

QUALIFICATION FILE

Design Marker- 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**

Submitted By:

Handicrafts and Carpet Sector Skill Council-HCSSC

Tel number(s): 011-26139834

E-mail address: ceo@hcssc.in

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Section1: Basic Details

1.	Qualification Name	Design Marker - Stonecraft	
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: <i>(change to previous, once approved)</i> QG-3.5-HC-01727-2023-V1.1-HCSSC Version of qualification: 2.0	Qualification Name of the existing version: <i>(previous, once approved)</i> Design Marker- Stonecraft
4.	National Qualification Register (NQR) Code & Version <i>(Will be issued after NSQC approval)</i>	NQR Code: QG-03-HC-03852-2025-V2-HCSSC Version of qualification: 3.0	5. NCrf/NSQF Level: <i>NSQF Level 3</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	The individual at work is responsible for allocating work to subordinate workers, training them instructing about the job to be performed every day checking quality of their output and then drawing the product design on the stone for further processing.	

8. Eligibility Criteria for Entry for Student/Trainee/Learner/Employee	a. Entry Qualification & Relevant Experience <table border="1" data-bbox="1084 280 2085 759"> <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>10th Grade Pass</td><td></td></tr> <tr> <td>2</td><td>8th Grade pass</td><td>1-year relevant experience</td></tr> <tr> <td>3</td><td>5th Grade pass</td><td>2.5-year relevant experience</td></tr> <tr> <td>4</td><td>Ability to read and write</td><td>5 years of relevant experience</td></tr> <tr> <td>5</td><td>Previous relevant Qualification of NSQF Level 2.5</td><td>1.5-year relevant experience</td></tr> </tbody> </table>						S. No.	Academic/Skill Qualification (with Specialization - if applicable)	Relevant Experience (with Specialization - if applicable)	1	10th Grade Pass		2	8th Grade pass	1-year relevant experience	3	5th Grade pass	2.5-year relevant experience	4	Ability to read and write	5 years of relevant experience	5	Previous relevant Qualification of NSQF Level 2.5	1.5-year relevant experience
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3	5th Grade pass	2.5-year relevant experience																						
4	Ability to read and write	5 years of relevant experience																						
5	Previous relevant Qualification of NSQF Level 2.5	1.5-year relevant experience																						
9. Credits Assigned to this Qualification (as per National Credit Framework (NCrF))	13			10. Common Cost Norm Category (I/II/III) (wherever applicable): II																				
11. Any Licensing Requirements for Undertaking Training on This Qualification (wherever applicable)	NA																							
12. Training Duration by Modes of Training Delivery (Specify <i>Total Duration</i> as per selected training delivery modes and as per requirement of the qualification)	☒ Offline Only ☐ Online Only ☐ Blended <table border="1" data-bbox="1043 1054 2139 1390"> <thead> <tr> <th>Training Delivery Modes</th><th>Theory (Hours)</th><th>Practical (Hours)</th><th>OJT Mandatory (Hours)</th><th>OJT Recommended (Hours)</th><th>Total (Hours)</th></tr> </thead> <tbody> <tr> <td>Classroom (offline)</td><td>140 (Including 20 hrs of ES module)</td><td>250 (Including 10 Hrs of ES module)</td><td></td><td></td><td>390</td></tr> </tbody> </table>						Training Delivery Modes	Theory (Hours)	Practical (Hours)	OJT Mandatory (Hours)	OJT Recommended (Hours)	Total (Hours)	Classroom (offline)	140 (Including 20 hrs of ES module)	250 (Including 10 Hrs of ES module)			390						
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			)				
		Online					
		(Refer Blended Learning Annexure for details)					
13.	Aligned to NCO/ISCO Code/s (if code is not available, then mention the same)	NCO-2015/2651.0300					
14.	Progression Path After Attaining the Qualification (Please show Professional and Academic progression) (wherever applicable)	Vertical Progression Carving Artisan - Stonecraft (Level 3.5)					
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?	Participants of women in the handicrafts and carpet sector can be encouraged by providing them skill development programs and creating accessible work opportunities for handicrafts products which is well known by the women of India.					
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	Name: Mr. Krishan Kumar					

