

## QUALIFICATION FILE – PM Vishwakarma

### Coir Weaver

NCrF/NSQF Level: 2.5

Submitted By:

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

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## Section 1: Basic Details

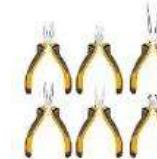
|   |   |   |   |   |
|---|---|---|---|---|
| 1. <b>PM Vishwakarma -Qualification Name</b>  | <b>Coir Weaver</b>  |   |   |   |
| 2. <b>Sector</b>  | <b>Handicrafts and Carpet Sector Skill Council</b>  |   |   |   |
| 3. <b>Related Qualification Available on NQR (wherever applicable)</b>  | <b>Name: Coir Fibre Artisan</b>   | <b>NQR Code &amp; version: NA &amp; Version 1.0</b> |   |   |
| 4. <b>National Qualification Register (NQR) Code &amp; Version (Will be issued after NSQC approval.)</b>          | <b>NG-2.5-HC-00753-2023-V1-HCSSC</b>  | <b>5. NCrF/NSQF Level: 2.5</b>                      |   |   |
| 6. <b>Brief Description of the Job Role</b>   | Coir fiber, extracted from the outer husk of coconuts, is a versatile natural material that artisans use to create a variety of basic and intricate products. Artisans skillfully work with coir fiber to craft functional and decorative items.                                      |   |   |   |
| 7. <b>Eligibility Criteria for Entry for a Student/Trainee/Learner/Employee</b>                                   | <p><b>a. Entry Qualification &amp; Relevant Experience:</b></p> <table border="1"><tr><td><b>Academic/Skill Qualification (with Specialization - if applicable)</b></td></tr><tr><td>Existing Vishwakarmas duly verified as per the Scheme</td></tr></table> <p><b>b. Age:</b> NA</p> |   | <b>Academic/Skill Qualification (with Specialization - if applicable)</b> | Existing Vishwakarmas duly verified as per the Scheme |
| <b>Academic/Skill Qualification (with Specialization - if applicable)</b>   |   |   |   |   |
| Existing Vishwakarmas duly verified as per the Scheme   |   |   |   |   |
| 8. <b>Credits Assigned to this Qualification, Subject to Assessment (as per National Credit Framework (NCrF))</b> | 1.5   | 9. <b>Common Cost Norm Category (I/II/III): I</b>   |   |   |
| 10. <b>Any Licensing Requirements for Undertaking Training on This Qualification (wherever applicable)</b>        | NA  |   |   |   |

| 11. <b>Training Duration by Modes of Training Delivery (as per requirement of the qualification)</b>   | <table border="1"><thead><tr><th>Modules</th><th>Notional Hours (hh:mm)</th></tr></thead><tbody><tr><td>Upskilling on Modern Toolkit</td><td>15:00 hours</td></tr><tr><td>Employability and Entrepreneurial skills</td><td>23:30 Hours</td></tr><tr><td>Feedback and Interactive session</td><td>01:30 Hours</td></tr><tr><td><b>Total</b></td><td><b>40:00 Hours</b></td></tr></tbody></table> |                              | Modules | Notional Hours (hh:mm) | Upskilling on Modern Toolkit | 15:00 hours | Employability and Entrepreneurial skills | 23:30 Hours | Feedback and Interactive session | 01:30 Hours | <b>Total</b> | <b>40:00 Hours</b> |
|--|---|------------------------------|---------|------------------------|------------------------------|-------------|--|-------------|----------------------------------|-------------|--------------|--------------------|
| Modules  | Notional Hours (hh:mm)  |                              |         |                        |                              |             |  |             |                                  |             |              |                    |
| Upskilling on Modern Toolkit   | 15:00 hours   |                              |         |                        |                              |             |  |             |                                  |             |              |                    |
| Employability and Entrepreneurial skills   | 23:30 Hours   |                              |         |                        |                              |             |  |             |                                  |             |              |                    |
| Feedback and Interactive session   | 01:30 Hours   |                              |         |                        |                              |             |  |             |                                  |             |              |                    |
| <b>Total</b>   | <b>40:00 Hours</b>  |                              |         |                        |                              |             |  |             |                                  |             |              |                    |
| 12. <b>Is the Qualification Amenable to Persons with Disability</b>  | <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No If "Yes", specify applicable type of Disability: SHI, LD  |                              |         |                        |                              |             |  |             |                                  |             |              |                    |
| 13. <b>Name and Contact Details Submitting / Awarding Body SPOC</b><br>(In case of CS or MS, provide details of both Lead AB & Supporting ABs) | <p>Mr. Krishan Kumar<br/><b>Email:</b> ceo@hcssc.in<br/><b>Contact No.:</b> 011-26139834<br/><b>Website:</b> <a href="http://www.hcssc.in">www.hcssc.in</a></p>   |                              |         |                        |                              |             |  |             |                                  |             |              |                    |
| 14. <b>Final Approval Date by NSQC: 14<sup>th</sup> September 2023</b>   | 15. <b>Validity Duration:</b> Co-terminus with the PM Vishwakarma Scheme subject to midway changes in the qualification   | 16. <b>Next Review Date:</b> |         |                        |                              |             |  |             |                                  |             |              |                    |

