

QUALIFICATION FILE

Ceramics and Terracotta Toy Maker

☒ 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 4**

Submitted By:

Handicrafts and Carpet Sector Skill Council-HCSSC

Tel number(s): 011-26139834

E-mail address: 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)	16
Annexure 3: Industry Validations Summary.....	18
Annexure 4: Training & Employment Details.....	22
Annexure 5: Blended Learning	23
Annexure 6: Detailed Assessment Criteria	24
Annexure 7: Assessment Strategy	34
Annexure 8: Acronym and Glossary	35

Section1: Basic Details

1.	Qualification Name	Ceramics and Terracotta Toy Maker	
2.	Sector/s	Handicrafts and Carpet Sector Skill Council	
3.	Type of Qualification ☐ New ☒ Revised ☐ Has Electives/Options	NQR Code & version of the existing /previous qualification: 2022/HC/HCSSC/06743 Version of qualification: 2.0	Qualification Name of the existing version: <i>(previous, once approved)</i> Ceramics and Terracotta Toy Maker-Artisan
4.	National Qualification Register (NQR) Code & Version <i>(Will be issued after NSQC approval)</i>	NQR Code: QG-04-HC-03613-2025-V2-HCSSC Version of qualification: 3.0	5. NCrf/NSQF Level: <i>NSQF Level 4</i>
6.	Award (Certificate/Diploma/ Advanced Diploma/Any Other) <i>(Wherever applicable specify multiple entry/exits also & provide details in annexure)</i>	NA	
7.	Brief Description of the Qualification	This job role is about mixing various raw materials, mold making shaping, baking and coloring toys to make a final ceramic toy product	

8. Eligibility Criteria for Entry for Student/Trainee/Learner/Employee	a. Entry Qualification & Relevant Experience <table border="1" data-bbox="1048 240 2056 608"> <tr> <th>S. No.</th><th>Academic/Skill Qualification (with Specialization - if applicable)</th><th>Relevant Experience (with Specialization - if applicable)</th></tr> <tr> <td>1</td><td>12th Grade Pass</td><td></td></tr> <tr> <td>2</td><td>8th Grade Pass</td><td>1.5 Year experience</td></tr> <tr> <td>3</td><td>5th Grade Pass</td><td>3 Year experience</td></tr> <tr> <td>4</td><td>Ability to read and write</td><td>5 Year experience</td></tr> <tr> <td>5</td><td>Previous relevant Qualification of NSQF Level 3.5</td><td>1.5 Year experience</td></tr> </table>						S. No.	Academic/Skill Qualification (with Specialization - if applicable)	Relevant Experience (with Specialization - if applicable)	1	12 th Grade Pass		2	8 th Grade Pass	1.5 Year experience	3	5 th Grade Pass	3 Year experience	4	Ability to read and write	5 Year experience	5	Previous relevant Qualification of NSQF Level 3.5	1.5 Year experience
S. No.	Academic/Skill Qualification (with Specialization - if applicable)	Relevant Experience (with Specialization - if applicable)																						
1	12 th Grade Pass																							
2	8 th Grade Pass	1.5 Year experience																						
3	5 th Grade Pass	3 Year experience																						
4	Ability to read and write	5 Year experience																						
5	Previous relevant Qualification of NSQF Level 3.5	1.5 Year experience																						
9. Credits Assigned to this Qualification (as per National Credit Framework (NCrF))	16	10. Common Cost Norm Category (I/II/III) (wherever applicable): III																						
11. Any Licensing Requirements for Undertaking Training on This Qualification (wherever applicable)	NA																							
12. Training Duration by Modes of Training Delivery (Specify Total Duration as per selected training delivery modes and as per requirement of the qualification)	☒ Offline Only ☐ Online Only ☐ Blended <table border="1" data-bbox="1010 927 2101 1374"> <tr> <th>Training Delivery Modes</th><th>Theor y (Hours)</th><th>Practica l (Hours)</th><th>OJT Mandatory (Hours)</th><th>OJT Recomme nded (Hours)</th><th>Total (Hours)</th></tr> <tr> <td>Classroom (offline)</td><td>160 (Includi ng 40 hrs of ES modul e)</td><td>320 (Includin g 20 Hrs of ES module)</td><td></td><td></td><td>480</td></tr> <tr> <td>Online</td><td></td><td></td><td></td><td></td><td></td></tr> </table>						Training Delivery Modes	Theor y (Hours)	Practica l (Hours)	OJT Mandatory (Hours)	OJT Recomme nded (Hours)	Total (Hours)	Classroom (offline)	160 (Includi ng 40 hrs of ES modul e)	320 (Includin g 20 Hrs of ES module)			480	Online					
Training Delivery Modes	Theor y (Hours)	Practica l (Hours)	OJT Mandatory (Hours)	OJT Recomme nded (Hours)	Total (Hours)																			
Classroom (offline)	160 (Includi ng 40 hrs of ES modul e)	320 (Includin g 20 Hrs of ES module)			480																			
Online																								