	Body SPOC (In case of CS or MS, provide details of both Lead AB & Supporting ABs)	Email: ceo@hcsc.in Contact No.: 011-26139834 Website: www.hcsc.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.	OJ T- Ma n.	OJT- Rec.	Total	Th.	Pr.	Proj .	Viv a	Total	Weighta ge (%) (if applicabl e)
1.	Supervise day-to-day production work	HCS/N15 08 NOS Version 1.0	Core	3	3	30:00	60:00	NA	00:00	90:00	21	79	-	-	100	
2.	Draw Product design on the stone	HCS/N15 09 NOS	Core	3	4	40:00	80:00	NA	00:00	120:00	36	64	-	-	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														
3.	Entrepreneurship skills for design marker in stonecraft industry	HCS/N8508 NOS Version 1.0	Core	3	1	10:00	20:00	NA	00:00	30:00	30	70	-	-	100	
4.	Working in a team	HCS/N9908 NOS Version 1.0	Non-core	3	1	10:00	20:00	NA	00:00	30:00	29	71	-	-	100	
5.	Maintaining workplace health and safety	HCS/N9945 NOS Version 1.0	Non-core	3	1	10:00	20:00	NA	00:00	30:00	30	70	-	-	100	
6.	Managing Personal Cleanliness	HCS/N9935 NOS Version 1.0	Non-core	3	1	10:00	20:00	NA	00:00	30:00	30	70			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)
7.	Basic business management	HCS/N9904 NOS Version 2.0	Non-core	3	1	10:00	20:00	NA	00:00	30:00	35	65			100	
8.	Employability & Entrepreneurship Skills	DGT/VSQ/N0101 NOS Version 1.0	Non-core	2	1	20:00	10:00	NA	00:00	30:00	20	30	-	-	50	
Duration (in Hours) / Total Marks					13	140:00	250:00	NA	00:00	390:00	231	519	-	-	750	

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 allocating work to subordinate workers, training them and instructing them about the job to be performed every day
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 allocating work to subordinate workers, training them and instructing them about the job to be performed every day

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 allocating work to subordinate workers, training them and instructing them about the job to be performed every day
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.

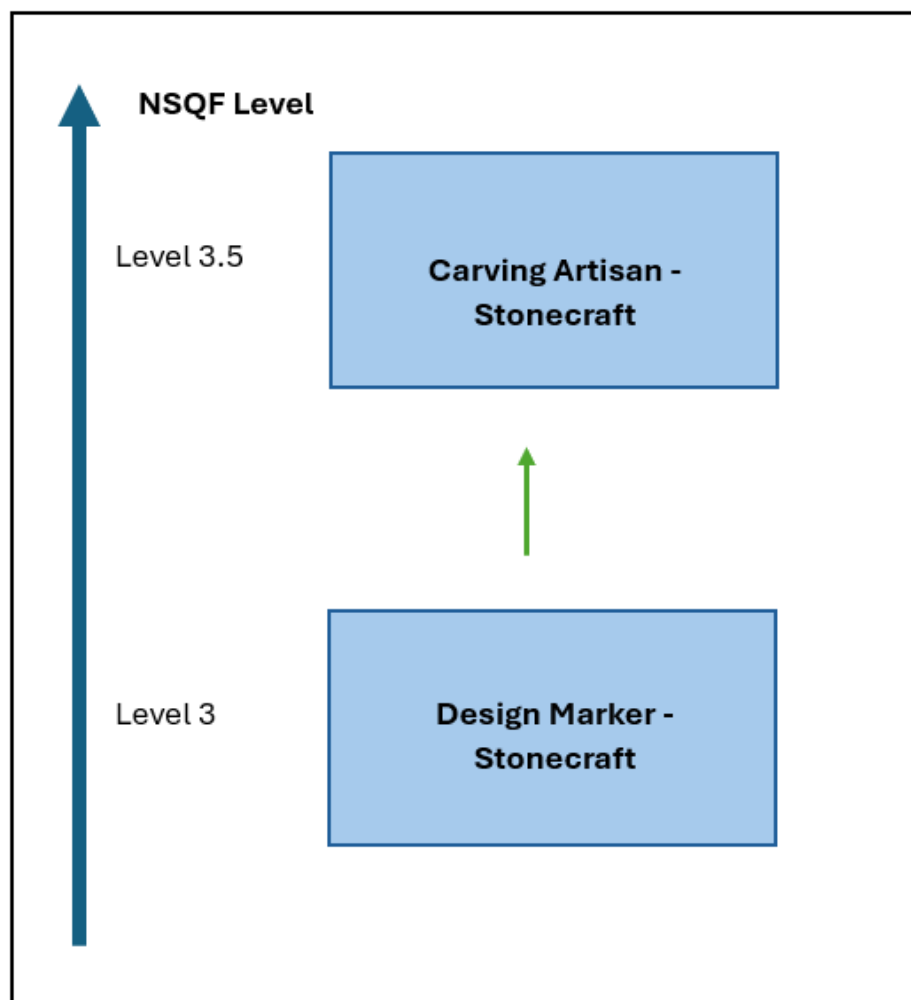
1.	Latest Skill Gap Study (not older than 2 years) (Yes/No): Yes
2.	Latest Market Research Reports or any other source (not older than 2 years) (Yes/No): Yes
3.	Government /Industry initiatives/ requirement (Yes/No): Yes
4.	Number of Industry validation provided: 30
5.	Estimated nos. of persons to be 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 Learning)	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. 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 (Mandatory, in case qualification has multiple Entry-Exit)	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	(Annexure 8)