## Section 2: Tools and Equipment Details

### List of Tools and Equipment

Batch Size: 30

| S. No. | Tool / Equipment Name | Specification   | Quantity for specified Batch size | Tool Image/ Image URL   |
|--------|-----------------------|---|-----------------------------------|---|
| 1      | Machine Spinning      | Used to spin fine yarn for making coir handicrafts and hand-woven mats                  | 1 Eqpt NOS                        |    |
| 2      | Professional Pliers   | Cutting and folding makes easier  | 5 Eqpt NOS                        |    |
| 3      | Heavy Duty Scissors   | Advanced scissor to cut the threads and extra fibre                                     | 5 Eqpt NOS                        |    |
| 4      | Coir Mat Frame        | Artisans will be able to make frame mats at home even without the use of electric power | 4 Eqpt NOS                        |   |
| 5      | Measuring Tape        | Easier measurement.   | 4 Eqpt NOS                        |  |

|   |                                |  |            |   |
|---|--------------------------------|--|------------|---|
| 6 | Needle and cotton Threads      | Needle and threads of are used for stitching the coir product fibres together. | 5 Eqpt NOS |  |
| 7 | Grade I mixed white coir fibre | Ready to use Mixed White Coir Fiber, 1Kg is for Rs. 16. (250 Kg).              | 30 kg      |  |
| 8 | Aluminium Wires                | Used for stiffness as an armature  | 4 Eqpt NOS |  |

### Classroom Aids

The aids required to conduct sessions in the classroom are:

1. PC/Laptop
2. Screen Projector
3. Screen
4. Marker
5. White Board
6. Duster
7. Smart Phone

## Section 3: Performance Criteria & Assessment Criteria

### Scope:

The scope covers the following:

#### 1. Overview of PM Vishwakarma Scheme:

- Introduction to PM Vishwakarma scheme
- Benefits under PM Vishwakarma Scheme
- Processes and Procedures

#### 2. Upskilling on working with the listed modern Tool- kit for Coir Weaver to perform operations using modern tools:

- Skill Upgradation to modern tools

#### 3. Digital Literacy:

- Basics of using mobile phones (Feature phones and Smart Phones)
- Using Basic Internet and mobile applications (Apps)
- Privacy and security related to Internet and mobile phones

#### 4. Financial Literacy:

- Importance of being financially literate
- Process of opening and operating a bank account
- Applying and managing loans
- Using Digital Tools for receipts and payments
- Selecting savings and insurance products

- Preparing and Maintaining Bahi- Khata (Book-keeping)
- Awareness and prevention of financial frauds
- Filing complaints on business related issues with appropriate authority

#### 5. Marketing and Branding

- Introduction to Marketing and Branding
- Building Customers Relations.
- Physical and Digital Marketplaces
- Success stories of doing collective business

#### 6. Self-Employment

- Introduction to Self-Employment
- Making a plan for small business.
- Managing and expanding business.
- Knowing Government schemes and using ecommerce platforms.

### Performance Criteria & Assessment Criteria

| S. No. | Performance Criteria   | Assessment Criteria |                 |               |            |
|--------|--|---------------------|-----------------|---------------|------------|
|        |  | Theory Marks        | Practical Marks | Project Marks | Viva Marks |
|        | <b>Overview of PM Vishwakarma Scheme</b>                                     |                     |                 |               | <b>20</b>  |
|        | <b>Introduction to PM Vishwakarma scheme</b>                                 |                     |                 |               | <b>5</b>   |
| PC 1.  | Hon'ble Prime Minister's vision for artisans and craftspeople, who work with |                     |                 |               |            |

