



# Modeller - Ceramics

QP Code: HCS/Q0201

Version: 3.0

NSQF Level: 3.5

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## HCS/Q0201: Modeller - Ceramics

### Brief Job Description

The Ceramics Modeller, guided by market trends and consumer preferences, develops the master model that serves as the foundation for new product lines.

### Personal Attributes

The Ceramics Modeller is highly creative, with a strong ability to translate market trends into innovative designs. They are also detail-oriented, ensuring precision and quality in every master model they create.

### Applicable National Occupational Standards (NOS)

#### Compulsory NOS:

1. [HCS/N0203: Determine Market and Customer cues](#)
2. [HCS/N0204: Make master models for production line](#)
3. [HCS/N8516: Entrepreneurship skills for Modeller \(Ceramics\)](#)
4. [HCS/N9929: Working in a team](#)
5. [HCS/N9931: Maintain health and safety at workplace](#)
6. [HCS/N9934: Managing Personal Sanitation](#)
7. [HCS/N9940: Managing people and Resources in Business](#)
8. [DGT/VSQ/N0102: Employability Skills \(60 Hours\)](#)

### Qualification Pack (QP) Parameters

<b>Sector</b>	Handicrafts and Carpet
<b>Sub-Sector</b>	Ceramics
<b>Occupation</b>	Production Management-Ceramics
<b>Country</b>	India
<b>NSQF Level</b>	3.5
<b>Credits</b>	14

<b>Aligned to NCO/ISCO/ISIC Code</b>	NCO-2015/8181.1100
<b>Minimum Educational Qualification &amp; Experience</b>	<p>11th grade pass with NA of experience OR 8th grade pass with 1 Year of experience Relevant experience OR 5th grade pass with 2.5 years of experience Relevant experience OR Ability to read and write with 5 Years of experience Relevant experience OR Previous relevant Qualification of NSQF Level (3) with 1.5 years of experience Relevant experience</p>
<b>Minimum Level of Education for Training in School</b>	
<b>Pre-Requisite License or Training</b>	NA
<b>Minimum Job Entry Age</b>	18 Years
<b>Last Reviewed On</b>	NA
<b>Next Review Date</b>	NA
<b>NSQC Approval Date</b>	
<b>Version</b>	3.0

## HCS/N0203: Determine Market and Customer cues

### Description

This OS unit is about the model analyzing, interpreting and understanding the market and customer cues.

### Scope

The scope covers the following :

- analyze market and customer cues
- interpret the cues as designs
- check quality and productivity standards

### Elements and Performance Criteria

#### *analyze market and customer cues*

To be competent, the user/individual on the job must be able to:

- PC1.** determine various market trends and customer cues from merchandiser
- PC2.** analyze market preference of product design to create the master model
- PC3.** examine preferences and design specifications from cues
- PC4.** convert cues into designs as per the job specification
- PC5.** check current market designs and trends for making the master model
- PC6.** interact with cross functional teams to brainstorm on the designs and its functionalities

#### *interpret the cues as designs*

To be competent, the user/individual on the job must be able to:

- PC7.** place raw material in prescribed quantities required for model making
- PC8.** compute various standard parameters to imprint designs on the model
- PC9.** inspect the design in a three dimensional space to check the job specifications
- PC10.** create sample designs as per the approved design specifications
- PC11.** check if the designs are amenable to the product shape and dimension
- PC12.** transfer the sample designs to the moulders
- PC13.** prepare the sample template to store the various sample designs

#### *check quality and productivity standards*

To be competent, the user/individual on the job must be able to:

- PC14.** inspect quality standard parameters to ensure that models for conformity with the product
- PC15.** ensure that there is no wastage of the materials
- PC16.** analyze that design meets market and customer requirement

### Knowledge and Understanding (KU)

The individual on the job needs to know and understand:

- KU1.** personnel management, relevant legislation, standards, policies, and procedures followed in the company

- KU2.** the locations where materials are typically stored
- KU3.** the key production lines of the company
- KU4.** designing principles, shape awareness, basic geometry, and use of right shades
- KU5.** customer demand perception
- KU6.** appropriate market and customer requirement analysing techniques
- KU7.** risk and impact of not following defined work instructions
- KU8.** implications of delays in the process

### **Generic Skills (GS)**

User/individual on the job needs to know how to:

- GS1.** note down market and customer requirement analyzing techniques
- GS2.** read and interpret market trend, symbols, readings and master model related information
- GS3.** interpret and understand manuals, health and safety instructions, memos, reports and job cards
- GS4.** interact with employees to work effeciently
- GS5.** make decisions pertaining to the concerned area of workplace to detect problems in day to day tasks
- GS6.** maintain the working schedule appropriately in order to achieve the daily targets
- GS7.** follow instructions and work on areas of improvement identified
- GS8.** how to analyze and detect any potential problems which could arise during operation

## Assessment Criteria

Assessment Criteria for Outcomes	Theory Marks	Practical Marks	Project Marks	Viva Marks
<i>analyze market and customer cues</i>	<b>12</b>	<b>24</b>	-	-
<b>PC1.</b> determine various market trends and customer cues from merchandiser	2	4	-	-
<b>PC2.</b> analyze market preference of product design to create the master model	2	4	-	-
<b>PC3.</b> examine preferences and design specifications from cues	2	4	-	-
<b>PC4.</b> convert cues into designs as per the job specification	2	4	-	-
<b>PC5.</b> check current market designs and trends for making the master model	2	4	-	-
<b>PC6.</b> interact with cross functional teams to brainstorm on the designs and its functionalities	2	4	-	-
<i>interpret the cues as designs</i>	<b>14</b>	<b>29</b>	-	-
<b>PC7.</b> place raw material in prescribed quantities required for model making	2	4	-	-
<b>PC8.</b> compute various standard parameters to imprint designs on the model	2	4	-	-
<b>PC9.</b> inspect the design in a three dimensional space to check the job specifications	2	4	-	-
<b>PC10.</b> create sample designs as per the approved design specifications	2	4	-	-
<b>PC11.</b> check if the designs are amenable to the product shape and dimension	2	4	-	-
<b>PC12.</b> transfer the sample designs to the moulders	2	4	-	-
<b>PC13.</b> prepare the sample template to store the various sample designs	2	5	-	-
<i>check quality and productivity standards</i>	<b>6</b>	<b>15</b>	-	-

Assessment Criteria for Outcomes	Theory Marks	Practical Marks	Project Marks	Viva Marks
<b>PC14.</b> inspect quality standard parameters to ensure that models for conformity with the product	2	5	-	-
<b>PC15.</b> ensure that there is no wastage of the materials	2	5	-	-
<b>PC16.</b> analyze that design meets market and customer requirement	2	5	-	-
<b>NOS Total</b>	<b>32</b>	<b>68</b>	-	-



## National Occupational Standards (NOS) Parameters

<b>NOS Code</b>	HCS/N0203
<b>NOS Name</b>	Determine Market and Customer cues
<b>Sector</b>	Handicrafts and Carpet
<b>Sub-Sector</b>	Handicrafts (Ceramics)
<b>Occupation</b>	Product R&D - Ceramics
<b>NSQF Level</b>	3.5
<b>Credits</b>	2
<b>Version</b>	1.0
<b>Next Review Date</b>	NA

## HCS/N0204: Make master models for production line

### Description

This OS unit is about preparing required raw materials, operating the turning wheel, shaping and sculpting clay to make a final master model product.