	(Optional)	
8.	Supporting Document: Model Curriculum (Mandatory – Public view)	Model Curriculum attached separately
9.	Supporting Document: Career Progression (Optional - Public view)	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 works in various contexts of stoneware production and carries out tasks which include allocating work to subordinates workers; training them; instructing about the job to be performed every day; checking quality of their output and then drawing the product design on the stone for further processing. The candidate requires well developed skills as is evident in the complex tasks below. - inspect the stone for structural flaws - give the size dimensions to chisellers and stone cutters as the product requirements - arrange and provide them all the tools; equipments and accessories to complete the job in time	This is at level 3.5 ,it requires clear choice of procedures, as here the procedure is standardised by the direction of the buyer Example - receiving raw material - receiving production related information - inspecting stone and distributing the work - training the subordinates - achieve productivity and quality standards - preparing product design framework - inspecting the stone and marking the product design on it - achieve productivity and quality standards	3.5

	• set their daily targets and final output required from them to achieve the overall production targets in time The situation of clear choice of procedures is evident through the following examples • ensure that product design is drawn on the stone in a way that enhance structural integrity • distribute the work among chisellers and stone cutters as per the product design, specifications and their production quantity requirements This is not of level 4 which requires clear choice of procedures, as here the procedure is decided by the incumbent though in a familiar environment. This is not level 6 as most requirements are standardised.		
Professional and Technical Skills/ Expertise/ Professional Knowledge	The incumbent has factual knowledge of facts, principles, processes and general concepts in their field of work	It is at level 3.5 as this level as outlined above requires factual knowledge of field of study and not mere basic facts, process	3.5

	and study which in this case includes, stoneware production and supervision. Examples: • variety of stones and their basic quality • the grain of the stone • how to trace the design on cardboard / fibre sheet to create the product design framework • know to ascertain the grain in a stone • workflow and processes involved in the making of stoneware This is not level 6 as there is less of a need for high level theoretical and broad concepts in the field of study and this is not level 4, because of the need for general concepts as outlined above.	and principle knowledge of trade of employment	
Employment Readiness & Entrepreneurship Skills & Mind-set/Professional Skill	Most of the work involves, a range of cognitive and practical skills for accomplishing tasks. Examples: • distribute the work among chiselers and stone cutters as per the product design, specifications and their production quantity	This is at level 3.5 as it is missing required cognitive skills and range of methods for problem solving which is for level 5. Not level 4 as there is independent work and not mere assisting, at the same time there are variables involved.	3.5