| S. No.                                      | Performance Criteria   | Assessment Criteria |                 |               |            |
|---|--|---------------------|-----------------|---------------|------------|
|   |  | Theory Marks        | Practical Marks | Project Marks | Viva Marks |
|   | their hands and tools, are usually self-employed and are generally considered to be a part of the informal or unorganized sector of the economy  |                     |                 |               |            |
| PC 2.                                       | Understanding of the scheme objective - to improve the quality and reach to ensure that the Vishwakarmas are integrated with the domestic and global value chains  |                     |                 |               |            |
| PC 3.                                       | Explain the scheme components: <ul style="list-style-type: none"> <li>○ Recognition: PM Vishwakarma Certificate and ID Card</li> <li>○ Skill Upgradation</li> <li>○ Toolkit Incentive</li> <li>○ Credit Support</li> <li>○ Incentive for Digital Transactions</li> <li>○ Marketing Support</li> </ul>              |                     |                 |               |            |
| PC 4.                                       | List the 18 trades covered under the scheme  |                     |                 |               |            |
| <b>Benefits under PM Vishwakarma Scheme</b> |  |                     |                 |               | 10         |
| PC 5.                                       | Importance of the PM Vishwakarma Certificate and ID Card, emphasizing their role in giving artisans a unique identity and validating their skills and legacy   |                     |                 |               |            |
| PC 6.                                       | Highlight the core aim of Basic Training to enable the Vishwakarmas to improve their skill levels through exposure to modern tools and best practices, designs, introduction to the larger value chain of the sector; digital, financial, and soft skills; and imbued with marketing and entrepreneurial knowledge |                     |                 |               |            |
| PC 7.                                       | Discuss the importance of digital and financial literacy in today's era and how these open new avenues   |                     |                 |               |            |

| S. No.                          | Performance Criteria   | Assessment Criteria |                 |               |            |
|---------------------------------|--|---------------------|-----------------|---------------|------------|
|                                 |  | Theory Marks        | Practical Marks | Project Marks | Viva Marks |
| PC 8.                           | Offer insights into the various ways the 1 lakh loan can be utilized for buying advanced tools, attending specialized workshops, or setting up a small workspace             |                     |                 |               |            |
| PC 9.                           | Highlight the core aim of Advanced Training: discuss the transition from an artisan to an entrepreneur, hands-on training on advanced tools                                  |                     |                 |               |            |
| PC 10.                          | Discuss the option for availing 2 lakh loan and the potential areas of its investment  |                     |                 |               |            |
| PC 11.                          | Discuss the importance of self-assessment: to check their achievements against the identified goals and upskill to stay updated in one's craft and business                  |                     |                 |               |            |
| PC 12.                          | Understand the credit and market support provided under the scheme   |                     |                 |               |            |
| <b>Processes and Procedures</b> |  |                     |                 |               | 5          |
| PC 13.                          | Discuss the complete application procedure, including where and how to apply   |                     |                 |               |            |
| PC 14.                          | Explain how the scheme will reach out to them for various skill-enhancing opportunities.   |                     |                 |               |            |
| PC 15.                          | Elaborate on market support  |                     |                 |               |            |
| PC 16.                          | The Scheme envisages to incentivize digital transactions undertaken importance of digital transactions and the incentives they would receive for adopting this modern method |                     |                 |               |            |
| PC 17.                          | List other Government schemes which may cater to their various requirements  |                     |                 |               |            |

| S. No.   | Performance Criteria  | Assessment Criteria |                 |               |            |
|--|---|---------------------|-----------------|---------------|------------|
|  |   | Theory Marks        | Practical Marks | Project Marks | Viva Marks |
| PC 18.   | Facilitate linking the beneficiaries with the suitable exporters and traders operating under this sector                |                     |                 |               |            |
| <b>Upskilling on working with the listed modern Tool- kit for Coir Weaver to perform operations using modern tools</b> |   | <b>20</b>           | <b>80</b>       |               |            |
| Arrange required raw materials for making coir fibre   |   | <b>5</b>            | <b>26</b>       |               |            |
| PC 1.  | collect raw material like coconut shell   | 1                   |                 |               |            |
| PC 2.  | collect different raw materials such as coconut husks, retting tank, beating machine, weaving loom, scissors or shears. | 1                   |                 |               |            |
| PC 3.  | place all raw materials and tools at workplace for making coir  | 1                   |                 |               |            |
| PC 4.  | perform making process of basic coir fibre products   |                     | 2               |               |            |
| PC 5.  | keep the coconut shell under sunlight for drying  |                     | 2               |               |            |
| PC 6.  | soak the coconut shell or coconut husks in water for more than six months   |                     | 2               |               |            |
| PC 7.  | take out the coconut from water and beat it repeatedly with an iron rod for easy removal of husk                        |                     | 2               |               |            |
| PC 8.  | separate the husk by peeling the outermost layer  |                     | 2               |               |            |