### Scope

The scope covers the following :

- prepare raw materials required for making the master model
- perform process of master model making
- check master model quality and productivity standards

### Elements and Performance Criteria

#### *prepare raw materials required for making the master model*

To be competent, the user/individual on the job must be able to:

- PC1.** identify raw materials like ball clay, mud clay, black clay, plaster of paris, etc. for making the master model.
- PC2.** collect required raw materials and tools like a chisel, fine pen, sieve in prescribed quantities
- PC3.** prepare collected clay by breaking down solid pieces of mud and blend it with water prior to the casting stage by using appropriate tools like blender, hammer, etc.
- PC4.** perform the sieving process of blended mixture using sieve of fine mesh to remove tiny stone pieces
- PC5.** explain the importance of letting dry sieved mixture for two days to make it of right consistency
- PC6.** arrange raw materials carefully for further usage in making appropriate master model
- PC7.** deliver remaining raw material to the designated storage locations

#### *perform the standard process of master model making*

To be competent, the user/individual on the job must be able to:

- PC8.** perform the standard process for creating a master model to create mould for casting either by plaster of paris or clay
- PC9.** perform the process of placing a lump on the turning wheel
- PC10.** demonstrate the process of shaping clay on the turning wheel
- PC11.** demonstrate the process of giving basic shape to master model by hands.
- PC12.** provide correct stance and detailing to master model using sculpting tools like a chisel, sharp pen, etc.
- PC13.** prepare slurry like mixture of plaster of paris, cement and water for making mould.
- PC14.** ensure removing extra materials sticking to the mould using a chisel once the mould is dried.
- PC15.** demonstrate the standard process of dusting chalk powder inside mould to avoid sticking of clay cavities

#### *perform the standard process of master model making by using electric wheel*

To be competent, the user/individual on the job must be able to:

- PC16.** select high-quality clay and ensure all tools are within reach
- PC17.** knead the clay thoroughly to remove air bubbles and achieve a smooth consistency
- PC18.** place the clay on the electric wheel and center it by pressing it down and inward with steady hands
- PC19.** use shaping tools (like ribs and sponges) to smooth and refine the surface
- check master model quality and productivity standards*
- To be competent, the user/individual on the job must be able to:
- PC20.** inspect master model based on the quality standard parameters to ensure the master model is created as per standard procedures
- PC21.** ensure no excess clay is chipped to master model
- PC22.** maintain records of inspection results/tests
- PC23.** ensure that there is no wastage of materials
- PC24.** prepare a sample template to collect information during inspection based on master model
- PC25.** ensure there are no process delays
- PC26.** achieve periodical targets set by the supervisor

## Knowledge and Understanding (KU)

The individual on the job needs to know and understand:

- KU1.** personnel management, relevant legislation, standards, policies, and procedures followed in the company
- KU2.** basic chemical properties of various raw materials used
- KU3.** appropriate master model making, sculpting techniques and use of sharp tools and equipment
- KU4.** basic calculation methods required for calculating raw materials
- KU5.** the appropriate safety measures while handling the raw materials
- KU6.** ensuring that there is no mal handling due to improper handling of the raw materials
- KU7.** handling the equipment like blender, turning wheel, and chisel appropriately
- KU8.** the recommended storage of the prepared mixture and master model
- KU9.** risk and impact of not following defined work instructions

## Generic Skills (GS)

User/individual on the job needs to know how to:

- GS1.** read and understand manuals, health and safety instructions, memos, reports and job cards
- GS2.** read about operating the blender, turning wheel and sculpting tools
- GS3.** interact with employees to work efficiently
- GS4.** make decisions pertaining to the concerned area of workplace
- GS5.** take the right raw materials according to the end product
- GS6.** detect problems in day to day tasks
- GS7.** maintain the working schedule appropriately in order to achieve the daily targets
- GS8.** interpret the customer preference, demand, etc. and accordingly make job sheet

- GS9.** follow instructions and work on areas of improvement identified
- GS10.** use reasoning skills to identify and resolve basic problems
- GS11.** analyze and detect any potential problems which could arise during operation

## Assessment Criteria

Assessment Criteria for Outcomes	Theory Marks	Practical Marks	Project Marks	Viva Marks
<i>prepare raw materials required for making the master model</i>	<b>7</b>	<b>17</b>	-	-
<b>PC1.</b> identify raw materials like ball clay, mud clay, black clay, plaster of paris, etc. for making the master model.	1	2	-	-
<b>PC2.</b> collect required raw materials and tools like a chisel, fine pen, sieve in prescribed quantities	1	2	-	-
<b>PC3.</b> prepare collected clay by breaking down solid pieces of mud and blend it with water prior to the casting stage by using appropriate tools like blender, hammer, etc.	1	2	-	-
<b>PC4.</b> perform the sieving process of blended mixture using sieve of fine mesh to remove tiny stone pieces	1	2	-	-
<b>PC5.</b> explain the importance of letting dry sieved mixture for two days to make it of right consistency	1	3	-	-
<b>PC6.</b> arrange raw materials carefully for further usage in making appropriate master model	1	3	-	-
<b>PC7.</b> deliver remaining raw material to the designated storage locations	1	3	-	-
<i>perform the standard process of master model making</i>	<b>8</b>	<b>24</b>	-	-
<b>PC8.</b> perform the standard process for creating a master model to create mould for casting either by plaster of paris or clay	1	3	-	-
<b>PC9.</b> perform the process of placing a lump on the turning wheel	1	3	-	-
<b>PC10.</b> demonstrate the process of shaping clay on the turning wheel	1	3	-	-
<b>PC11.</b> demonstrate the process of giving basic shape to master model by hands.	1	3	-	-

Assessment Criteria for Outcomes	Theory Marks	Practical Marks	Project Marks	Viva Marks
<b>PC12.</b> provide correct stance and detailing to master model using sculpting tools like a chisel, sharp pen, etc.	1	3	-	-
<b>PC13.</b> prepare slurry like mixture of plaster of paris, cement and water for making mould.	1	3	-	-
<b>PC14.</b> ensure removing extra materials sticking to the mould using a chisel once the mould is dried.	1	3	-	-
<b>PC15.</b> demonstrate the standard process of dusting chalk powder inside mould to avoid sticking of clay cavities	1	3	-	-
<i>perform the standard process of master model making by using electric wheel</i>	<b>4</b>	<b>12</b>	-	-
<b>PC16.</b> select high-quality clay and ensure all tools are within reach	1	3	-	-
<b>PC17.</b> knead the clay thoroughly to remove air bubbles and achieve a smooth consistency	1	3	-	-
<b>PC18.</b> place the clay on the electric wheel and center it by pressing it down and inward with steady hands	1	3	-	-
<b>PC19.</b> use shaping tools (like ribs and sponges) to smooth and refine the surface	1	3	-	-
<i>check master model quality and productivity standards</i>	<b>7</b>	<b>21</b>	-	-
<b>PC20.</b> inspect master model based on the quality standard parameters to ensure the master model is created as per standard procedures	1	3	-	-
<b>PC21.</b> ensure no excess clay is chipped to master model	1	3	-	-
<b>PC22.</b> maintain records of inspection results/tests	1	3	-	-
<b>PC23.</b> ensure that there is no wastage of materials	1	3	-	-
<b>PC24.</b> prepare a sample template to collect information during inspection based on master model	1	3	-	-

Assessment Criteria for Outcomes	Theory Marks	Practical Marks	Project Marks	Viva Marks
<b>PC25.</b> ensure there are no process delays	1	3	-	-
<b>PC26.</b> achieve periodical targets set by the supervisor	1	3	-	-
<b>NOS Total</b>	<b>26</b>	<b>74</b>	-	-

## National Occupational Standards (NOS) Parameters

<b>NOS Code</b>	HCS/N0204
<b>NOS Name</b>	Make master models for production line
<b>Sector</b>	Handicrafts and Carpet
<b>Sub-Sector</b>	Handicrafts (Ceramics)
<b>Occupation</b>	Product R&D - Ceramics
<b>NSQF Level</b>	3.5
<b>Credits</b>	4
<b>Version</b>	1.0
<b>Next Review Date</b>	NA



## HCS/N8516: Entrepreneurship skills for Modeller (Ceramics)

### Description

This unit focus on developing the abilities necessary to create, manage, and grow a business in the ceramics industry. It covers a range of skills related to business operations, financial management, marketing, and product development.