	requirements • set their daily targets and final output required from them to achieve the overall production targets in time • keep the team motivated to get the quality output The incumbent also uses basic methods, tools, materials and information to solve problems at work work. This is evident through the requirement of the incumbent being able to deal with problem solving inspect the stone to determine the direction of the grain • give the size dimensions to chiselers and stone cutters as the product requirements • arrange and provide them all the tools; equipment and accessories to complete the job in time • train the subordinates in the work assigned to them • place the cardboard /		
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	fibre sheet cut as per the product design on the stone in such a way that the grain keeps running with the length of the design • fix it and then draw the design on the stone using the crayon • mark the design on all sides of the stone by maintain the height and width of the template on each side This is not level 6 as it uses basic methods for problem solving and not high level skills for specific problems. Not level 4 as there is problem solving involved with requirement of related cognitive skills.		
Broad Learning Outcomes/Core Skill	The incumbent needs ability to collect, organise and communicate with customers, services providers and suppliers. Examples: The incumbent also needs mathematical skill for the following Examples:	Written and oral communication is required with clarity so its level 3.5	3.5

	• explain the occupational hazards involved and the precautions to be taken to avoid the accidents at work • educate them about the personal protective equipment to be used during the work • document the quantity of variety of raw stones received from trader(s)		
Responsibility	The incumbent works with responsibility for own work and learning, and has some responsibility for others' work as well which is evident from the incumbent's deliverables of training and supervising subordinates. Examples: • distribute the work among chisellers and stone cutters as per the product design, specifications and their production quantity requirements • train the subordinates in the work assigned to them • share the stone and	Responsible for own work and learning therefore at level 3.5	3.5

	product specific information to get the quality output from them • explain the occupational hazards involved and the precautions to be taken to avoid the accidents at work He/she is expected to undertake on the-job learning and participate in training and development, interventions and assessments Hence the individual working in this job role has complete responsibility for delivering quality of his own work and has responsibility for other's work and learning and therefore is level 3.5. Also the incumbent does not have full responsibility for others thus not level 6.		
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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	Protective gears such as gloves, protective goggles, masks	These protect hands, eyes, and respiratory system from potential hazards like sharp edges and dust during stonecraft work.	1 each
2	Cutting tool	Used for shaping and carving stones based on design requirements, employing tools such as chisels or mallets	8 types
3	Scale	Ensures precision by measuring and maintaining accurate dimensions in the stonecraft design.	17 pair
4	Fibre sheet	Acts as a stencil or template, aiding in transferring designs onto the stone surface for guidance during cutting or carving.	2 eqpt nos
5	Cardboard	Functions as a flexible template for creating design outlines on stone surfaces.	5 bundle
6	Stone cutter	Essential for making precise cuts in stone, facilitating the shaping of the material according to the desired design	4 eqpt nos
7	Chiseler	Used in stonecraft for finer detailing and intricate carving work, providing versatility in achieving various textures and effects in the stone	10 types
8	Stencil	A stencil for a design marker on a stone surface is a thin sheet with cut-out shapes or patterns to create detailed designs on stone products	5 types
9	Pencil colour or regular pencil	using Colour pencils and regular pencils for marking designs on stone surfaces	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

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.	MR. KUSAGAR	PROPRIETOR		9837471799	kusagar@ksinternational	

	INTERNATIONAL	KUMAR					
4	SHRI BALA JI GRINITES	MR. PRAKHAR BAJAJ	PARTNER	Plot No 401-402, Rico 4 Industrial Area, Madanganj, Kishangarh, Ajmer (RJ)	9929869039		
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, 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	info@sathexport.in	
11	SHRI KAMAL MARBAL PVT. LTD.	PRAKHAR BAJAJ	DIRECTOR	Plot No-F 45/46/47, 5 th Phase, Industrial Area, Madanganj, Kishangarh, Ajmer (RJ)	9929869039	shreekamalmarble@gmail.com	
12	VIJENDER SINGH MARBLE	VIJENDER SINGH	PROPRIETOR		+91 2931-281306		
13	BIHAR HANDICRAFTS	MD. WASIM HAIDER	PROPRIETOR	Md. Wasim Haider	9006031786	mdwasimhaider210@gmail.com	
14	OM HANDICRAFT SAMUH KENDRA SANSTH	AMRITA SINGH	PROPRIETOR	B-24/93 A Kashmiri Ganj, Khojwan, Varanasi, Uttar Pradesh-221005	6386272122	amritasinghsingh762@gmail.com	
15	ESS KAY ENTERPRISES	J. ELAM VAMMOCKS	PROPRIETOR	Isaiambalam, Alankuppam, Auroville, Puducherry-605111.	9360272765	ambala125@yahoo.co.in	