| S. No.  | Performance Criteria  | Assessment Criteria |                 |               |            |
|---|---|---------------------|-----------------|---------------|------------|
|   |   | Theory Marks        | Practical Marks | Project Marks | Viva Marks |
| PC9.  | prepare the bundles of husk and soak it again in the water                                  | 1                   | 2               |               |            |
| PC10.   | soak the prepared husk in water tank for two to four days for further refinement            |                     | 2               |               |            |
| PC 11.  | refine the prepared husk to remove the particles to make coir fibre by manually             | 1                   | 2               |               |            |
| PC 12.  | roll the refined fibre into bundles   |                     | 2               |               |            |
| PC 13.  | make the fibre more thick by twisting two fibre threads and spun them                       |                     | 2               |               |            |
| PC 14.  | attach the twine by rubbing the two ends together to form a long twine                      |                     | 2               |               |            |
| PC 15.  | prepare the bundles of coir twines for spinning process                                     |                     | 2               |               |            |
| PC16  | keep the large spools ready for the further product making process                          |                     | 2               |               |            |
| <b>perform making process creative of coir mat/products</b> |   | <b>8</b>            | <b>27</b>       |               |            |
| PC17  | mount the prepared coir spools on a metal frame   | 1                   | 3               |               |            |
| PC18  | attach the ends of reed to each strand of twine and then tie to the iron rod by grouping it | 1                   | 2               |               |            |
| PC19  | connect the large wrap to the advance handloom machine                                      | 1                   | 2               |               |            |

| S. No. | Performance Criteria  | Assessment Criteria |                 |               |            |
|--------|---|---------------------|-----------------|---------------|------------|
|        |   | Theory Marks        | Practical Marks | Project Marks | Viva Marks |
| PC20   | use the advanced weaving machine for making mats  | 1                   | 2               |               |            |
| PC21   | knot the strands from the warp to the iron rod  | 1                   | 2               |               |            |
| PC22   | use the spinning wheel to make the coir spindles  | 1                   | 2               |               |            |
| PC23   | insert the spindle into the wooden fly shuttle  |                     | 2               |               |            |
| PC24   | weave the coir by using weft process and pass the fly shuttle through the warp              | 1                   | 2               |               |            |
| PC25   | wood plank is inserted and given a gap to start a new mat                                   |                     | 2               |               |            |
| PC26   | roll the finished coir mats and keep it for the next stage of processing                    |                     | 2               |               |            |
| PC27   | apply water paint on prepared mat by using a spray gun                                      |                     | 2               |               |            |
| PC28   | fix rubber sheet on the bottom side of the mat  |                     | 2               |               |            |
| PC29   | keep the finished mats under sunlight for drying  | 1                   | 2               |               |            |
| PC17   | mount the prepared coir spools on a metal frame   | 1                   | 3               |               |            |
| PC18   | attach the ends of reed to each strand of twine and then tie to the iron rod by grouping it | 1                   | 2               |               |            |

| S. No. | Performance Criteria  | Assessment Criteria |                 |               |            |
|--------|---|---------------------|-----------------|---------------|------------|
|        |   | Theory Marks        | Practical Marks | Project Marks | Viva Marks |
| PC19   | connect the large wrap to the advance handloom machine  | 1                   | 2               |               |            |
|        | <b>preparing the loom and weaving coir mat</b>  | <b>3</b>            | <b>10</b>       |               |            |
| PC30   | set up a traditional weaving loom   | 2                   | 4               |               |            |
| PC31   | attach the coir fibers to the loom, creating the warp threads that will form the foundation of the mat.                               |                     | 2               |               |            |
| PC32   | begin the weaving process by interlocking the weft threads (coir fibers) with the warp threads using a specific weaving pattern       | 1                   | 2               |               |            |
| PC33   | continue weaving row by row, creating the desired size and design of the mat.   |                     | 2               |               |            |
|        | <b>check coir products quality and productivity standards</b>   | <b>4</b>            | <b>17</b>       |               |            |
| PC34   | inspect all the processes that it must be based on quality standard parameters to ensure appropriate finishing and making of products | 1                   | 2               |               |            |
| PC35   | identify different types of parameters required to ensure appropriate amount of inventory is being stored at the time of production   | 1                   | 2               |               |            |
| PC36   | inspect quality of every materials before starting the process  | 1                   | 2               |               |            |
| PC37   | maintain record of material used during coir product making   | 1                   | 2               |               |            |

