified
- .....

4. Types of evidence or evidence-gathering protocol:

- Time-stamped & geotagged reporting of the assessor from assessment location
- Centre photographs with signboards and scheme specific branding
- .....

5. Method of verification or validation:

- Surprise visit to the assessment location
- ...

6. Method for assessment documentation, archiving, and access

- Hard copies of the documents are stored
- ....

**On the Job:**

1. Each module (which covers the job profile of Carving Artisan) will be assessed separately.
2. The candidate must score 60% in each module to successfully complete the OJT.
3. Tools of Assessment that will be used for assessing whether the candidate is having desired skills and etiquette of dealing with customers, understanding needs & requirements, assessing the customer and perform Soft Skills effectively:
  - Videos of Trainees during OJT
  -

4. Assessment of each Module will ensure that the candidate is able to:

- Effective engagement with the customers
- Understand the working of various tools and equipment.....>

## Annexure 8: Acronym and Glossary

### Acronym

| Acronym | Description                                          |
|---------|------------------------------------------------------|
| AA      | Assessment Agency                                    |
| AB      | Awarding Body                                        |
| ISCO    | International Standard Classification of Occupations |
| NCO     | National Classification of Occupations               |
| NCrF    | National Credit Framework                            |
| NOS     | National Occupational Standard(s)                    |
| NQR     | National Qualification Register                      |
| NSQF    | National Skills Qualifications Framework             |
| OJT     | On the Job Training                                  |

### Glossary

| Term                                         | Description                                                                                                                                                                                                                            |
|----------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>National Occupational Standards (NOS)</b> | NOS define the measurable performance outcomes required from an individual engaged in a particular task. They list down what an individual performing that task should know and also do.                                               |
| <b>Qualification</b>                         | A formal outcome of an assessment and validation process which is obtained when a competent body determines that an individual has achieved learning outcomes to given standards                                                       |
| <b>Qualification File</b>                    | A Qualification File is a template designed to capture necessary information of a Qualification from the perspective of NSQF compliance. The Qualification File will be normally submitted by the awarding body for the qualification. |
| <b>Sector</b>                                | A grouping of professional activities on the basis of their main economic function, product, service or technology.                                                                                                                    |
| <b>Long Term Training</b>                    | Long-term skilling means any vocational training program undertaken for a year and above.<br><a href="https://ncvet.gov.in/sites/default/files/NCVET.pdf">https://ncvet.gov.in/sites/default/files/NCVET.pdf</a>                       |