16	AD HANDICRAFTS PVT. LTD	AUSH AGARWAL	PROPRIETOR	8, Kalpna Kunj, Dehtora, Agra-282010 (UP)	9557537030	bruce@adhandicraft.com	
17	ADHYA DESIGN PVT. LTD.	MUKESH TYAGI	PROPRIETOR	Faridabad, HR	9999033590	mukesh@adhyadesigns.com	
18	AGATES N STONES	ASHISH JAIN	DIRECTOR	C-28, UPSIDC, Baghpat industrial area, Bhagpat, 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	ANIL SHARMA	MANAGER		9828087980		

	INTERNATIONAL						
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 BHUMIYADA	ARTISAN	Ward No.-5, Chausat Nagaina Mandir, Barkheda, Sahpura, Jabalpur-483056 (MP)	9098246153		
26	MSME	LOVE DAHIYA	ARTISAN	115 Pachmara Temple, Bheraghat, Jabalpur-483053 (MP)	9893036225		
27	MSME	SANJAY KUMAR	ARTISAN	Near Hotal Adarsh Panchwati, Bheraghat, Jabalpur-483053 (MP)	9993742764		
28	MSME	SOURABH SAINI	ARTISAN	In Front Hotal Adarsh Panchwati,	9039223217		

				Bheraghat, Jabalpur-483053 (MP)			
29	MSME	SURESH JHARIYA	ARTISAN	64 Yogini Mandir Bheraghat, Jabalpur-483053 (MP)	6261209959		
30	MSME	BHAGABAN BEHERA	ARTISAN	Bantaligarm, Puri-752002 (Odisha)	9114003141		
31	MSME	SUKANTA KUMAR SAGAD	ARTISAN				
32	MSME	MAHENDRA KU SAMAL	ARTISAN	Bhubaneswar, Khordha, Odisha -752002	9238826383		
33	MSME	KARTIK BEHERA	ARTISAN	Niali, Tailli Patana, Cuttack- 754004 (Odisha)	8949441744		
34	MSME	MANTU KISHORE SWAIN	ARTISAN	Baliput, Chunadiha, Puri- 752045 (Odisha)	7976491589		
35	MSME	ARJUN SINGH	ARTISAN	04 Durga Mander Ke Pass, Bhopal Road, Jabalpur- 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 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
2.0	2021 - 2022	200	196	196	Self-employed	More than 60%	More than 60%	More than 60%	Self-employed	NA	NA	NA	NA
2.0	2022 - 2023	500	450	450	Self-employed	More than 60%	More than 60%	More than 60%	Self-employed	NA	NA	NA	NA
2.0	2023 - 2024	1430	1425	1425	Self-employed	More than 60%	More than 60%	More than 60%	Self-employed	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. Training are going on COE's and with the help of the industry partners in different premises

Content availability for previous versions of qualifications: Yes

☐ Participant Handbook ☐ Facilitator Guide ☐ Digital Content ☐ Qualification Handbook ☒ Any Other: Qualification Pack/ MC/QF

Languages in which Content is available: English and Hindi

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 learners	• Projector, laptop various tools and equipment	• For all skills, where a physical product is created, at least 50% shall 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/N1508: Supervise day-to-day Production work	Receiving raw material	5	15	-	-
	PC1. identify different raw materials required to produce stoneware product and receive the same from traders as per prescribed order	1	3	-	-
	PC2. match the delivered raw materials with the list in the order placed by the company for design, quantity, and quality specifications	1	3	-	-
	PC3. follow standard operating procedure for handling the raw stones	1	3	-	-
	PC4. place stone in a way so that there is no damage to the material	1	3	-	-
	PC5. document the quantity of variety of raw stones received from trader(s)	1	3	-	-
	Receiving production related information	3	12	-	-