| S. No.   | Performance Criteria  | Assessment Criteria |                 |               |            |
|--|---|---------------------|-----------------|---------------|------------|
|  |   | Theory Marks        | Practical Marks | Project Marks | Viva Marks |
| PC38   | ensure that there is no wastage of materials  |                     | 2               |               |            |
| PC39   | make a sample template to collect the information during inspection based while making coir products  |                     | 2               |               |            |
| PC40   | ensure to achieve the periodical target set by the supervisor   |                     | 2               |               |            |
| PC41   | ensure there is no delay in the process   |                     | 2               |               |            |
| <b>Digital Literacy</b>  |   | <b>30</b>           | <b>70</b>       |               |            |
| <b>Basics of using mobile phones (Feature phones and Smart Phones)</b> |   | 10                  | 20              |               |            |
| PC 1.  | Identify and name basic parts of a smart phone and feature phone  |                     |                 |               |            |
| PC 2.  | Switch on and off the phone along with inserting sim card, charging the phone   |                     |                 |               |            |
| PC 3.  | Configure phone settings such as setting passwords, saving and transferring contacts, adjusting display, volume, mobile data, hotspot, back up etc. |                     |                 |               |            |
| PC 4.  | Transfer data from one mobile to another, recharge phones   |                     |                 |               |            |
| PC 5.  | Use camera features like photos and video recording and other features like dictation and voice recording   |                     |                 |               |            |
| PC 6.  | Use of one phone number especially for government schemes, banking, Aadhar etc  |                     |                 |               |            |
| <b>Using Basic Internet and mobile applications</b>                    |   | 10                  | 30              |               |            |
| PC 7.  | Installing and configure applications such as whatsapp, gmail, google maps, paytm and other social media applications such as facebook and you tube |                     |                 |               |            |
| PC 8.  | Using WhatsApp effectively  |                     |                 |               |            |
| PC 9.  | Creating a gmail account  |                     |                 |               |            |
| PC 10.   | Geo-tag your location your workshop/office location, shop   |                     |                 |               |            |

| S. No.   | Performance Criteria  | Assessment Criteria |                 |               |            |
|--|---|---------------------|-----------------|---------------|------------|
|  |   | Theory Marks        | Practical Marks | Project Marks | Viva Marks |
| PC 11.   | Setting up of account, and Upload and share content on social media like Facebook, You tube, Instagram, etc     |                     |                 |               |            |
| PC 12.   | Use platforms for skilling and learning, including government portals   |                     |                 |               |            |
| PC 13.   | Basics of Online Shopping and using digital payment modes such as Paytm, credit card etc                        |                     |                 |               |            |
| <b>Privacy and security related to Internet and Mobile Phone</b> |   | 10                  | 20              |               |            |
| PC 21.   | Identify and save oneself from cyber frauds   |                     |                 |               |            |
| PC 22.   | Use social media appropriately and ethically  |                     |                 |               |            |
| PC 23.   | Safeguard mobile phones and data by using passwords, not clicking on suspicious links and sharing data securely |                     |                 |               |            |
|  |   |                     |                 |               |            |
| <b>Financial Literacy</b>  |   | <b>0</b>            | <b>0</b>        | <b>0</b>      | <b>50</b>  |
| <b>Importance of being financially literate</b>                  |   |                     |                 |               | <b>5</b>   |
| PC 1.  | Understand simple financial terms such as payments, receipts, income, expenses, etc.                            |                     |                 |               |            |
| PC 2.  | Know about business related financial transactions for taking decisions   |                     |                 |               |            |
| wsPC 3.  | Setting short term, medium term, and long-term financial goals  |                     |                 |               |            |
| PC 4.  | Understand the importance of savings and expenses   |                     |                 |               |            |
| <b>Process of opening and operating a bank account</b>           |   |                     |                 |               | <b>10</b>  |
| PC 5.  | Difference between savings and current account  |                     |                 |               |            |
| PC 6.  | Process of opening a bank account   |                     |                 |               |            |
| PC 7.  | Know-about required KYC documents like Aadhaar, PAN, GST, MSME certificate etc.                                 |                     |                 |               |            |
| PC 8.  | Operate and manage bank accounts  |                     |                 |               |            |
| <b>Applying and managing loans</b>                               |   |                     |                 |               | <b>10</b>  |