### Scope

The scope covers the following :

- market research and analysis
- product development and innovation
- financial management
- branding and marketing
- sales and customer relationship management
- logistics and supply chain management
- legal and regulatory compliance
- continuous learning and adaptability

### Elements and Performance Criteria

#### *Market Research and Analysis*

To be competent, the user/individual on the job must be able to:

- PC1.** identify current trends in ceramic arts, including popular designs, colors, and finishes
- PC2.** identify target customer preferences, whether it's in home decor, functional ware, or custom art pieces
- PC3.** analyze competitors' offerings and pricing to find a unique selling point

#### *Product Development and Innovation*

To be competent, the user/individual on the job must be able to:

- PC4.** experiment with new ceramic techniques, shapes, or styles to offer unique products
- PC5.** develop a signature style that differentiates the ceramics products from others
- PC6.** innovate by incorporating customer feedback, possibly creating custom designs or limited-edition collections

#### *Financial Management*

To be competent, the user/individual on the job must be able to:

- PC7.** budget for materials, equipment, workshop costs, and production time effectively
- PC8.** set prices that cover costs, including raw materials, labor, and overheads, while staying competitive in the market
- PC9.** keep track of expenses, revenues, and inventory to monitor the financial health of the business

#### *Branding and Marketing*

To be competent, the user/individual on the job must be able to:

- PC10.** build a brand identity that reflects the style and appeals to the target audience
- PC11.** use social media platforms, websites, and art marketplaces to showcase and sell your work

**PC12.** network at local art fairs, markets, and galleries to expand visibility and credibility

*Sales and Customer Relationship Management*

To be competent, the user/individual on the job must be able to:

**PC13.** develop an engaging and professional approach to customer interactions

**PC14.** offer after-sales services, like repair or customization options, to enhance customer loyalty

**PC15.** gather and act on customer feedback to improve product offerings and service quality

*Logistics and Supply Chain Management*

To be competent, the user/individual on the job must be able to:

**PC16.** identify reliable suppliers for high-quality clay, glazes, tools, and kilns

**PC17.** ensure timely and safe delivery of products, especially for delicate items

**PC18.** create a plan for managing inventory, including storage and order fulfillment

*Legal and Regulatory Compliance*

To be competent, the user/individual on the job must be able to:

**PC19.** create local regulations regarding handmade ceramics, especially for items that may come in contact with food or beverages

**PC20.** register your business and acquire necessary permits or licenses

**PC21.** protect intellectual property, like unique designs, through trademarks or copyrights if applicable

*Continuous Learning and Adaptability*

To be competent, the user/individual on the job must be able to:

**PC22.** stay updated on new techniques, tools, and ceramic trends to refine skills

**PC23.** participate in workshops, craft fairs, and ceramics exhibitions for exposure and skill enhancement

**PC24.** adapt to changing customer preferences and market dynamics to stay competitive

## Knowledge and Understanding (KU)

The individual on the job needs to know and understand:

**KU1.** different types of ceramics, including decorative pieces, functional pottery, or custom works

**KU2.** process of creating unique ceramic pieces

**KU3.** create a business plan that includes pricing strategies, cost management (materials, labor), and profit margins

**KU4.** continuously innovate the designs and products, balancing artistic skills with what customers want or need

**KU5.** identify long-term strategies for growing the business, such as scaling production or diversifying product offerings

**KU6.** understand the costs involved in production, such as clay, glazes, firing time, labor, and workshop rent, helps to estimate product prices effectively

**KU7.** keeping track of revenue and expenses ensures the sustainability of the business

**KU8.** develop a strong brand that reflects your unique style and values is crucial

**KU9.** attending trade shows, pottery exhibitions, or collaborating with other artists can help expand a modeller's customer base and connect with suppliers and retailers

**KU10.** knowing how to pitch products to potential clients, whether in-person or online

**KU11.** develop good communication skills to handle customer inquiries, feedback, and complaints

### Generic Skills (GS)

User/individual on the job needs to know how to:

- GS1.** ability to come up with new and unique ideas for ceramic designs, keeping the work fresh and innovative
- GS2.** skill in overcoming challenges during the modelling process, like cracks, glazing issues, or design flaws
- GS3.** managing time efficiently to complete projects on schedule, balancing the making, drying, firing, and finishing stages of ceramics
- GS4.** being open to changing techniques or styles to meet market demands or solve production issues
- GS5.** ability to adjust to changes in the market, industry trends, or customer preferences, and adapting new techniques or materials as needed

## Assessment Criteria

Assessment Criteria for Outcomes	Theory Marks	Practical Marks	Project Marks	Viva Marks
<i>Market Research and Analysis</i>	<b>3</b>	<b>9</b>	-	-
<b>PC1.</b> identify current trends in ceramic arts, including popular designs, colors, and finishes	1	3	-	-
<b>PC2.</b> identify target customer preferences, whether it's in home decor, functional ware, or custom art pieces	1	3	-	-
<b>PC3.</b> analyze competitors' offerings and pricing to find a unique selling point	1	3	-	-
<i>Product Development and Innovation</i>	<b>3</b>	<b>8</b>	-	-
<b>PC4.</b> experiment with new ceramic techniques, shapes, or styles to offer unique products	1	3	-	-
<b>PC5.</b> develop a signature style that differentiates the ceramics products from others	1	3	-	-
<b>PC6.</b> innovate by incorporating customer feedback, possibly creating custom designs or limited-edition collections	1	2	-	-
<i>Financial Management</i>	<b>3</b>	<b>9</b>	-	-
<b>PC7.</b> budget for materials, equipment, workshop costs, and production time effectively	1	3	-	-
<b>PC8.</b> set prices that cover costs, including raw materials, labor, and overheads, while staying competitive in the market	1	3	-	-
<b>PC9.</b> keep track of expenses, revenues, and inventory to monitor the financial health of the business	1	3	-	-
<i>Branding and Marketing</i>	<b>3</b>	<b>8</b>	-	-
<b>PC10.</b> build a brand identity that reflects the style and appeals to the target audience	1	2	-	-
<b>PC11.</b> use social media platforms, websites, and art marketplaces to showcase and sell your work	1	3	-	-
<b>PC12.</b> network at local art fairs, markets, and galleries to expand visibility and credibility	1	3	-	-

Assessment Criteria for Outcomes	Theory Marks	Practical Marks	Project Marks	Viva Marks
<i>Sales and Customer Relationship Management</i>	<b>3</b>	<b>9</b>	-	-
<b>PC13.</b> develop an engaging and professional approach to customer interactions	1	3	-	-
<b>PC14.</b> offer after-sales services, like repair or customization options, to enhance customer loyalty	1	3	-	-
<b>PC15.</b> gather and act on customer feedback to improve product offerings and service quality	1	3	-	-
<i>Logistics and Supply Chain Management</i>	<b>4</b>	<b>9</b>	-	-
<b>PC16.</b> identify reliable suppliers for high-quality clay, glazes, tools, and kilns	1	3	-	-
<b>PC17.</b> ensure timely and safe delivery of products, especially for delicate items	2	3	-	-
<b>PC18.</b> create a plan for managing inventory, including storage and order fulfillment	1	3	-	-
<i>Legal and Regulatory Compliance</i>	<b>6</b>	<b>9</b>	-	-
<b>PC19.</b> create local regulations regarding handmade ceramics, especially for items that may come in contact with food or beverages	2	3	-	-
<b>PC20.</b> register your business and acquire necessary permits or licenses	2	3	-	-
<b>PC21.</b> protect intellectual property, like unique designs, through trademarks or copyrights if applicable	2	3	-	-
<i>Continuous Learning and Adaptability</i>	<b>5</b>	<b>9</b>	-	-
<b>PC22.</b> stay updated on new techniques, tools, and ceramic trends to refine skills	2	3	-	-
<b>PC23.</b> participate in workshops, craft fairs, and ceramics exhibitions for exposure and skill enhancement	1	3	-	-
<b>PC24.</b> adapt to changing customer preferences and market dynamics to stay competitive	2	3	-	-
<b>NOS Total</b>	<b>30</b>	<b>70</b>	-	-

## National Occupational Standards (NOS) Parameters

<b>NOS Code</b>	HCS/N8516
<b>NOS Name</b>	Entrepreneurship skills for Modeller (Ceramics)
<b>Sector</b>	Handicrafts and Carpet
<b>Sub-Sector</b>	
<b>Occupation</b>	Entrepreneur, Production Management-Ceramics
<b>NSQF Level</b>	3.5
<b>Credits</b>	2
<b>Version</b>	1.0
<b>Next Review Date</b>	NA

## HCS/N9929: Working in a team

### Description

This NOS describes the communication and coordination skills and knowledge to work with colleagues and supervisor to achieve a smooth and hazard-free workflow.