		(Refer Blended Learning Annexure for details)	
13.	Aligned to NCO/ISCO Code/s (if code is not available, then mention the same)	NCO-2015/ 7314.0300	
14.	Progression Path After Attaining the Qualification (Please show Professional and Academic progression) (wherever applicable)	Vertical Progression Merchandiser (Level 4.5)	
15.	Other Indian Languages in which the Qualification & Model Curriculum are being Submitted	Hindi	
16.	Is similar Qualification(s) available on NQR-if yes, justification for this qualification	☐ Yes ☒ No URLs of similar Qualifications:	
17.	Is the Job Role Amenable to Persons with Disability	☒ Yes ☐ 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.	How participation of women will be encouraged?	Handicrafts and Carpet Sector has around 40 to 50% of Women Artisan.	
19.	Are Greening/ Environment Sustainability Aspects Covered (Specify the NOS/Module which covers it), wherever applicable	☒ Yes ☐ No	
20.	Is Qualification Suitable to be Offered in Schools/Colleges	Schools ☒ Yes ☐ No Colleges ☒ Yes ☐ No	
21.	Name and Contact Details of Submitting / Awarding Body SPOC (In case of CS or MS, provide details of both Lead AB & Supporting ABs)	Name: Mr. Krishan Kumar Email: ceo@hcssc.in Contact No.: 011-26139834 Website: www.hcssc.in	
22.	Final Approval Date by NSQC: 18/02/2025	23. Validity Duration: 3 years	24. Next Review Date: 18/02/2028

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 (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.	Proj.	Viva	Total	Weightage (%) (if applicable)
1.	Carry out the process of making ceramic toy	HCS/N0402 NOS Version 2.0	Core	4	4	30:00	90:00	NA	00:00	120:00	40	60	-	-	100	
2.	Carry out the operation process required to make terracotta toys	HCS/N0403 NOS Version 2.0	Core	4	4	30:00	90:00	NA	00:00	120:00	30	70	-	-	100	
3.	Entrepreneurship Skills for Ceramics and Terracotta Toy Maker	HCS/N0410 NOS	Core	4	3	30:00	60:00	NA	00:00	90:00	32	68	-	-	100	

S. No	NOS/Module Name	NOS/Module Code & Version (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.	Proj.	Viva	Total	Weightage (%) (if applicable)
		Version 1.0														
4.	Coordinate with colleagues and work as a team	HCS/N9901 NOS Version 6.0	Non-core	4	1	10:00	20:00	NA	00:00	30:00	35	65	-	-	100	
5.	Maintain safe and healthy work environment	HCS/N9913 NOS Version 1.0	Non-core	4	1	10:00	20:00	NA	00:00	30:00	30	70	-	-	100	
6.	Maintain Personal Hygiene	HCS/N9903 NOS Version 3.0	Non-core	4	1	10:00	20:00	NA	00:00	30:00	27	73	-	-	100	
7.	Employability & Entrepreneurship Skills	DGT/VSQ/N0101	Non-core	4	2	40:00	20:00	NA	00:00	60:00	20	30	-	-	50	

S. No	NOS/Module Name	NOS/Module Code & Version (if applicable)	Core / Non-Core	NCrF/ NSQF Level	Credits as per NCrF	Training Duration (Hours)					Assessment Marks					
						Th.	Pr.	OJ T-Ma n.	OJT-Rec.	Total	Th.	Pr.	Proj .	Viv a	Total	Weightage (%) (if applicable)
		NOS Version 1.0														
Duration (in Hours) / Total Marks					16	160:00	320:00	NA	00:00	480:00	214	436	-	-	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.	Trainer's Qualification and experience in the relevant sector (in years) (as per NCVET guidelines)	12 th grade pass with 2 years' experience in the relevant sector and 1 year of teaching experience
----	---	---

2.	Master Trainer's Qualification and experience in the relevant sector (in years) (as per NCVET guidelines)	Graduate with 3 years' experience in the relevant sector and 4 years of teaching experience
3.	Tools and Equipment Required for the Training	☒ Yes ☐ No (If "Yes", details to be provided in Annexure)
4.	In Case of Revised Qualification, Details of Any Upskilling Required for Trainer	NA

Section 4: Assessment Related

1.	Assessor's Qualification and experience in relevant sector (in years) (as per NCVET guidelines)	12 TH Grade pass/ Graduate with Basic IT skills in the experience of preparing ceramic and terracotta toy product by mixing various raw materials, mold making, shaping, baking and coloring toys
2.	Proctor's Qualification and experience in relevant sector (in years) (as per NCVET guidelines) wherever applicable	12 TH Grade pass/ Graduate with Basic IT skills in the experience of preparing ceramic and terracotta toy product by mixing various raw materials, mold making, shaping, baking and coloring toys
3.	Lead Assessor's/Proctor's Qualification and experience in relevant sector (in years) (as per NCVET guidelines) wherever applicable	12 TH Grade pass/ Graduate with Basic IT skills in the experience of preparing ceramic and terracotta toy product by mixing various raw materials, mold making, shaping, baking and coloring toys
4.	Assessment Mode (Specify the assessment mode)	Blended
5.	Tools and Equipment Required for Assessment	☒ Same as for training ☒ Yes ☐ No (details to be provided in Annexure-if it is different for Assessment)

Section 5: Evidence of Need for the Qualification

Provide Annexure/Supporting documents name.