| S. No.   | Performance Criteria   | Assessment Criteria |                 |               |            |
|--|--|---------------------|-----------------|---------------|------------|
|  |  | Theory Marks        | Practical Marks | Project Marks | Viva Marks |
| PC 9.  | Understanding of secured and unsecured loans   |                     |                 |               |            |
| PC 10.   | Process of applying for loans.   |                     |                 |               |            |
| PC 11.   | Understanding the repayment schedule of the loan based on the interest rate and duration |                     |                 |               |            |
| PC 12.   | Impact of delayed payment of loan instalment   |                     |                 |               |            |
| <b>Using Digital Tools for Receipts and Payments</b>                           |  |                     |                 |               | 10         |
| PC 13.   | Using UPI for digitally receiving and making payments                                    |                     |                 |               |            |
| PC 14.   | Using QR Codes for digitally receiving and making payments                               |                     |                 |               |            |
| PC 15.   | Use internet and mobile banking for fund transfer and payment                            |                     |                 |               |            |
| PC 16.   | Perform transactions using ATM cum debit cards and credit cards, Rupay Card, etc.        |                     |                 |               |            |
| <b>Selecting savings and insurance products</b>                                |  |                     |                 |               | 5          |
| PC 17.   | Explain different saving products  |                     |                 |               |            |
| PC 18.   | Select appropriate saving products   |                     |                 |               |            |
| PC 19.   | Explain different types of insurance plans and products                                  |                     |                 |               |            |
| <b>Preparing and Maintaining Bahi- Khata (Book-keeping)</b>                    |  |                     |                 |               | 5          |
| PC 20.   | Creating accounts for Bahi- Khata (Book-keeping)   |                     |                 |               |            |
| PC 21.   | Maintain Bahi-Khata  |                     |                 |               |            |
| PC 22.   | Prepare income statement   |                     |                 |               |            |
| <b>Awareness and prevention of financial frauds</b>                            |  |                     |                 |               | 3          |
| PC 23.   | Identify potential fraudulent transactions.  |                     |                 |               |            |
| PC 24.   | Apply preventive measures to avoid financial frauds.                                     |                     |                 |               |            |
| <b>Filing complaints on business related issues with appropriate authority</b> |  |                     |                 |               | 2          |
| PC 25.   | Reporting of fraud to the appropriate authority  |                     |                 |               |            |
| <b>Marketing and Branding</b>  |  | 0                   | 30              | 0             | 20         |
| <b>Know the benefits of Marketing and Branding for Products and Services</b>   |  |                     | 15              |               | 5          |

| S. No.  | Performance Criteria   | Assessment Criteria |                 |               |            |
|---|--|---------------------|-----------------|---------------|------------|
|   |  | Theory Marks        | Practical Marks | Project Marks | Viva Marks |
| PC 1.   | Give accurate meaning for branding, marketing, and sales   |                     |                 |               |            |
| PC 2.   | Provide the reason for obtaining quality certifications like ISI mark, Agmark, and Hallmark                                |                     |                 |               |            |
| PC 3.   | Create photographs and videos that effectively represent the overall brand identity  |                     |                 |               |            |
| PC 4.   | Use social media platforms effectively for marketing of products and services  |                     |                 |               |            |
| PC 5.   | Select preferred social media, online or traditional marketing platforms/ channel as per the needs of the customer         |                     |                 |               |            |
| PC 6  | Include geotagged videos and pictures appropriately to enhance the advertisement's effectiveness                           |                     |                 |               |            |
| PC 7  | Design and develop printed marketing materials (pamphlets, brochures, banners) that are visually appealing and informative |                     |                 |               |            |
| PC 8  | Plan and implement promotional offers and campaigns customized to local festive seasons and special occasions              |                     |                 |               |            |
| <b>Engaging with customers to establish long-term relationships</b> |  |                     | 5               |               | 5          |
| PC 9.   | Maintain a well-groomed and presentable appearance and behavior  |                     |                 |               |            |
| PC 10.  | Engage effectively with customers to gather information about their specific needs   |                     |                 |               |            |
| PC 11.  | Identify and confirm customers' expectations   |                     |                 |               |            |
| PC 12.  | Recognize the value of customer feedback in improving products and services  |                     |                 |               |            |
| PC 13.  | Gather feedback from customers that will help in improving customer service  |                     |                 |               |            |
| PC 14.  | Develop long term relationship with customers to increase business profitability   |                     |                 |               |            |
| PC 15.  | Evaluate the effectiveness of incentive plans, deals, offers etc. in retaining and engaging customers                      |                     |                 |               |            |
| <b>Physical and Digital Marketplaces</b>                            |  |                     | 10              |               | 5          |
| PC 16.  | Conduct market research to identify marketplaces relevant to the products and services                                     |                     |                 |               |            |