### Scope

The scope covers the following :

- interact with supervisor or superior
- work as a team by coordinating with colleagues within and outside the department and include
- inputs on PwD & Gender Sensitisation
- report and Document

### Elements and Performance Criteria

#### *Interact with supervisor or superior*

To be competent, the user/individual on the job must be able to:

- PC1.** comply with health, safety gender, and PwD (People with disability) related instructions applicable to the workplace
- PC2.** actively participate in mock drills/ evacuation procedures; group discussions, training sensitization programs for gender, and PwD awareness organized at the workplace.
- PC3.** receive job orders and instructions from reporting supervisor and receive feedback on work standards.
- PC4.** understand the work output requirements, targets, performance indicators and incentives.
- PC5.** deliver quality work on time and report any anticipated reasons for delays and handover completed work to supervisor
- PC6.** report on any grievances, production defects and any potential hazards.

#### *Work as a team by coordinating with colleagues within and outside the department and include inputs on PwD & Gender Sensitisation*

To be competent, the user/individual on the job must be able to:

- PC7.** communicate maintenance and repair schedule proactively to the supervisor
- PC8.** interact and clarify doubts on design, usage of materials & tools, quality & standards compliance, etc.

#### *Report and Document*

To be competent, the user/individual on the job must be able to:

- PC9.** report in time for shortage or need of raw materials
- PC10.** communicate with colleagues from within and other departments, clearly and effectively on all aspects to carry out the work among the team
- PC11.** maintain the etiquette, use polite language, demonstrate responsible and disciplined behavior towards colleagues.
- PC12.** put team over individual goals and multi-task or share work where necessary supporting the colleagues.
- PC13.** document all the details accurately relating to ones role as required.

## Knowledge and Understanding (KU)

The individual on the job needs to know and understand:

- KU1.** knowledge about the importance of gender equality being followed in the organization and policies for reporting any harassment or inappropriate behavior
- KU2.** knowledge about how to accommodate employees with disabilities etiquette to adhere to and proper language and terminology
- KU3.** knowledge about how to communicate, offer help, respecting space, parking etc. for people with disabilities or special needs
- KU4.** knowledge about promoting a safe, accessible and healthy workplace for disabled employees
- KU5.** company's policies on preferred language of communication, incentives, quality standards, personnel management, reporting and escalation matrix policy.
- KU6.** company's standard operating procedure (sop) and the risk and impact of not following them.
- KU7.** procedures for working with colleagues, his/her role and responsibilities in relation to this
- KU8.** organizational hierarchy and the line of reporting structure and work target and review mechanism
- KU9.** procedures to report employment related issues and to deal with conflicts
- KU10.** importance of the individuals role in the organizational workflow and details of the individual responsibilities
- KU11.** tools and equipment handling procedure and common potential hazards in the work place and the procedures to deal with them
- KU12.** effective communication with various categories of people and the different departments in the organization
- KU13.** to document the job activity as required like the check sheets, history sheets, etc
- KU14.** expressing and addressing grievances appropriately, deal with difficult work relationships and manage the internal conflicts effectively

## Generic Skills (GS)

User/individual on the job needs to know how to:

- GS1.** create a positive and inclusive workplace atmosphere without any kind of bias/discrimination towards any employee
- GS2.** actively take part in any discussion/workshop organized for gender sensitization training
- GS3.** read and comprehend written instructions related to gender equality issues in the organization
- GS4.** identify and report any harassment or inappropriate behavior towards any employee
- GS5.** create a positive and inclusive workplace atmosphere without any kind of bias/discrimination towards any employee with disability or special needs
- GS6.** actively take part in any discussion/workshop organized for disability sensitization training.
- GS7.** read and comprehend written instructions related to equality issues in the organization related to disabled persons
- GS8.** read job sheets, design sheet and information displayed at the workplace



- GS9.** read and understand manuals, health and safety instructions, memos etc
- GS10.** fill up documentation to ones role
- GS11.** communicate effectively with supervisor
- GS12.** contribute to quality of team work and achieve smooth workflow
- GS13.** improve work processes by interacting with others and adopting best practices

## Assessment Criteria

Assessment Criteria for Outcomes	Theory Marks	Practical Marks	Project Marks	Viva Marks
<i>Interact with supervisor or superior</i>	<b>14</b>	<b>30</b>	-	-
<b>PC1.</b> comply with health, safety gender, and PwD (People with disability) related instructions applicable to the workplace	2	5	-	-
<b>PC2.</b> actively participate in mock drills/ evacuation procedures; group discussions, training sensitization programs for gender, and PwD awareness organized at the workplace.	2	5	-	-
<b>PC3.</b> receive job orders and instructions from reporting supervisor and receive feedback on work standards.	2	5	-	-
<b>PC4.</b> understand the work output requirements, targets, performance indicators and incentives.	2	5	-	-
<b>PC5.</b> deliver quality work on time and report any anticipated reasons for delays and handover completed work to supervisor	3	5	-	-
<b>PC6.</b> report on any grievances, production defects and any potential hazards.	3	5	-	-
<i>Work as a team by coordinating with colleagues within and outside the department and include inputs on PwD &amp; Gender Sensitisation</i>	<b>6</b>	<b>10</b>	-	-
<b>PC7.</b> communicate maintenance and repair schedule proactively to the supervisor	3	5	-	-
<b>PC8.</b> interact and clarify doubts on design, usage of materials & tools, quality & standards compliance, etc.	3	5	-	-
<i>Report and Document</i>	<b>15</b>	<b>25</b>	-	-
<b>PC9.</b> report in time for shortage or need of raw materials	3	5	-	-
<b>PC10.</b> communicate with colleagues from within and other departments, clearly and effectively on all aspects to carry out the work among the team	3	5	-	-

Assessment Criteria for Outcomes	Theory Marks	Practical Marks	Project Marks	Viva Marks
<b>PC11.</b> maintain the etiquette, use polite language, demonstrate responsible and disciplined behavior towards colleagues.	3	5	-	-
<b>PC12.</b> put team over individual goals and multi-task or share work where necessary supporting the colleagues.	3	5	-	-
<b>PC13.</b> document all the details accurately relating to ones role as required.	3	5	-	-
<b>NOS Total</b>	<b>35</b>	<b>65</b>	-	-

## National Occupational Standards (NOS) Parameters

<b>NOS Code</b>	HCS/N9929
<b>NOS Name</b>	Working in a team
<b>Sector</b>	Handicrafts and Carpet
<b>Sub-Sector</b>	
<b>Occupation</b>	Generic Handicrafts and Carpet
<b>NSQF Level</b>	3.5
<b>Credits</b>	1
<b>Version</b>	1.0
<b>Last Reviewed Date</b>	18/02/2025
<b>Next Review Date</b>	18/02/2028
<b>NSQC Clearance Date</b>	18/02/2025

## HCS/N9931: Maintain health and safety at workplace

### Description

This unit provides Performance Criteria, Knowledge & Understanding, and Skills & Abilities required to comply with health, safety, and security requirements at the workplace and covers procedures to prevent, control, and minimize risk to self and others.

### Scope

The scope covers the following :

- Comply with health, safety, and security requirements at work

### Elements and Performance Criteria

#### *Comply with health, safety, and security requirements at work*

To be competent, the user/individual on the job must be able to:

- PC1.** comply with health and safety related instructions applicable to the workplace.
- PC2.** use and maintain personal protective equipment as per protocol.
- PC3.** carry out own activities in line with approved guidelines and procedures
- PC4.** maintain a healthy lifestyle and guard against dependency on intoxicants.
- PC5.** follow environment management system related procedures
- PC6.** store materials and tools in line with manufacturers and organisational requirements
- PC7.** safely handle and move waste and debris.
- PC8.** minimize health and safety risks to self and others due to own actions
- PC9.** seek clarifications, from supervisors or other authorized personnel in case of perceived risks
- PC10.** monitor the workplace and work processes for potential risks and threats.
- PC11.** carry out periodic walk-through to keep work area free from hazards and obstructions, if assigned
- PC12.** report hazards and potential risks/ threats to supervisors or other authorized personnel
- PC13.** participate in mock drills/ evacuation procedures organized at the workplace
- PC14.** undertake first aid, fire-fighting and emergency response training, if asked to do so
- PC15.** take action based on instructions in the event of fire, emergencies or accidents
- PC16.** follow organisation procedures for evacuation when required

### Knowledge and Understanding (KU)

The individual on the job needs to know and understand:

- KU1.** health and safety related practices applicable at the workplace
- KU2.** potential hazards, risks and threats based on nature of operations
- KU3.** organizational procedures for safe handling of tools
- KU4.** potential risks due to own actions and methods to minimize these