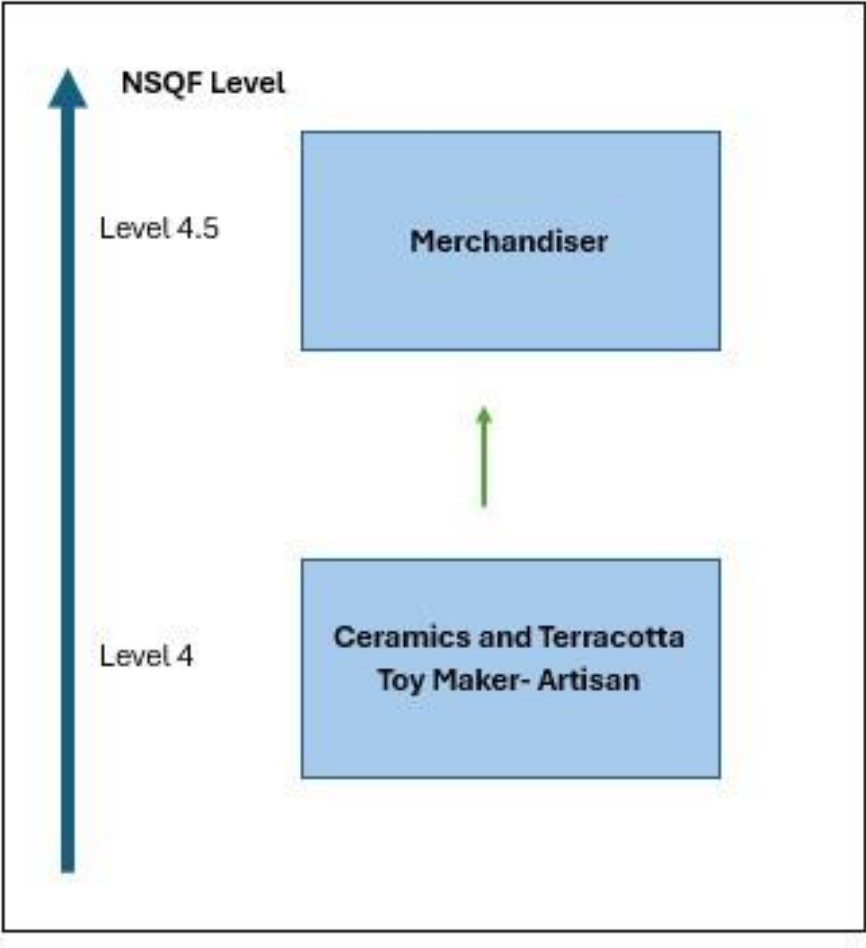
1.	Latest Skill Gap Study (not older than 2 years) (Yes/No): Yes
2.	Latest Market Research Reports or any other source (not older than 2 years) (Yes/No): Yes
3.	Government /Industry initiatives/ requirement (Yes/No): Yes
4.	Number of Industry validation provided: 30
5.	Estimated nos. of persons to be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

Section 6: Annexure & Supporting Documents Check List

Specify Annexure Name / Supporting document file name

1.	Annexure: NCrf/NSQF level justification based on NCrf level/NSQF descriptors (Mandatory)	Annexure 1
2.	Annexure: List of tools and equipment relevant for qualification (Mandatory, except in case of online course)	Annexure 2
3.	Annexure: Detailed Assessment Criteria (Mandatory)	Annexure 6
4.	Annexure: Assessment Strategy (Not Mandatory)	Annexure 7
5.	Annexure: Blended Learning (Mandatory, in case selected Mode of delivery is Blended	Blended learning called a “flipped classroom”, “hybrid learning” or “mixed learning,” is an approach that mixes instructor-led classroom training with online

	<i>Learning)</i>	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. Blended learning represents a learning model that combines both formal (traditional classroom) and non-formal (online) methodologies. (Annexure 5)
6.	Annexure: 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.	Annexure: Acronym and Glossary <i>(Optional)</i>	(Annexure 8)
8.	Supporting Document: Model Curriculum <i>(Mandatory – Public view)</i>	Model Curriculum attached separately
9.	Supporting Document: Career Progression <i>(Optional - Public view)</i>	Career Progression/ Job Role Progression appended below
10.	Any other document you wish to submit:	



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
Professional Theoretical Knowledge/Process	The incumbent's role as a ceramic and terracotta toy maker is to prepare various raw materials to make ceramic and terracotta toy. Example: • prepare required raw materials to make ceramic toy • perform the standard process of toy making • perform baking process of toys as per standard procedures • check toy quality and productivity standards • place raw materials like ball clay, mud clay, black clay, etc. for making terracotta toy • play lump on the turning wheel to make terracotta toy • provide shape like doll, animal or any desirable shape to the clay mixture	This is at level 4 ,it requires clear choice of procedures, as here the procedure is standardised by the direction of the supervisor Example • inspect the quality standard parameters to ensure master model is created as per standard procedures	4