| S. No.   | Performance Criteria   | Assessment Criteria |                 |               |            |
|--|--|---------------------|-----------------|---------------|------------|
|  |  | Theory Marks        | Practical Marks | Project Marks | Viva Marks |
| PC 17.   | Define the terms Physical and Digital marketplace  |                     |                 |               |            |
| PC 18.   | Give the benefits of setting up shops, and stalls in events like melas, exhibitions, trade shows, etc.   |                     |                 |               |            |
| PC 19.   | Demonstrate the process of registering and listing the products or services on the digital marketplaces  |                     |                 |               |            |
| PC 20.   | Use of social media platforms effectively for the sale of goods and services   |                     |                 |               |            |
| <b>Benefits of doing business collectively</b> |  |                     |                 |               | <b>5</b>   |
| PC 21  | Identify the benefits of collectively doing Business   |                     |                 |               |            |
| PC 22.   | Apply the best practices of the organizations like “Amul”, “Lijjat”, “Javed Habib” etc. for coming together to produce a product or service and help people get out of poverty |                     |                 |               |            |
| PC 23.   | Give an overview on these success stories that has helped these companies succeed, grow, and remain in business  |                     |                 |               |            |
| <b>Self-Employment</b>                         |  | <b>30</b>           | <b>70</b>       | <b>0</b>      | <b>0</b>   |
| <b>Introduction to Self-Employment</b>         |  | 5                   | 5               |               |            |
| PC 1.  | Explain the meaning of self-employment and its benefits  |                     |                 |               |            |
| PC 2.  | Identify and categorize various types of self-employments  |                     |                 |               |            |
| <b>Making a plan for small business</b>        |  | 10                  | 20              |               |            |
| PC 3.  | Create a plan for a small business with defined goals, customers, costs, competitors, resource utilization etc.  |                     |                 |               |            |
| PC 4.  | Develop a cost sheet planning the utilization of INR 1 Lakh loan amount to start their business and the roadmap ahead.   |                     |                 |               |            |
| PC 5.  | Summarize the legal pre-requisites set by the local authority for starting and operating a small business.   |                     |                 |               |            |
| <b>Managing and expanding business</b>         |  | 10                  | 30              |               |            |
| PC 6.  | Manage effectively and efficiently various resources such as money, labour, raw materials, tools and machinery, etc. using the loan fund and mitigate risks.                   |                     |                 |               |            |

| S. No.                   | Performance Criteria   | Assessment Criteria |                 |               |            |
|--------------------------|--|---------------------|-----------------|---------------|------------|
|                          |  | Theory Marks        | Practical Marks | Project Marks | Viva Marks |
| PC 7.                    | Develop ways to increase sales, maintain quality of products and services and healthy customer relations.  |                     |                 |               |            |
|                          | <a href="#">Knowing Government schemes and using ecommerce platforms</a>   | 5                   | 15              |               |            |
| PC 8                     | Identify various relevant Government schemes for small businesses and self-employed individuals and explain their terms and conditions.          |                     |                 |               |            |
| PC 9.                    | List various e-commerce platforms such as on ONDC, Amazon, Flipkart, India Mart, Urban Clap, Yes Madam, etc. and register as vendor on the same. |                     |                 |               |            |
| <b>Grand Total Marks</b> |  | <b>80</b>           | <b>250</b>      | <b>0</b>      | <b>90</b>  |

(Assessment Criteria may be specified at Element/PC level as per the requirement.)

## Section 4: Trainers & Assessors

|    |  |                 |
|----|--|-----------------|
| 1. | Trainer's Qualification and experience in the relevant sector (in years) | Domain Trainer: |
|----|--|-----------------|

|    |   |
|----|---|
|    | <p><i>a) ITI Instructors from Directorate General of Training (DGT) ecosystem who have preferably worked in the industry and have technical know-how about the operations of the modern listed tools in relevant trades</i></p> <p><i>b) Certified trainers from the NCVET recognized Awarding Bodies</i></p> <p><i>c) Working professionals from the industry or clusters who have good knowledge and experience about the working/ operations of the listed modern tools in the relevant trades</i></p> <p><b>Life Skills Trainer:</b></p> <p><i>a) ITI Instructors from Directorate General of Training (DGT) ecosystem*</i></p> <p><i>b) Certified trainers from the recognized Awarding Bodies*</i></p> <p><b>*Mandatory Training of Trainers (ToT) of existing certified trainers on employability and entrepreneurship skills modules</b></p> <p><b>District-wise list of trainers/ Assessors is to be identified and made available</b></p> |
| 2. | <p><b>Assessor's Qualification and experience in relevant sector (in years)</b><br/> <i>(Preference – Vishwakarma Trainer in relevant trades will be onboarded on assessments for becoming Certified Assessors / Certified Assessors in relevant trade. Certified assessor will also take the Life Skills Module assessment.)</i></p> <p><b>Assessor:</b></p> <p><i>a) Certified Assessors of the recognized Assessment Agencies</i></p> <p><i>b) Certified trainers may also get certified as an Assessor to conduct assessments in relevant trades (A Trainer can also act as an Assessor for a different location)</i></p>   |