- KU5.** environmental management system related procedures at the workplace.
- KU6.** layout of the plant and details of emergency exits, escape routes, emergency equipment and assembly points
- KU7.** potential accidents and emergencies and response to these scenarios
- KU8.** reporting protocol and documentation required
- KU9.** details of personnel trained in first aid, fire-fighting and emergency response
- KU10.** actions to take in the event of a mock drills/ evacuation procedures or actual accident, emergency or fire.
- KU11.** occupational health and safety risks and methods
- KU12.** personal protective equipment and method of use
- KU13.** identification, handling and storage of hazardous substances
- KU14.** proper disposal system for waste and by-products
- KU15.** signage related to health and safety and their meaning
- KU16.** importance of sound health, hygiene and good habits
- KU17.** ill-effects of alcohol, tobacco and drugs

## Generic Skills (GS)

User/individual on the job needs to know how to:

- GS1.** write in local language.
- GS2.** read measurement instructions
- GS3.** communicate orally with colleagues
- GS4.** follow organization rule-based decision making process
- GS5.** take decision with systematic course of actions and/or response
- GS6.** plan and organize your work to achieve targets and deadlines
- GS7.** manage relationships with customers
- GS8.** build customer relationships and use customer centric approach.
- GS9.** think through the problem, evaluate the possible solution(s) and suggest an optimum /best possible solutions
- GS10.** identify immediate or temporary solutions to resolve delays
- GS11.** analyze data and activities.
- GS12.** pass on relevant information to others
- GS13.** apply, analyze, and evaluate the information gathered from observation, experience, reasoning, or communication, as a guide to thought and action

## Assessment Criteria

Assessment Criteria for Outcomes	Theory Marks	Practical Marks	Project Marks	Viva Marks
<i>Comply with health, safety, and security requirements at work</i>	<b>30</b>	<b>70</b>	-	-
<b>PC1.</b> comply with health and safety related instructions applicable to the workplace.	2	6	-	-
<b>PC2.</b> use and maintain personal protective equipment as per protocol.	2	6	-	-
<b>PC3.</b> carry out own activities in line with approved guidelines and procedures	2	6	-	-
<b>PC4.</b> maintain a healthy lifestyle and guard against dependency on intoxicants.	2	6	-	-
<b>PC5.</b> follow environment management system related procedures	2	4	-	-
<b>PC6.</b> store materials and tools in line with manufacturers and organisational requirements	2	3	-	-
<b>PC7.</b> safely handle and move waste and debris.	1	3	-	-
<b>PC8.</b> minimize health and safety risks to self and others due to own actions	2	4	-	-
<b>PC9.</b> seek clarifications, from supervisors or other authorized personnel in case of perceived risks	1	3	-	-
<b>PC10.</b> monitor the workplace and work processes for potential risks and threats.	1	3	-	-
<b>PC11.</b> carry out periodic walk-through to keep work area free from hazards and obstructions, if assigned	2	3	-	-
<b>PC12.</b> report hazards and potential risks/ threats to supervisors or other authorized personnel	3	4	-	-
<b>PC13.</b> participate in mock drills/ evacuation procedures organized at the workplace	2	3	-	-
<b>PC14.</b> undertake first aid, fire-fighting and emergency response training, if asked to do so	2	4	-	-

Assessment Criteria for Outcomes	Theory Marks	Practical Marks	Project Marks	Viva Marks
<b>PC15.</b> take action based on instructions in the event of fire, emergencies or accidents	2	6	-	-
<b>PC16.</b> follow organisation procedures for evacuation when required	2	6	-	-
<b>NOS Total</b>	<b>30</b>	<b>70</b>	-	-



## National Occupational Standards (NOS) Parameters

<b>NOS Code</b>	HCS/N9931
<b>NOS Name</b>	Maintain health and safety at workplace
<b>Sector</b>	Handicrafts and Carpet
<b>Sub-Sector</b>	
<b>Occupation</b>	Generic Handicrafts and Carpet
<b>NSQF Level</b>	3.5
<b>Credits</b>	1
<b>Version</b>	1.0
<b>Last Reviewed Date</b>	18/02/2025
<b>Next Review Date</b>	18/02/2028
<b>NSQC Clearance Date</b>	18/02/2025

## HCS/N9934: Managing Personal Sanitation

### Description

This NOS provides the abilities required for taking responsibility for their own health at the workplace and is about using the correct procedures to prevent, control and minimize risk to them and others at the workplace.

### Scope

The scope covers the following :

- adopt healthy work practices
- achieve work productivity while maintaining health

### Elements and Performance Criteria

#### *Adopt healthy work practices*

To be competent, the user/individual on the job must be able to:

- PC1.** always cover the mouth and nose with a dust mask while working and keep on changing when it gets blocked with dust
- PC2.** follow work instructions strictly to reduce the amount of pollution at the work place e.g. wet the rock / craft material before working on it
- PC3.** wear protective goggles over eyes and replace them when scratches on it obscure the vision
- PC4.** wear gloves as per the materials used for making handicraft to avoid blisters; scratches and cuts
- PC5.** undergo preventive health checkups at regular intervals
- PC6.** take prompt treatment from the doctor in case of illness

#### *Achieve work productivity while maintaining health*

To be competent, the user/individual on the job must be able to:

- PC7.** follow SOPs for dealing with blisters; scratches; accidental fires or any other type of emergencies at work
- PC8.** ensure the absence of no productivity loss or absenteeism from work due to illness
- PC9.** ensure no long term ill effect on the personal health

### Knowledge and Understanding (KU)

The individual on the job needs to know and understand:

- KU1.** companys policies on personal health and occupational hazard management
- KU2.** companys hr policies
- KU3.** companys reporting structure
- KU4.** companys emergency evacuation procedure
- KU5.** health risks to the worker at the work place
- KU6.** healthy work practices

- KU7.** how to perform the duties in a way to minimize pollution at the work place
- KU8.** what personal protective equipments should be worn and how it is cared for
- KU9.** safe disposal methods for waste
- KU10.** how to provide the first aid treatment at workplace
- KU11.** emergency procedures to be followed in case of an mishap such as fire accidents etc.

## Generic Skills (GS)

User/individual on the job needs to know how to:

- GS1.** read personal health instructions and manual
- GS2.** read the usage of various hand tools and personal protection equipments
- GS3.** take notes on descriptions and details of various personal health maintenance procedures
- GS4.** communicate with supervisor about the physical symptoms
- GS5.** receive instructions from doctor and supervisor on medical care
- GS6.** how to select appropriate hand tools and personal protection equipment
- GS7.** when to change personal protection equipment during work
- GS8.** how to identify first aid needs in case and of an injury
- GS9.** how to select appropriate hand tools and personal protection equipment
- GS10.** when to change personal protection equipment during work
- GS11.** how to use materials that does not affect customer health / make injury
- GS12.** improve work processes by adopting best safety practices
- GS13.** analyze the usage of appropriate tools and consumables
- GS14.** spot errors and any other disruptions and communicate with solutions

## Assessment Criteria

Assessment Criteria for Outcomes	Theory Marks	Practical Marks	Project Marks	Viva Marks
<i>Adopt healthy work practices</i>	<b>18</b>	<b>48</b>	-	-
<b>PC1.</b> always cover the mouth and nose with a dust mask while working and keep on changing when it gets blocked with dust	3	8	-	-
<b>PC2.</b> follow work instructions strictly to reduce the amount of pollution at the work place e.g. wet the rock / craft material before working on it	3	8	-	-
<b>PC3.</b> wear protective goggles over eyes and replace them when scratches on it obscure the vision	3	8	-	-
<b>PC4.</b> wear gloves as per the materials used for making handicraft to avoid blisters; scratches and cuts	3	8	-	-
<b>PC5.</b> undergo preventive health checkups at regular intervals	3	8	-	-
<b>PC6.</b> take prompt treatment from the doctor in case of illness	3	8	-	-
<i>Achieve work productivity while maintaining health</i>	<b>12</b>	<b>22</b>	-	-
<b>PC7.</b> follow SOPs for dealing with blisters; scratches; accidental fires or any other type of emergencies at work	4	7	-	-
<b>PC8.</b> ensure the absence of no productivity loss or absenteeism from work due to illness	4	7	-	-
<b>PC9.</b> ensure no long term ill effect on the personal health	4	8	-	-
<b>NOS Total</b>	<b>30</b>	<b>70</b>	-	-

## National Occupational Standards (NOS) Parameters

<b>NOS Code</b>	HCS/N9934
<b>NOS Name</b>	Managing Personal Sanitation
<b>Sector</b>	Handicrafts and Carpet
<b>Sub-Sector</b>	Handicrafts (Ceramics), Handicrafts (Fashion Jewellery), Handicrafts (Stonecraft), Glassware, Metalware
<b>Occupation</b>	Generic Handicrafts and Carpet
<b>NSQF Level</b>	3.5
<b>Credits</b>	1
<b>Version</b>	1.0
<b>Last Reviewed Date</b>	18/02/2025
<b>Next Review Date</b>	18/02/2028
<b>NSQC Clearance Date</b>	18/02/2025

## HCS/N9940: Managing people and Resources in Business

### Description

This OS unit focuses on business planning, internal strategy, timelines.