	on the turning wheel		
Professional and Technical Skills/ Expertise/ Professional Knowledge	The incumbent has factual knowledge of field of knowledge or study Examples: • place raw materials like ball clay, mud clay, black clay, plaster of paris, etc. for making the master model, mould to make a final end product • collect required tools like chisel, fine pen, painting brush, sieve • preheat the kiln at appropriate temperature using wood as fuel to burn the toys to give them strength	It is at level 4 as this level as outlined above requires factual knowledge of field of study and not mere basic facts, process and principle knowledge of trade of employment	4
Employment Readiness & Entrepreneurship Skills & Mind-set/Professional Skill	Most of the work involves recall and demonstration of practical skill, is routine and repetitive and in a narrow range of application. The incumbent also uses appropriate rule and tool and quality concepts to complete their work. This is evident through: • monitor the temperature and the height of the flames during firing to ensure that all the toys are baked evenly, especially those placed at higher levels in the kiln.	This is at level 4 as it is missing required cognitive skills and range of methods for problem solving which is for level 5. Not level 3 as there is independent work and not mere assisting, at the same time there are variables involved	4
Broad Learning	The incumbent needs language to	Written and oral	4

Outcomes/Core Skill	communicate written or oral, with required clarity, to interact with customers, various departments, supervisors, personnel and teams, confirm requirements and communicate the same for shared understanding. Also prepare a range of routine documentation. Examples: • write down master model making, mold making, sculpting, burning, coloring techniques • read about various mould related information • communicate the gaps in process, if any to supervisor	communication is required with clarity so its level 4.	
Responsibility	The incumbent also needs skill pertaining to basic arithmetic and algebraic principles, for calculating various quantities and parameters, etc. For example: • production how to plan for material requirement	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	Thread	Used to create intricate patterns and details on the surface of the toy products	16 Types
2	Potter knife	Used for shaping, carving, and detailing the clay to create precise forms and distinctive features in the toys	1 Each
3	Colors	Applied by ceramics and terracotta toy makers to add vibrant hues and artistic finishes to their creations, enhancing the visual appeal of the final products	15 Types
4	Black clay	Black clay serves as a specialized material for ceramics and terracotta toy makers, providing a unique base color that can be molded and shaped to create toys with a distinct aesthetic and cultural significance	6 Kg
5	Ball clay	Ball clay is used by ceramics and terracotta toy makers as a key ingredient in clay formulations, contributing to the workability, plasticity, and texture of the clay used in crafting toys	5 Kg
6	Potter Wheel	A pottery wheel is used for shaping and molding the clay. It allows the artisan to spin the clay while shaping it into the desired form.	1 Eqpt Nos
7	Rolling Pin	A rolling pin is used to flatten and roll out clay to a consistent thickness before shaping.	3 Eqpt Nos

8	Kiln	A kiln is a specialized oven used to fire the clay and transform it into a durable, hardened form. It's an essential tool in the ceramics and terracotta manufacturing process.	1 Eqpt Nos
9	Glaze	These are materials applied to the surface of the clay before firing to add color and enhance the aesthetic appeal of the finished toy.	4 Packets
10	Drying Racks	Drying racks are used to air-dry the clay before firing in the kiln.	1 Eqpt Nos
11	Chisels and files	Chisels and files are to be used as detailing tools in ceramics and terracotta manufacturing process	4 Packets

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

S. No	Organization Name	Representative Name	Designation	Contact Address	Contact Phone No	E-mail ID	LinkedIn Profile (if available)
1	Minhas Pottery	Rajesh Kumar Tomar	Manager	C-1, Industrial Estate, G.T. Road Khurja-203131 (u. P.) INDIA	9837572245	mgulijeet@yahoo.com	
2	Chhatwal Ceramics	Vineet Sharma	Accountant	Industrial Area, G.T. Road Khurja-203131 (U. P.) INDIA	9837013160	chhatwalceramics@gmail.com	
3	Silico & Chemico Porcelain Works	Darshan Chhatwal	Partner	C-5, Industrial Estate, G.T. Road Khurja-203131 {us P.) INDIA	9837013160	jindia25@gmail.com	
4	Central Glass & Ceramic Research Institute	Dr. L.K. Sharma	Scientist-In-Charge	Khurja Centre, G.T. Road, Khurja, 203-131			
5	Dileep Potteries Pvt. Ltd.	Dr. S.C. Chopra	Technical Advisor	Village Chirota, Post Ajayrajpora, Via Bagru- JAIPUR - 303007	9829455526	drchopra@dileep.in	
6	Neerja Design Studio	Leela Bordia	Founder	Anand Bhawan, Jacob Road, Civil Lines, Jaipur, India	9829252643	info@neerjainternational.com	
7	Bidula Clay Studio	Bidula P B	Proprietor	Kizhakkeputhalatha HO, Elathur PO, Kozhikode-673303 (Kerala)	9400536408	pbbidula999@gmail.com	
8	K.L. Mati Kala	Lakshmi	Proprietor	Chhavni Mohalla,	8059736858	klmatikalaangan@gmail.com	