## Annexure: Acronym and Glossary

### Acronym

| Acronym | Description       |
|---------|-------------------|
| AA      | Assessment Agency |
| AB      | Awarding Body     |

|             |  |
|-------------|--|
| <b>NCrF</b> | National Credit Framework                |
| <b>NOS</b>  | National Occupational Standard(s)        |
| <b>NQR</b>  | National Qualification Register          |
| <b>NSQF</b> | National Skills Qualifications Framework |

## Glossary

| Term   | Description  |
|--|--|
| <b>National Occupational Standards (NOS)</b> | NOS define the measurable performance outcomes required from an individual engaged in a particular task. They list down what an individual performing that task should know and also do.   |
| <b>Qualification</b>                         | A formal outcome of an assessment and validation process which is obtained when a competent body determines that an individual has achieved learning outcomes to given standards   |
| <b>Qualification File</b>                    | A Qualification File is a template designed to capture necessary information of a Qualification from the perspective of NSQF compliance. The Qualification File will be normally submitted by the awarding body for the qualification. |
| <b>Sector</b>                                | A grouping of professional activities on the basis of their main economic function, product, service or technology.  |

## Annexure: Marketing and Branding

### Exercises for the Participants

**Objective:** To make participants assimilate the concepts taught and demonstrate the learning.

**Time and Task:** About 2 hours can be spent on first explaining the concept of value along with its elements and then perform the exercise. If the participants are literate trainer can ask them to write down points on papers. If the participants are dominantly illiterate then trainer can help them by writing down the points shared on board.

#### 4.1 Creating Value Table

Table-1: Value:  $\{(benefits + Returns) - (Costs + Risks)\}$

All the elements given of value are to be defined from consumer's perspective. Benefits that the customers will receive because of the craftsperson's work. Returns, i.e., long term benefits that customers will receive. Costs are the payments (monetary and non-monetary) incurred by customers in availing the service or purchasing the product made by craftsperson. Risks to be avoided by customers by purchasing the product or service given by the concerned craftsperson. Overall customer's perspective is to be talked about in this exercise.

| Benefits   | Returns  | - | Costs  | Risks           |
|--|----------|---|--|-----------------|
| - Functional                                     | - Rent   |   | - Monetary<br>(Acquisition;<br>Possession;<br>Usage) | - Financial     |
| - Emotional (bonding)                            | - Income |   |  | - Time          |
| - Social (Recognition)                           |          |   |  | - Psychological |
| - Experiential<br>(Design;<br>Service;<br>Brand) |          |   | - Time & Energy<br><br>- Psychological               |                 |

Each craftsperson should be able to learn the importance of communicating the value that his / her profession offers to the customers. Generally, it is observed that craftsmen have some idea about the value they contribute, but is not clearly articulated. The aim of this exercise is to make the knowledge of craftsperson explicit in terms of their value contributions. Table-1 is a generic descriptive table which explains the sub-components of the elements of value.

This is for trainer's understanding. It is expected that the trainer would use the given tables customized for the concerned crafts. This is to make the craftsperson come up with the value they are creating for the customers.

#### **4.2 Basket Maker/ Basket Weaver / Mat maker/ Coir Weaver/ Broom maker**

The following points are only indicators for the trainer. S/he is expected to make the participants speak and bring out as many points as possible.

| <b>Benefits</b>  | <b>Returns</b>   | <b>Costs</b>   | <b>Risks</b>   |
|--|--|--|--|
| <ul style="list-style-type: none"><li>- Eco-friendly products at reasonable prices.</li><li>- Low maintenance.</li><li>- Easy maintenance.</li><li>- Easily available in all places.</li><li>- Made keeping convenience in mind.</li></ul> | <ul style="list-style-type: none"><li>- Last for reasonable time.</li><li>- Feel good factor in using the product.</li><li>- Environmental friendliness.</li><li>- Good name in the society for using eco-friendly products.</li></ul> | <ul style="list-style-type: none"><li>- Affordable pricing for all segments of society.</li><li>- Easy to acquire, maintain and dispose.</li><li>- No need for maintenance.</li><li>- Worry free products.</li></ul> | <ul style="list-style-type: none"><li>- Avoid risk of using plastic products.</li><li>- Avoid risk of disposal issues.</li></ul> |