### Scope

The scope covers the following :

- people management
- product planning
- procurement of raw materials
- market interfacing
- financial management
- record keeping

### Elements and Performance Criteria

#### *People management*

To be competent, the user/individual on the job must be able to:

- PC1.** arrange Interactive meetings of managers of sales and production teams and categorize the issues and feedbacks of both the teams
- PC2.** train the employees of his/her unit with the appropriate skills required to make market relevant and quality products
- PC3.** motivate the employees

#### *Product planning*

To be competent, the user/individual on the job must be able to:

- PC4.** compile a report based on old production reports
- PC5.** address the issues faced in previous productions and try to resolve them
- PC6.** gather and analyze the cues from the market
- PC7.** ascertain the customer preference
- PC8.** develop product range lines based on current market preference
- PC9.** develop product range lines that are unique and able to price high
- PC10.** price the products according to market trends
- PC11.** identify the competent marketing strategy for the product range

#### *Procurement of raw materials*

To be competent, the user/individual on the job must be able to:

- PC12.** list of the raw material s and prepare a B.O.M according to the product lines
- PC13.** ascertain the quantity and right price to procure the materials
- PC14.** identify the right locations/agents from where the raw materials can be procured
- PC15.** negotiate to get the best price
- PC16.** ensure quality materials are procured
- PC17.** ensure the procured materials are stored in appropriate conditions

**PC18.** compile a record of price quotations, POs, and bills of procurement for future reference

*Market interfacing*

To be competent, the user/individual on the job must be able to:

**PC19.** maintain a healthy and professional relationship with vendor

**PC20.** the competitive market falls in order with the company policies of best price, quality, and delivery parameters

**PC21.** analyze the prevalent price for product lines

**PC22.** decide on the most effective means to access the market

**PC23.** plan for cost-effective transportation to the market

**PC24.** position the product according to market requirements

**PC25.** identify and address the expectations of customer

*Financial management*

To be competent, the user/individual on the job must be able to:

**PC26.** analyze and ascertain the cost of production

**PC27.** maintain the book of accounts related to the business

**PC28.** maintain export documents like a letter of credit, custom clearance

**PC29.** identify cost-effective means of running the business

*Record keeping*

To be competent, the user/individual on the job must be able to:

**PC30.** identify various aspects of business that require recording

**PC31.** design formats for recording

**PC32.** compile various records of all aspects of the business

**PC33.** maintain these records with periodic updations

**PC34.** maintain necessary documents as per local government and regulatory requirements

**PC35.** reframe the procurement strategy according to local scenarios like weather conditions, transport strikes, affected prices, etc.

## Knowledge and Understanding (KU)

The individual on the job needs to know and understand:

**KU1.** interpersonal skills and communication with a cross-section of stakeholders

**KU2.** understanding of basics accounting so that he/she can monitor the transactions between company and vendor

**KU3.** knowledge of banking basics to keep the export process flawless

**KU4.** understanding of costing principles to calculate the cost of production with all the overheads and the actual price

**KU5.** product and craft knowledge including material and tools requirements

**KU6.** gathering market intelligence.

**KU7.** various transportation means and implications on costing

**KU8.** various product lines that can be created depending on the sector of operation

**KU9.** basic record-keeping techniques

**KU10.** basic laws, rules, regulations, etc. regarding business

- KU11.** vendor management and development
- KU12.** pricing techniques
- KU13.** business profitability assessment

## Generic Skills (GS)

User/individual on the job needs to know how to:

- GS1.** analyse product range and keep abreast of market trends
- GS2.** document various aspects of the business
- GS3.** compile descriptions and details about investment, expenditures, and sales
- GS4.** interact with teams to work efficiently
- GS5.** communicate and manage vendors for cost-effective outsourcing and procurements
- GS6.** interface with fellow entrepreneurs to exchange ideas on the business
- GS7.** communicate with the customers for their feedback about the product
- GS8.** comprehend information shared by various stakeholders
- GS9.** plan and organize the product lines
- GS10.** fix the appropriate price.
- GS11.** hire employees with the appropriate skill set and experience
- GS12.** predict the profit margin to be achieved by the business
- GS13.** decide target segment of the market
- GS14.** schedule production cycles for better efficiency of resources
- GS15.** planning of production efficiency based on manpower and equipment available
- GS16.** schedule market visits for surveys and feedback
- GS17.** gather information on preference and taste of the customer
- GS18.** interact with various types of customers and understand the trends
- GS19.** analyze and solve conflicts and problems of the business.
- GS20.** ensure that the problems do not arise repeatedly.
- GS21.** anticipate various problems/challenges that can crop up
- GS22.** analyze the market for increasing sales
- GS23.** spot errors and any other disruptions and communicate with solutions



## Assessment Criteria

Assessment Criteria for Outcomes	Theory Marks	Practical Marks	Project Marks	Viva Marks
<i>People management</i>	<b>3</b>	<b>6</b>	-	-
<b>PC1.</b> arrange Interactive meetings of managers of sales and production teams and categorize the issues and feedbacks of both the teams	1	2	-	-
<b>PC2.</b> train the employees of his/her unit with the appropriate skills required to make market relevant and quality products	1	2	-	-
<b>PC3.</b> motivate the employees	1	2	-	-
<i>Product planning</i>	<b>8</b>	<b>16</b>	-	-
<b>PC4.</b> compile a report based on old production reports	1	2	-	-
<b>PC5.</b> address the issues faced in previous productions and try to resolve them	1	2	-	-
<b>PC6.</b> gather and analyze the cues from the market	1	2	-	-
<b>PC7.</b> ascertain the customer preference	1	2	-	-
<b>PC8.</b> develop product range lines based on current market preference	1	2	-	-
<b>PC9.</b> develop product range lines that are unique and able to price high	1	2	-	-
<b>PC10.</b> price the products according to market trends	1	2	-	-
<b>PC11.</b> identify the competent marketing strategy for the product range	1	2	-	-
<i>Procurement of raw materials</i>	<b>7</b>	<b>14</b>	-	-
<b>PC12.</b> list of the raw material s and prepare a B.O.M according to the product lines	1	2	-	-
<b>PC13.</b> ascertain the quantity and right price to procure the materials	1	2	-	-
<b>PC14.</b> identify the right locations/agents from where the raw materials can be procured	1	2	-	-

Assessment Criteria for Outcomes	Theory Marks	Practical Marks	Project Marks	Viva Marks
<b>PC15.</b> negotiate to get the best price	1	2	-	-
<b>PC16.</b> ensure quality materials are procured	1	2	-	-
<b>PC17.</b> ensure the procured materials are stored in appropriate conditions	1	2	-	-
<b>PC18.</b> compile a record of price quotations, POs, and bills of procurement for future reference	1	2	-	-
<i>Market interfacing</i>	<b>7</b>	<b>14</b>	-	-
<b>PC19.</b> maintain a healthy and professional relationship with vendor	1	2	-	-
<b>PC20.</b> the competitive market falls in order with the company policies of best price, quality, and delivery parameters	1	2	-	-
<b>PC21.</b> analyze the prevalent price for product lines	1	2	-	-
<b>PC22.</b> decide on the most effective means to access the market	1	2	-	-
<b>PC23.</b> plan for cost-effective transportation to the market	1	2	-	-
<b>PC24.</b> position the product according to market requirements	1	2	-	-
<b>PC25.</b> identify and address the expectations of customer	1	2	-	-
<i>Financial management</i>	<b>4</b>	<b>8</b>	-	-
<b>PC26.</b> analyze and ascertain the cost of production	1	2	-	-
<b>PC27.</b> maintain the book of accounts related to the business	1	2	-	-
<b>PC28.</b> maintain export documents like a letter of credit, custom clearance	1	2	-	-
<b>PC29.</b> identify cost-effective means of running the business	1	2	-	-
<i>Record keeping</i>	<b>6</b>	<b>7</b>	-	-