	PC6. receive and understand production targets product wise from the production manager	1	4	-	-
	PC7. receive product specifications like colour, size etc.	1	4	-	-
	PC8. receive product design(s) from the designer	1	4	-	-
	Inspecting stone and distributing the work	5	20	-	-
	PC9. inspect the stone for structural flaws.	1	4	-	-
	PC10. distribute the work among various subordinates (chiselers, stone cutters, etc.) as per the product design, specifications, and their production quantity requirements	1	4	-	-
	PC11. give the size dimensions to chiselers and stone cutters as the product requirements	1	4	-	-
	PC12. arrange and provide them all the tools; equipment and accessories to complete the job in time	1	4	-	-
	PC13. set their daily targets and final output required from them to achieve the overall production targets in time	1	4	-	-
	Training the subordinates	5	20	-	-
	PC14. train the subordinates in the work assigned to them and ensure that they understand what is required of them	1	4	-	-
	PC15. share the stone and product specific information to get the quality output from them	1	4	-	-
	PC16. explain the occupational hazards involved and the precautions to be taken to avoid the accidents at work	1	4	-	-
	PC17. educate them about the personal protective equipment to be used during the work	1	4	-	-
	PC18. instruct them about minimizing the waste and damage to the stone.	1	4	-	-
	Achieving productivity and quality standards	3	12	-	-
	PC19. achieve daily / weekly / monthly production targets given by the proprietor / supervisor	1	4	-	-
	PC20. achieve the set target with minimum wastage of and	1	4	-	-

	damage to the material				
	PC21. keep the team motivated to get the quality output	1	4	-	-
	Total Marks	21	79	-	-
HCS/N1509: Draw Product design on the stone	Prepare product design framework	4	6	-	-
	PC1. Trace the product design on the piece of cardboard/fiber sheet.	2	3	-	-
	PC2. Cut the cardboard/fiber sheet as per the design to create the product design framework and crosscheck it against the approved design.	2	3	-	-
	Inspect the stone and mark the product design on it	12	18	-	-
	PC3. Inspect the stone to determine the direction of the grain.	2	3	-	-
	PC4. Place the cardboard / fiber sheet cut as per the product design on the stone in such a way that the grain is in line with the length of the design.	2	3	-	-
	PC5. Fix the pattern of cardboard/fiber and then draw the design on the stone using the crayon.	2	3	-	-
	PC6. Mark the design on all sides of the stone by taking care to maintain the height and width of the template on each side.	2	3	-	-
	PC7. Remove the cardboard/fiber sheet from the stone.	2	3	-	-
	PC8. Check that the design marks on the stone are clearly visible.	2	3	-	-
	Achieve productivity and quality standards	4	8	-	-
	PC9. Ensure that the product design framework is accurate.	2	4	-	-
	PC10. Ensure that product design is drawn on the stone in a way that enhances structural integrity.	2	4	-	-
	Applying stenciling method on stone surface	16	32		
	PC11. Smooth and clean the stone for the stencil to sit properly.	2	4		
	PC12. Made stencil from paper, plastic, or metal.	2	4		
	PC13. Cut out the design from the material, leaving spaces	2	4		

	where the pattern will be applied.				
	PC14. Place the stencil on the stone surface where the design to appear.	2	4		
	PC15. Use tape or weights to hold the stencil in place so it doesn't move while doing work.	2	4		
	PC16. Use colour pencil or regular pencil to mark the design of the stencil.	2	4		
	PC17. Lift the stencil to reveal the pattern on the stone surface.	2	4		
	PC18. Use a tool to etch or carve the design into the stone.	2	4		
	Total Marks	36	64	-	-
HCS/N8508: Entrepreneurship skills for Stonecraft Design marker	Design Innovation and Creativity	4	9	-	-
	PC1. ability to create unique and aesthetically pleasing designs that appeal to customers	2	4	-	-
	PC2. identify the techniques, including carving, engraving, and finishing, to produce high-quality Stonecraft products	2	5	-	-
	Understanding of Materials and Techniques	6	14	-	-
	PC3. identify the stone types, carving techniques, and finishing process	2	5	-	-
	PC4. use the properties of different stones (like marble, sandstone, granite)	2	4	-	-
	PC5. recognize the various tools and machinery used in stonecraft, including chisels, grinders, and polishing machines	2	5	-	-
	Market Awareness and Trend Analysis	10	23	-	-
	PC6. identify customer preferences and emerging trends in the stonecraft industry	2	5	-	-
	PC7. regular feedback from customers and market research can help in adapting designs	2	5	-	-
	PC8. aware of both local and global trends to tap into broader markets	2	4	-	-