	Aangan	Narayan		Ward No.-14, Jhajjar, Harayana-124103			
9	Mahamana Ceramic Development Organization	Dr. L.K. Sharma	CEO	34,Hazartpur, Agwal Crossing, Khurja- Aligarh Bypass, Khurja-203131 (UP)	9810044600	mahamanaceramic@gmailcom	
10	PAKHI CREATIION	Dr. Namita Mandal	Proprietor	MIG-302, Girnar hills Near Malhotra college, BDA road, Awadhpuri-462022, Bhopal (Madhya Pradesh)	9165014165, 6266907858	pakhicreations39@gmail.com	
11	Maati Srijan	Mrs. Meenakshi Rajendra	Proprietor	Flat No.-21, Shubham Appartment, Plot no- 37, I.P. Extension, New Delhi-110092	9810148561	maatisrijan@gmail.com Meenakshi251272@gmail.com	
12	MSME	Kamlesh	Artisan	Raina Colony, Jhajjar-124103 (HR)	9812080797		
13	MSME	Maman Chand	Artisan	Chhawani, Jhajjar- 124103 (HR)	7404066856		
14	MSME	Prem Chand	Artisan	Chhawani Mohalla, Jhajjar, Harayana- 124103	7206504070		
15	MSME	Rajbir Singh	Artisan	Chhwani Mohalla, Jhajjar-124103 (HR)	8059178170		
16	MSME	Rekha	Artisan	Chhawani, Jhajjar- 124103 (HR)	7404066856		

17	MSME	Roshini	Artisan	Bhatti Gate, Jhajjar-124103 (HR)	8059178170		
18	MSME	Sheela Devi	Artisan	Chhwani Mohalla, Jhajjar-124103 (HR)	7206504070		
19	MSME	Shiv RAj	Artisan	Ward No.-15, Raniya Colony, Jhajjar, Harayana-124103	9812080797		
20	MSME	Sunil Kumar	Artisan	Chhwani Mohalla, Jhajjar-124103 (HR)	9896774377		
21	MSME	Sunita	Artisan	Chhawani, Jhajjar-124103 (HR)	9991013251		
22	MSME	Suraj Bhan	Artisan	Ward no.-14, Mohalla Chavni, Jhajjar-124103 (HR)	9812440249		
23	MSME	Vinod Kumar	Artisan	Chhawani, Jhajjar-124103 (HR)	9991013251		
24	MITTI SHILP TERRACOTTA	Rajkumar Prajapati	Proprietor	Mahar Road, Chandra Nagar, Dist. Chhattarpur-471101 MP	9575873126		
25	MSME	Chhail Bihari Praja	Artisan	Chandra Nagar, Chhattarpur-471101 (MP)	9752734083		
26	MSME	Devideen Prajapati	Artisan	152 Ward no.-6, Chandranagar, Chhattarpur-471101	9981316985		
27	MSME	Hira Bai Prajapati	Artisan	152 Ward No.-6, Chandra Nagar, Chhattarpur-471101 (MP)	9981321689		

28	MSME	Jeevanlal Prajapati	Artisan	71 W/NO. 19 Lalpur, Ramnagar, Chhattarpur-471625 (MP)	9893955029		
29	MSME	Parvati Prajapati	Artisan	Lalpur, Ramnagar, Chhattarpur-471625 (MP)	9893955029		
30	MSME	Poonam Prajapati	Artisan	Ward no.-3 Kharka, Rampur Chhattarpur-471101	7725094813		
31	MSME	Pushpa Prajapati	Artisan	Mahroad, Chandra nagar, Chhattarpur-471101 (MP)	7024030125		
32	MSME	Radha Prajapati	Artisan	Chandra Nagar, Chhattarpur-471101 (MP)	8959961640		
33	MSME	Yadvendra Prajapati	Artisan	Mahal Road, Chandra Nagar, Chhattarpur-471101	9752734083		
34	MSME	Raj Kumar Prajapati	Artisan	204 Ward No.-5, Dhamna, Chhattarpur-471101 (MP)	9575873126		
35	MSME	Shashikant Prajapat	Artisan	Kharka, Rampur, Chhattarpur-471101	8959345778		

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 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
2	2021-22	-	-	-	Self-Employment	Approx. 60%	Approx. 60%	Approx. 60%	NA	NA	NA	NA	NA
2	2022-23	105	98	98	Self-Employment	Approx. 60%	Approx. 60%	Approx. 60%	NA	NA	NA	NA	NA
2	2024-24	825	789	789	Self-Employment	Approx. 60%	Approx. 60%	Approx. 60%	NA	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
2. PMVK
3. HPKVN
4. VSSY

5. UPSDM
6. Other state skill development Mission

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	☒ Theory/ Lectures - Imparting theoretical and conceptual knowledge	- Qualification/ Syllabus - Books/ e-books - Presentations	- Without use of appropriate tech tools 80% Offline and only upto 20% online otherwise. - Online Instructor led teaching, can be one-to-one or one to many or many-to-many: up to 80% to 100% online
2	☒ Imparting Soft Skills, Life Skills, and Employability Skills /Mentorship to Learners	- Presentations - E-Content/ Curated digital content	Without use of appropriate tech tools, 80% Offline and only upto 20% online otherwise. 100% virtual while working in virtual teams / virtual collaboration
3	☒ Showing Practical Demonstrations to the	Projector, laptop various tools and equipment	For all skills, where a physical product is created, at least 50% shall