Assessment Criteria for Outcomes	Theory Marks	Practical Marks	Project Marks	Viva Marks
<b>PC30.</b> identify various aspects of business that require recording	1	2	-	-
<b>PC31.</b> design formats for recording	1	1	-	-
<b>PC32.</b> compile various records of all aspects of the business	1	1	-	-
<b>PC33.</b> maintain these records with periodic updations	1	1	-	-
<b>PC34.</b> maintain necessary documents as per local government and regulatory requirements	1	1	-	-
<b>PC35.</b> reframe the procurement strategy according to local scenarios like weather conditions, transport strikes, affected prices, etc.	1	1	-	-
<b>NOS Total</b>	<b>35</b>	<b>65</b>	-	-

## National Occupational Standards (NOS) Parameters

<b>NOS Code</b>	HCS/N9940
<b>NOS Name</b>	Managing people and Resources in Business
<b>Sector</b>	Handicrafts and Carpet
<b>Sub-Sector</b>	
<b>Occupation</b>	Generic Handicrafts and Carpet
<b>NSQF Level</b>	3.5
<b>Credits</b>	1
<b>Version</b>	1.0
<b>Last Reviewed Date</b>	18/02/2025
<b>Next Review Date</b>	18/02/2028
<b>NSQC Clearance Date</b>	18/02/2025

## DGT/VSQ/N0102: Employability Skills (60 Hours)

### Description

This unit is about employability skills, Constitutional values, becoming a professional in the 21st Century, digital, financial, and legal literacy, diversity and Inclusion, English and communication skills, customer service, entrepreneurship, and apprenticeship, getting ready for jobs and career development.

### Scope

The scope covers the following :

- Introduction to Employability Skills
- Constitutional values - Citizenship
- Becoming a Professional in the 21st Century
- Basic English Skills
- Career Development & Goal Setting
- Communication Skills
- Diversity & Inclusion
- Financial and Legal Literacy
- Essential Digital Skills
- Entrepreneurship
- Customer Service
- Getting ready for Apprenticeship & Jobs

### Elements and Performance Criteria

#### *Introduction to Employability Skills*

To be competent, the user/individual on the job must be able to:

- PC1.** identify employability skills required for jobs in various industries
- PC2.** identify and explore learning and employability portals

#### *Constitutional values – Citizenship*

To be competent, the user/individual on the job must be able to:

- 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*

To be competent, the user/individual on the job must be able to:

- 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*

To be competent, the user/individual on the job must be able to:

- 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*

To be competent, the user/individual on the job must be able to:

- 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*

To be competent, the user/individual on the job must be able to:

- 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*

To be competent, the user/individual on the job must be able to:

- 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*

To be competent, the user/individual on the job must be able to:

- 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*

To be competent, the user/individual on the job must be able to:

- 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*

To be competent, the user/individual on the job must be able to:

- 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*

To be competent, the user/individual on the job must be able to:

- 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*

To be competent, the user/individual on the job must be able to:

- 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

### **Knowledge and Understanding (KU)**

The individual on the job needs to know and understand:

- KU1.** need for employability skills and different learning and employability related portals
- KU2.** various constitutional and personal values
- KU3.** different environmentally sustainable practices and their importance
- KU4.** Twenty first (21st) century skills and their importance
- KU5.** how to use English language for effective verbal (face to face and telephonic) and written communication in formal and informal set up
- KU6.** importance of career development and setting long- and short-term goals
- KU7.** about effective communication
- KU8.** POSH Act
- KU9.** Gender sensitivity and inclusivity
- KU10.** different types of financial institutes, products, and services
- KU11.** how to compute income and expenditure
- KU12.** importance of maintaining safety and security in offline and online financial transactions
- KU13.** different legal rights and laws
- KU14.** different types of digital devices and the procedure to operate them safely and securely
- KU15.** how to create and operate an e- mail account and use applications such as word processors, spreadsheets etc.
- KU16.** how to identify business opportunities
- KU17.** types and needs of customers
- KU18.** how to apply for a job and prepare for an interview
- KU19.** apprenticeship scheme and the process of registering on apprenticeship portal

### **Generic Skills (GS)**

User/individual on the job needs to know how to:

- GS1.** read and write different types of documents/instructions/correspondence
- GS2.** communicate effectively using appropriate language in formal and informal settings
- GS3.** behave politely and appropriately with all
- GS4.** how to work in a virtual mode

- GS5.** perform calculations efficiently
- GS6.** solve problems effectively
- GS7.** pay attention to details
- GS8.** manage time efficiently
- GS9.** maintain hygiene and sanitization to avoid infection



## Assessment Criteria

Assessment Criteria for Outcomes	Theory Marks	Practical Marks	Project Marks	Viva Marks
<i>Introduction to Employability Skills</i>	<b>1</b>	<b>1</b>	-	-
<b>PC1.</b> identify employability skills required for jobs in various industries	-	-	-	-
<b>PC2.</b> identify and explore learning and employability portals	-	-	-	-
<i>Constitutional values – Citizenship</i>	<b>1</b>	<b>1</b>	-	-
<b>PC3.</b> 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.	-	-	-	-
<b>PC4.</b> follow environmentally sustainable practices	-	-	-	-
<i>Becoming a Professional in the 21st Century</i>	<b>2</b>	<b>4</b>	-	-
<b>PC5.</b> recognize the significance of 21st Century Skills for employment	-	-	-	-
<b>PC6.</b> 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	-	-	-	-
<i>Basic English Skills</i>	<b>2</b>	<b>3</b>	-	-
<b>PC7.</b> use basic English for everyday conversation in different contexts, in person and over the telephone	-	-	-	-
<b>PC8.</b> read and understand routine information, notes, instructions, mails, letters etc. written in English	-	-	-	-
<b>PC9.</b> write short messages, notes, letters, e-mails etc. in English	-	-	-	-
<i>Career Development &amp; Goal Setting</i>	<b>1</b>	<b>2</b>	-	-

Assessment Criteria for Outcomes	Theory Marks	Practical Marks	Project Marks	Viva Marks
<b>PC10.</b> understand the difference between job and career	-	-	-	-
<b>PC11.</b> prepare a career development plan with short- and long-term goals, based on aptitude	-	-	-	-
<i>Communication Skills</i>	<b>2</b>	<b>2</b>	-	-
<b>PC12.</b> follow verbal and non-verbal communication etiquette and active listening techniques in various settings	-	-	-	-
<b>PC13.</b> work collaboratively with others in a team	-	-	-	-
<i>Diversity &amp; Inclusion</i>	<b>1</b>	<b>2</b>	-	-
<b>PC14.</b> communicate and behave appropriately with all genders and PwD	-	-	-	-
<b>PC15.</b> escalate any issues related to sexual harassment at workplace according to POSH Act	-	-	-	-
<i>Financial and Legal Literacy</i>	<b>2</b>	<b>3</b>	-	-
<b>PC16.</b> select financial institutions, products and services as per requirement	-	-	-	-
<b>PC17.</b> carry out offline and online financial transactions, safely and securely	-	-	-	-
<b>PC18.</b> identify common components of salary and compute income, expenses, taxes, investments etc	-	-	-	-
<b>PC19.</b> identify relevant rights and laws and use legal aids to fight against legal exploitation	-	-	-	-
<i>Essential Digital Skills</i>	<b>3</b>	<b>4</b>	-	-
<b>PC20.</b> operate digital devices and carry out basic internet operations securely and safely	-	-	-	-
<b>PC21.</b> use e- mail and social media platforms and virtual collaboration tools to work effectively	-	-	-	-
<b>PC22.</b> use basic features of word processor, spreadsheets, and presentations	-	-	-	-
<i>Entrepreneurship</i>	<b>2</b>	<b>3</b>	-	-