	PC9. conduct surveys, analyze customer feedback, and track purchase behavior to tailor designs that resonate with the target audience	2	5	-	-
	PC10. identify the gaps in the market, discovering innovative ideas, or recognizing areas where the artisans can differentiate the products	2	4	-	-
	Brand Building and Storytelling	6	15	-	-
	PC11. craft a compelling narrative around their products to attract niche markets that value handcrafted, artisanal goods	2	5	-	-
	PC12. build a brand that highlights the history, craftsmanship, and cultural significance of the stonecraft	2	5	-	-
	PC13. ability to convey the story behind each piece, highlighting its craftsmanship, cultural heritage, and value to attract customers	2	5	-	-
	Sourcing and Resource Management	4	9	-	-
	PC14. analyse the availability and quality of raw materials like marble, sandstone, or granite	2	5	-	-
	PC15. Build a reliable network of raw material suppliers, optimizing material use to minimize waste, and integrating sustainable practices like eco-friendly sourcing are key aspects	2	4	-	-
	NOS Total	30	70	-	-
HCS/N9908 Working in a Team	Commitment and trust	7	15	-	-
	PC1. Be accountable to ones own role in whole process.	4	8	-	-
	PC2. Perform all roles with full responsibility.	3	7	-	-
	Communication	10	18	-	-
	PC3. Report problems faced during the process.	3	7	-	-
	PC4. Talk politely with other team members and colleagues.	4	4	-	-
	PC5. Submit daily report of own performance.	3	7	-	-
	Adaptability	8	22	-	-

	PC6. Adjust in different work situations.	3	7	-	-
	PC7. Give due importance to others point of view.	3	7	-	-
	PC8. Avoid conflicting situations.	2	8	-	-
	Creative freedom	4	16	-	-
	PC9. Develop new ideas for work procedures	2	6	-	-
	PC10. Improve the existing techniques to increase process efficiency	2	10	-	-
	Total Marks	29	71	-	-
HCS/N9945 Maintaining workplace health and safety	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 manufactures and organizational requirements	2	3	-	-
	PC7. Safely handle and move waste and debris.	1	3	-	-
	PC8. Minimize health and safety risks to self and other due to own actions.	2	4	-	-
	PC9. Seeks 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	2	3	-	-

	from hazards and obstructions, if assigned				
	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 organization procedures for evacuation when required	2	6	-	-
	Total Marks	30	70		
HCS/N9935 Maintain Personal Cleanliness	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 emergency at work	4	8	-	-
	PC8. ensure no productivity loss or absenteeism from work due to illness	4	8	-	-

	PC9. ensure no long-term ill effect on personal health.	4	9	-	-
	Total Marks	30	70	-	-
HCS/N9904: Basic business management	People management	3	6	-	-
	PC1. arrange Interactive meetings of managers of sales and production teams and categorize the issues and feedback of both the teams	1	2	-	-
	PC2. train the employees of his/her unit with the appropriate skills required to make marketrelevant and quality products	1	2	-	-
	PC3. motivate the employees	1	2	-	-
	Product planning	8	16	-	-
	PC4. compile a report based on old production reports	1	2	-	-
	PC5. address the issues faced in previous productions and try to resolve them	1	2	-	-
	PC6. gather and analyze the cues from the market	1	2	-	-
	PC7. ascertain the customer preference	1	2	-	-
	PC8. develop product range lines based on current market preference	1	2	-	-
	PC9. develop product range lines that are unique and able to price high	1	2	-	-
	PC10. price the products according to market trends	1	2	-	-
	PC11. identify the competent marketing strategy for the product range	1	2	-	-
	Procurement of raw materials	7	14	-	-
	PC12. list of the raw materials and prepare a B.O.M according to the product lines	1	2	-	-
	PC13. ascertain the quantity and right price to procure the materials	1	2	-	-
	PC14. identify the right locations/agents from where the raw materials can be procured	1	2	-	-
	PC15. negotiate to get the best price	1	2	-	-