	learners		be on practical demonstrations and site visits
4	☒ Imparting Practical Hands-on Skills/ Lab Work/ workshop/ shop floor training	• Projector, laptop various tools and equipment	• 100% offline without the use of any technology tools.
5	☒ Tutorials/ Assignments/ Drill/ Practice	• Learning Management system	• 70% offline and upto 30% online where a physical product is created as part of skilling
6	☐ Proctored Monitoring/ Assessment/ Evaluation/ Examinations		
7	☐ 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
HCS/N0402: Carry out the process of making ceramic toy	Prepare materials for Ceramic toy making	10	15	-	-
	PC1. Identify and select appropriate raw materials, such as clay, glazes, and pigments, for ceramic toy making.	2	3	-	-
	PC2. Check the quality of raw materials to ensure they are free from impurities and meet required standards.	2	3	-	-
	PC3. Measure and mix the clay and other additives in the correct proportions to achieve the desired consistency.	2	3	-	-
	PC4. Knead and condition the clay to remove air bubbles and improve workability.	2	3	-	-
	PC5. Organize and prepare tools, molds, and work surfaces for	2	3	-	-

	the ceramic toy-making process.				
	Shape and mold Ceramic toys	8	12		
	PC6. Select the appropriate shaping technique, such as hand molding, slip casting, or wheel throwing, based on the toy design.	2	3	-	-
	PC7. Use molds or hand tools to shape the toy, ensuring accurate dimensions and design details.	2	3	-	-
	PC8. Smooth and refine the surface of the toy using appropriate tools to achieve a clean finish.	2	3	-	-
	PC9. Leave the shaped toys to dry under controlled conditions to prevent cracks or warping.	2	3	-	-
	Decorate and finish Ceramic toys	8	12		
	PC10. Apply decorative elements, such as carving, engraving, or painting, to enhance the aesthetic appeal of the toy.	2	3	-	-
	PC11. Use glazes or underglazes to add color, texture, or patterns to the toy's surface.	2	3	-	-
	PC12. Ensure even application of decorative elements to maintain uniformity.	2	3	-	-
	PC13. Inspect the toy for any imperfections and make necessary corrections before firing.	2	3	-	-
	Fire the Ceramic toys	6	9		
	PC14. Preheat the kiln and set the appropriate temperature for firing the ceramic toys.	2	3	-	-
	PC15. Load the toys into the kiln carefully, ensuring proper spacing to avoid damage during firing.	2	3	-	-
	PC16. Monitor the firing process and adjust settings as required to achieve the desired hardness and finish.	2	3	-	-
	Conduct Quality Checks and Packaging	8	12		
	PC17. Inspect the fired toys for defects, such as cracks, uneven surfaces, or glaze imperfections.	2	3	-	-
	PC18. Test the durability and safety of the toys, ensuring they meet quality and safety standards.	2	3	-	-

	PC19. Package the ceramic toys using appropriate materials to prevent damage during storage or transportation.	2	3	-	-
	PC20. Label the packaged toys with details such as product name, batch number, and handling instructions..	2	3	-	-
	Total Marks	40	60	-	-
HCS/N0403: Carry out the operation process required to make terracotta toys	Prepare required raw materials to make terracotta toy	4	16	-	-
	PC1. Arrange raw materials and tools at workplace like ball clay, mud clay, black clay, chisel, fine pen etc. for making terracotta toy.	1	4	-	-
	PC2. Prepare collected clay by breaking down solid pieces of mud and blend it with water by using appropriate tools like, blender, hammer, etc.	1	4	-	-
	PC3. Sieve the blended mixture using sieve of fine mesh to remove tiny stone pieces.	1	4	-	-
	PC4. Air dry sieved mixture for two days to make it of right consistency.	1	4	-	-
	Perform the standard process of terracotta toy making	11	24		
	PC5. Place a lump of clay mixture on the turning wheel to make terracotta toy.	2	6	-	-
	PC6. Provide shape like doll, animal or any desirable shape to the clay mixture on the turning wheel.	3	6	-	-
	PC7. Cut off the clay from the turning wheel using string of thread and keep it for drying.	3	6	-	-
	PC8. Provide shape and details to the toy by using tools like chisel, knife, pointed tool, etc.	3	6	-	-
	Perform the standard process of baking terracotta toy	9	18	-	-
	PC9. Place the prepared toy in open air for sun drying for 2 days.	3	6	-	-
	PC10. Preheat the kiln at appropriate temperature using wood as fuel to burn the toys to give them strength.	3	6	-	-

	PC11. Place the toys in preheated kiln to be burnt for three hours.	3	6	-	-
	Check toy quality and productivity standards	6	12		
	PC12. Inspect the quality standard parameters to ensure mixture of clay is created as per standard procedures.	3	6	-	-
	PC13. Ensure parts of toy are attached properly and toy is sun dried and burnt appropriately.	3	6	-	-
	Total Marks	30	70		
HCS/N0410 Entrepreneurship Skills for Ceramics and Terracotta Toy Maker	Understanding the Ceramics and Terracotta Toy Making Industry	3	9	-	-
	PC1. Identify the key trends and growth opportunities in the ceramics and terracotta toymaking industry.	1	3	-	-
	PC2. Understand the market demand for ceramics and terracotta toys in various segments such as traditional and artistic.	1	3	-	-
	PC3. Challenges and competition in the industry and propose strategies to overcome them.	1	3	-	-
	Business Planning and Financial Management	5	11	-	-
	PC4. Develop a comprehensive business plan outlining the vision, mission, and goals for the ceramics and terracotta toy business.	1	3	-	-
	PC5. Prepare a financial plan, including cost estimation, pricing strategies, and budgeting.	2	4	-	-
	PC6. Identify funding sources and prepare for investment pitching.	2	4	-	-
	Marketing and Branding Strategies	8	16	-	-
	PC7. Develop a marketing strategy that highlights the unique features and benefits of ceramics and terracotta toys.	2	4	-	-
	PC8. Identify target markets and customer segments for ceramics and terracotta toys.	2	4	-	-
	PC9. Create branding elements, including logos, packaging,	2	4	-	-