Assessment Criteria for Outcomes	Theory Marks	Practical Marks	Project Marks	Viva Marks
<b>PC23.</b> identify different types of Entrepreneurship and Enterprises and assess opportunities for potential business through research	-	-	-	-
<b>PC24.</b> develop a business plan and a work model, considering the 4Ps of Marketing Product, Price, Place and Promotion	-	-	-	-
<b>PC25.</b> identify sources of funding, anticipate, and mitigate any financial/ legal hurdles for the potential business opportunity	-	-	-	-
<i>Customer Service</i>	<b>1</b>	<b>2</b>	-	-
<b>PC26.</b> identify different types of customers	-	-	-	-
<b>PC27.</b> identify and respond to customer requests and needs in a professional manner.	-	-	-	-
<b>PC28.</b> follow appropriate hygiene and grooming standards	-	-	-	-
<i>Getting ready for apprenticeship &amp; Jobs</i>	<b>2</b>	<b>3</b>	-	-
<b>PC29.</b> create a professional Curriculum vitae (Résumé)	-	-	-	-
<b>PC30.</b> search for suitable jobs using reliable offline and online sources such as Employment exchange, recruitment agencies, newspapers etc. and job portals, respectively	-	-	-	-
<b>PC31.</b> apply to identified job openings using offline /online methods as per requirement	-	-	-	-
<b>PC32.</b> answer questions politely, with clarity and confidence, during recruitment and selection	-	-	-	-
<b>PC33.</b> identify apprenticeship opportunities and register for it as per guidelines and requirements	-	-	-	-
<b>NOS Total</b>	<b>20</b>	<b>30</b>	-	-

## National Occupational Standards (NOS) Parameters

<b>NOS Code</b>	DGT/VSQ/N0102
<b>NOS Name</b>	Employability Skills (60 Hours)
<b>Sector</b>	Cross Sectoral
<b>Sub-Sector</b>	Professional Skills
<b>Occupation</b>	Employability
<b>NSQF Level</b>	4
<b>Credits</b>	2
<b>Version</b>	1.0
<b>Last Reviewed Date</b>	18/02/2025
<b>Next Review Date</b>	18/02/2028
<b>NSQC Clearance Date</b>	18/02/2025

## Assessment Guidelines and Assessment Weightage

### Assessment Guidelines

1. Criteria for assessment for each Qualification Pack will be created by the Sector Skill Council. Each Element/ Performance Criteria (PC) will be assigned marks proportional to its importance in NOS. SSC will also lay down proportion of marks for Theory and Skills Practical for each Element/ PC.
2. The assessment for the theory part will be based on knowledge bank of questions created by the SSC.
3. Assessment will be conducted for all compulsory NOS, and where applicable, on the selected elective/option NOS/set of NOS.
4. Individual assessment agencies will create unique question papers for theory part for each candidate at each examination/training center (as per assessment criteria below).
5. Individual assessment agencies will create unique evaluations for skill practical for every student at each examination/ training center based on these criteria.
6. To pass the Qualification Pack assessment, every trainee should score the Recommended Pass % aggregate for the QP.
7. In case of unsuccessful completion, the trainee may seek reassessment on the Qualification Pack.

### Minimum Aggregate Passing % at QP Level : 70

(**Please note:** Every Trainee should score a minimum aggregate passing percentage as specified above, to successfully clear the Qualification Pack assessment.)

### Minimum Passing % at NOS Level: 50

(**Please note:** A Trainee must score the minimum percentage for each NOS separately as well as on the QP as a whole.)

## Assessment Weightage

### Compulsory NOS

National Occupational Standards	Theory Marks	Practical Marks	Project Marks	Viva Marks	Total Marks	Weightage
HCS/N0203.Determine Market and Customer cues	32	68	-	-	100	10
HCS/N0204.Make master models for production line	26	74	-	-	100	20
HCS/N8516.Entrepreneurship skills for Modeller (Ceramics)	30	70	-	-	100	20
HCS/N9929.Working in a team	35	65	-	-	100	10
HCS/N9931.Maintain health and safety at workplace	30	70	-	-	100	10
HCS/N9934.Managing Personal Sanitation	30	70	-	-	100	10
HCS/N9940.Managing people and Resources in Business	35	65	-	-	100	10
DGT/VSQ/N0102.Employability Skills (60 Hours)	20	30	-	-	50	10
<b>Total</b>	<b>238</b>	<b>512</b>	<b>-</b>	<b>-</b>	<b>750</b>	<b>100</b>

## Acronyms

<b>NOS</b>	National Occupational Standard(s)
<b>NSQF</b>	National Skills Qualifications Framework
<b>QP</b>	Qualifications Pack
<b>TVET</b>	Technical and Vocational Education and Training
<b>NOS</b>	National Occupational Standard(s)
<b>NSQF</b>	National Skills Qualifications Framework
<b>QP</b>	Qualifications Pack
<b>TVET</b>	Technical and Vocational Education and Training
<b>NOS</b>	National Occupational Standard(s)
<b>NSQF</b>	National Skills Qualifications Framework
<b>QP</b>	Qualifications Pack
<b>TVET</b>	Technical and Vocational Education and Training
<b>NSQF</b>	National Skills Qualifications Framework

## Glossary

<b>Sector</b>	Sector is a conglomeration of different business operations having similar business and interests. It may also be defined as a distinct subset of the economy whose components share similar characteristics and interests.
<b>Sub-sector</b>	Sub-sector is derived from a further breakdown based on the characteristics and interests of its components.
<b>Occupation</b>	Occupation is a set of job roles, which perform similar/ related set of functions in an industry.
<b>Job role</b>	Job role defines a unique set of functions that together form a unique employment opportunity in an organisation.
<b>Occupational Standards (OS)</b>	OS specify the standards of performance an individual must achieve when carrying out a function in the workplace, together with the Knowledge and Understanding (KU) they need to meet that standard consistently. Occupational Standards are applicable both in the Indian and global contexts.
<b>Performance Criteria (PC)</b>	Performance Criteria (PC) are statements that together specify the standard of performance required when carrying out a task.
<b>National Occupational Standards (NOS)</b>	NOS are occupational standards which apply uniquely in the Indian context.
<b>Qualifications Pack (QP)</b>	QP comprises the set of OS, together with the educational, training and other criteria required to perform a job role. A QP is assigned a unique qualifications pack code.
<b>Unit Code</b>	Unit code is a unique identifier for an Occupational Standard, which is denoted by an 'N'
<b>Unit Title</b>	Unit title gives a clear overall statement about what the incumbent should be able to do.
<b>Description</b>	Description gives a short summary of the unit content. This would be helpful to anyone searching on a database to verify that this is the appropriate OS they are looking for.
<b>Scope</b>	Scope is a set of statements specifying the range of variables that an individual may have to deal with in carrying out the function which have a critical impact on quality of performance required.
<b>Knowledge and Understanding (KU)</b>	Knowledge and Understanding (KU) are statements which together specify the technical, generic, professional and organisational specific knowledge that an individual needs in order to perform to the required standard.

<b>Organisational Context</b>	Organisational context includes the way the organisation is structured and how it operates, including the extent of operative knowledge managers have of their relevant areas of responsibility.
<b>Technical Knowledge</b>	Technical knowledge is the specific knowledge needed to accomplish specific designated responsibilities.
<b>Core Skills/ Generic Skills (GS)</b>	Core skills or Generic Skills (GS) are a group of skills that are the key to learning and working in today's world. These skills are typically needed in any work environment in today's world. These skills are typically needed in any work environment. In the context of the OS, these include communication related skills that are applicable to most job roles.
<b>Electives</b>	Electives are NOS/set of NOS that are identified by the sector as contributive to specialization in a job role. There may be multiple electives within a QP for each specialized job role. Trainees must select at least one elective for the successful completion of a QP with Electives.
<b>Options</b>	Options are NOS/set of NOS that are identified by the sector as additional skills. There may be multiple options within a QP. It is not mandatory to select any of the options to complete a QP with Options.
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<b>Core Skills/ Generic Skills (G)</b>	Core skills or Generic Skills (GS) are a group of skills that are the key to learning and working in today's world. These skills are typically needed in any work environment in today's world. These skills are typically needed in any work environment. In the context of the OS, these include communication related skills that are applicable to most job roles.
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<b>Knowledge and Understanding (K)</b>	Knowledge and Understanding (KU) are statements which together specify the technical, generic, professional and organisational specific knowledge that an individual needs in order to perform to the required standard.