	PC16. ensure quality materials are procured	1	2	-	-
	PC17. ensure the procured materials are stored in appropriate conditions	1	2	-	-
	PC18. compile a record of price quotations, POs, and bills of procurement for future reference	1	2	-	-
	Market interfacing	7	14	-	-
	PC19. maintain a healthy and professional relationship with vendor	1	2	-	-
	PC20. the competitive market falls in order with the company policies of best price, quality, and delivery parameters	1	2	-	-
	PC21. analyze the prevalent price for product lines	1	2	-	-
	PC22. decide on the most effective means to access the market	1	2	-	-
	PC23. plan for cost-effective transportation to the market	1	2	-	-
	PC24. position the product according to market requirements	1	2	-	-
	PC25. identify and address the expectations of customer	1	2	-	-
	Financial management	4	8	-	-
	PC26. analyze and ascertain the cost of production	1	2	-	-
	PC27. maintain the book of accounts related to the business	1	2	-	-
	PC28. maintain export documents like a letter of credit, custom clearance	1	2	-	-
	PC29. identify cost-effective means of running the business	1	2	-	-
	Record keeping	6	7	-	-
	PC30. identify various aspects of business that require recording	1	2	-	-
	PC31. design formats for recording	1	1	-	-
	PC32. compile various records of all aspects of the business	1	1	-	-
	PC33. maintain these records with periodic updations	1	1	-	-
	PC34. maintain necessary documents as per local government and regulatory requirements	1	1	-	-

	PC35. reframe the procurement strategy according to local scenarios like weather conditions, transport strikes, affected prices, etc.	1	1	-	-
	Total Marks	35	65	-	-
DGT/VSQ/N0101: Employability Skills (30 Hours)	Introduction to Employability Skills	1	1	-	-
	PC1. understand the significance of employability skills in meeting the job requirements	-	-	-	-
	Constitutional values – Citizenship	1	1	-	-
	PC2. identify constitutional values, civic rights, duties, personal values and ethics and environmentally sustainable practices	-	-	-	-
	Becoming a Professional in the 21st Century	1	3	-	-
	PC3. 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.	-	-	-	-
	Basic English Skills	2	3	-	-
	PC4. speak with others using some basic English phrases or sentences	-	-	-	-
	Communication Skills	1	1	-	-
	PC5. follow good manners while communicating with others	-	-	-	-
	PC6. work with others in a team	-	-	-	-
	Diversity & Inclusion	1	1	-	-
	PC7. communicate and behave appropriately with all genders and PwD	-	-	-	-
	PC8. report any issues related to sexual harassment	-	-	-	-
	Financial and Legal Literacy	3	4	-	-
	PC9. use various financial products and services safely and securely	-	-	-	-

	PC10. calculate income, expenses, savings etc.	-	-	-	-
	PC11. approach the concerned authorities for any exploitation as per legal rights and laws	-	-	-	-
	Essential Digital Skills	4	6	-	-
	PC12. operate digital devices and use its features and applications securely and safely	-	-	-	-
	PC13. use internet and social media platforms securely and safely	-	-	-	-
	Entrepreneurship	3	5	-	-
	PC14. identify and assess opportunities for potential business	-	-	-	-
	PC15. identify sources for arranging money and associated financial and legal challenges	-	-	-	-
	Customer Service	2	2	-	-
	PC16. identify different types of customers	-	-	-	-
	PC17. identify customer needs and address them appropriately	-	-	-	-
	PC18. follow appropriate hygiene and grooming standards	-	-	-	-
	Getting ready for apprenticeship & Jobs	1	3	-	-
	PC19. create a basic biodata	-	-	-	-
	PC20. search for suitable jobs and apply	-	-	-	-
	PC21. identify and register apprenticeship opportunities as per requirement	-	-	-	-
	Total Marks	20	30	-	-
Grand Total		231	519		

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 Design Marker- Stonecraft) 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	NOS define the measurable performance outcomes required from an individual engaged in a

Standards (NOS)	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