	and promotional content to build the brand identity.				
	PC10. Promote the products effectively through both traditional and digital marketing channels.	2	4		
	Production Process and Quality Control	8	16	-	-
	PC11. Understand the process of creating ceramics and terracotta toys, from raw material selection to finished product.	2	4	-	-
	PC12. Develop quality control measures to ensure that each product meets required standards.	2	4	-	-
	PC13. Maintain the balance between craftsmanship and mass production for efficient production.	2	4	-	-
	PC14. Ensure that the production process adheres to environmental and safety standards.	2	4		
	Sales and Distribution Strategies	8	16	-	-
	PC15. Develop an effective sales strategy for ceramics and terracotta toys, including identifying key sales channels.	2	4	-	-
	PC16. Build relationships with distributors, retailers, and online platforms for product sales.	2	4	-	-
	PC17. Implement pricing strategies that are competitive yet sustainable.	2	4	-	-
	PC18. Track sales performance and adjust strategies to optimize revenue and customer reach.	2	4		
	Total Marks	32	68		
HCS/N9901: Coordinate with colleagues and work as a team	Interact with supervisor or superior	14	30	-	-
	PC1. Comply with health, safety gender, and PwD (People with disability) related instructions applicable to the workplace.	2	5	-	-
	PC2. Actively participate in mock drills/ evacuation procedures; group discussions, training sensitization programs for gender, and PwD awareness organized at the workplace.	2	5	-	-
	PC3. Receive job orders and instructions from reporting supervisor and receive feedback on work standards.	2	5	-	-
	PC4. Understand the work output requirements, targets, performance indicators and incentives.	2	5	-	-

	PC5. Deliver quality work on time and report any anticipated reasons for delays and handover completed work to supervisor.	3	5	-	-
	PC6. Report on any grievances, production defects and any potential hazards.	3	5	-	-
	Work as a team by coordinating with colleagues within and outside the department and include inputs on PwD & Gender Sensitisation	6	10	-	-
	PC7. Communicate maintenance and repair schedule proactively to the supervisor.	3	5	-	-
	PC8. Interact and clarify doubts on design, usage of materials & tools, quality & standards compliance, etc.	3	5	-	-
	Report and Document	15	25	-	-
	PC9. Report in time for shortage or need of raw materials.	3	5	-	-
	PC10. Communicate with colleagues from within and other departments, clearly and effectively on all aspects to carry out the work among the team.	3	5	-	-
	PC11. Maintain the etiquette, use polite language, demonstrate responsible and disciplined behavior towards colleagues.	3	5	-	-
	PC12. Put team over individual goals and multitask or share work where necessary supporting the colleagues.	3	5	-	-
	PC13. Document all the details accurately relating to ones role as required.	3	5	-	-
	Total Marks	35	65	-	-
HCS/N9913: Maintain health, safety and security at workplace	Comply with health, safety and security requirements at work	30	70	-	-
	PC1. Comply with health and safety related instructions applicable to the workplace.	2	6	-	-
	PC2. Use and maintain personal protective equipment as per protocol.	2	6	-	-
	PC3. Carry out own activities in line with approved guidelines and procedures.	2	6		

	PC4. Maintain a healthy lifestyle and guard against dependency on intoxicants.	2	6		
	PC5. Follow environment management system related procedures.	2	4	-	-
	PC6. Store materials and tools in line with manufacturers and organisational requirements.	2	3	-	-
	PC7. Safely handle and move waste and debris.	1	3	-	-
	PC8. Minimize health and safety risks to self and others due to own actions.	2	4	-	-
	PC9. Seek clarifications, from supervisors or other authorized personnel in case of perceived risks.	1	3	-	-
	PC10. Monitor the workplace and work processes for potential risks and threats.	1	3	-	-
	PC11. Carry out periodic walk-through to keep work area free from hazards and obstructions, if assigned.	2	3	-	-
	PC12. Report hazards and potential risks/ threats to supervisors or other authorized personnel.	3	4	-	-
	PC13. Participate in mock drills/ evacuation procedures organized at the workplace.	2	3	-	-
	PC14. Undertake first aid, fire-fighting and emergency response training, if asked to do so.	2	4	-	-
	PC15. Take action based on instructions in the event of fire, emergencies or accidents.	2	6	-	-
	PC16. Follow organisation procedures for evacuation when required.	2	6	-	-
	Total Marks	30	70	-	-
HCS/N9903: Maintain Personal Hygiene	Adopt healthy work practices	18	48	-	-
	PC1. always cover the mouth and nose with a dust mask while working and keep on changing when it gets blocked with dust	3	8	-	-
	PC2. wear safety shoes while visiting the production unit to avoid any damage	3	8	-	-

	PC3. 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	-	-
	PC4. always wash sanitize your hands after a factory unit before touching any document, laptop, cell phone, etc.	3	8	-	-
	PC5. undergo preventive health checkups at regular intervals.	3	8	-	-
	PC6. take prompt treatment from the doctor in case of illness.	3	8	-	-
	Achieve work productivity while maintaining health	12	22	-	-
	PC7. follow SOPs for dealing with blisters; scratches; accidental fires or any other type of emergencies at work	4	7	-	-
	PC8. ensure no productivity loss or absenteeism from work due to illness	4	7	-	-
	PC9. ensure no long-term ill effect on personal health.	4	8	-	-
	Total Marks	30	70	-	-
DGT/VSQ/N0102: Employability Skills (60 Hours)	Introduction to Employability Skills	1	1	-	-
	PC1. identify employability skills required for jobs in various industries	-	-	-	-
	PC2. identify and explore learning and employability portals	-	-	-	-
	Constitutional values – Citizenship	1	1	-	-
	PC3. recognize the significance of constitutional values, including civic rights and duties, citizenship, responsibility towards society etc. and personal values and ethics such as honesty, integrity, caring and respecting others, etc.	-	-	-	-
	PC4. follow environmentally sustainable practices	-	-	-	-
	Becoming a Professional in the 21st Century	2	4	-	-
	PC5. recognize the significance of 21st Century Skills for employment	-	-	-	-
	PC6. practice the 21st Century Skills such as Self Awareness, Behaviour Skills, time management, critical and adaptive thinking, problem-solving, creative thinking, social and cultural awareness, emotional awareness, learning to learn for	-	-	-	-

	continuous learning etc. in personal and professional life				
	Basic English Skills	2	3	-	-
	PC7. use basic English for everyday conversation in different contexts, in person and over the telephone	-	-	-	-
	PC8. read and understand routine information, notes, instructions, mails, letters etc. written in English	-	-	-	-
	PC9. write short messages, notes, letters, e-mails etc. in English	-	-	-	-
	Career Development & Goal Setting	1	2	-	-
	PC10. understand the difference between job and career	-	-	-	-
	PC11. prepare a career development plan with short- and long-term goals, based on aptitude	-	-	-	-
	Communication Skills	2	2	-	-
	PC12. follow verbal and non-verbal communication etiquette and active listening techniques in various settings	-	-	-	-
	PC13. work collaboratively with others in a team	-	-	-	-
	Diversity & Inclusion	1	2	-	-
	PC14. communicate and behave appropriately with all genders and PwD	-	-	-	-
	PC15. escalate any issues related to sexual harassment at workplace according to POSH Act	-	-	-	-
	Financial and Legal Literacy	2	3	-	-
	PC16. select financial institutions, products and services as per requirement	-	-	-	-
	PC17. carry out offline and online financial transactions, safely and securely	-	-	-	-
	PC18. identify common components of salary and compute income, expenses, taxes, investments etc.	-	-	-	-
	PC19. identify relevant rights and laws and use legal aids to fight against legal exploitation	-	-	-	-
	Essential Digital Skills	3	4	-	-

	PC20. operate digital devices and carry out basic internet operations securely and safely	-	-	-	-
	PC21. use e- mail and social media platforms and virtual collaboration tools to work effectively	-	-	-	-
	PC22. use basic features of word processor, spreadsheets, and presentations	-	-	-	-
	Entrepreneurship	2	3	-	-
	PC23. identify different types of Entrepreneurship and Enterprises and assess opportunities for potential business through research	-	-	-	-
	PC24. develop a business plan and a work model, considering the 4Ps of Marketing Product, Price, Place and Promotion	-	-	-	-
	PC25. identify sources of funding, anticipate, and mitigate any financial/ legal hurdles for the potential business opportunity	-	-	-	-
	Customer Service	1	2	-	-
	PC26. identify different types of customers	-	-	-	-
	PC27. identify and respond to customer requests and needs in a professional manner.	-	-	-	-
	PC28. follow appropriate hygiene and grooming standards	-	-	-	-
	Getting ready for apprenticeship & Jobs	2	3	-	-
	PC29. create a professional Curriculum vitae (Résumé)	-	-	-	-
	PC30. search for suitable jobs using reliable offline and online sources such as Employment exchange, recruitment agencies, newspapers etc. and job portals, respectively	-	-	-	-
	PC31. apply to identified job openings using offline /online methods as per requirement	-	-	-	-
	PC32. answer questions politely, with clarity and confidence, during recruitment and selection	-	-	-	-
	PC33. identify apprenticeship opportunities and register for it as per guidelines and requirements	-	-	-	-
	Total Marks	20	30	-	-

Grand Total	217	433		
--------------------	------------	------------	--	--

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 Automotive Service Assistant Technician) 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
National Occupational Standards (NOS)	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.
Qualification	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
Qualification File	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.
Sector	A grouping of professional activities on the basis of their main economic function, product, service or technology.
Long Term Training	Long-term skilling means any vocational training program undertaken for a year and above. https://ncvet.gov.in/sites/default/files/NCVET.pdf