# QUALIFICATION FILE – PM Vishwakarma

# Brick Mason - Basic

**NCrF/NSQF Level: 2.5**

**Submitted By:**

**Construction Skill Development Council of India**

**Tower 4B, DLF Corporate Park, 201&, 202 4B, Mehrauli-Gurgaon Rd, DLF Phase 3, Gurugram, Haryana 122002**

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# Section 1: Basic Details

| | | | |
|---|---|---|---|
| 1. | **PM Vishwakarma -Qualification Name** | Brick Mason - Basic | |
| 2. | **Sector** | Construction | |
| 3. | **Related Qualification Available on NQR** *(wherever applicable)* | Name: NA | NQR Code & version: NA & Version 1.0 |
| 4. | **National Qualification Register (NQR) Code & Version** *(Will be issued after NSQC approval.)* | <mark>**NG-2.5-CO-00747-2023-V1-CSDCI**</mark> | **5. NCrF/NSQF Level: 2.5** |
| 6. | **Brief Description of the Job Role** | A Brick Mason is responsible for constructing and repairing structures, such as walls, partitions, facades, and other masonry structures using bricks, concrete blocks, other building blocks and masonry materials. The individual works as a small entrepreneur, taking responsibility for the basic planning, marketing, branding, and financial, operational, and risk management of the enterprise. | |
| 7. | **Eligibility Criteria for Entry for a Student/Trainee/Learner/Employee** | a. **Entry Qualification & Relevant Experience:**<br><br>**Academic/Skill Qualification (with Specialization - if applicable)**<br>Existing Vishwakarmas duly verified as per the Scheme<br><br>b. **Age: NA** | |
| 8. | **Credits Assigned to this Qualification, Subject to Assessment** *(as per National Credit Framework (NCrF))* | 1.5 | **9. Common Cost Norm Category (I/II/III): I** |
| 10. | **Any Licensing Requirements for Undertaking Training on This Qualification** *(wherever applicable)* | NA | |

| 11. | **Training Duration by Modes of Training Delivery** *(as per requirement of the qualification)* | | |
|---|---|---|---|
| | | **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 |
| | | **Total** | **40:00 Hours** |
| 12. | **Is the Qualification Amenable to Persons with Disability** | ☒ **Yes** ☐ **No If "Yes", specify applicable type of Disability: SHI, LD** | |
| 13. | **Name and Contact Details Submitting / Awarding Body SPOC** *(In case of CS or MS, provide details of both Lead AB & Supporting ABs)* | **Name: Neha Sharma Dave** <br> **Email: neha@csdcindia.org** <br> **Contact No.: 0124-4513915-18 Ext-22** <br> **Website: www.csdcindia.org** | |
| 14. | **Final Approval Date by NSQC: 14ᵗʰ September 2023** | **15. Validity Duration:** Co-terminus with the PM Vishwakarma Scheme subject to midway changes in the qualification | **16. Next Review Date:** |

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## Section 2: Tools and Equipment Details

**List of Tools and Equipment**

**Batch Size:**

| S. No. | Tool / Equipment Name | Specification | Quantity for specified Batch size | Tool Image/ Image URL |
|---|---|---|---|---|
| 1 | Wheelbarrow | **Size/Dimension**:<br>Length (L): 760 mm<br>Width (W): 450 mm<br>Depth (D): 300 mm<br>**Chassis**:<br>Type: Heavy Duty<br>Material: Robust Steel<br>Structure: Angle and Pipe<br>**Body**:<br>Material: 14-gauge sheet metal (14 swg)<br>Finish: Galvanized<br>**Wheel Type**: Single rubber wheel<br>**Capacity**: Min. 200 kg<br><br>Tool/ item should be of reputed make and conforming to standard quality | 2 |  |
| 2 | Trowel | **Type**: Round Point Brick Trowel<br>**Blade**:<br>Length: 200mm (±2mm)<br>Width: 120mm (±2mm)<br>Material: High-grade steel<br>Treatment: Hardened, tempered, ground, and polished<br>**Handle**:<br>Length: 140mm (±10mm) | 10 |  |

| | | | | |
|---|---|---|---|---|
| | | Material: Wood<br><br>Tool/ item should be of reputed make and conforming to standard quality | | |
| 3 | Laser beam measurement | **Power Source:** 2 x 1.5V AAA Batteries<br>**Material**: Plastic<br>**Display**: LCD<br>**Measurement Range**: Up to 40 meters<br>**Measurement Time**: Less than 0.5 seconds<br>**Data Storage**: Up to 99 measurements<br>**Accuracy**: Up to +/- 2 mm<br>**Water Resistance**: IP54 (Ingress Protection rating)<br>**Certifications**: CE and ISI Marked<br>**Warranty**: One year<br><br>Tool/ item should be of reputed make and conforming to standard quality | 2 |  |
| 4 | Cross line laser level | **Levelling Range**:<br>Horizontal: 360 degrees<br>Vertical: 180 degrees<br>**Working Range**: 10-25 meters<br>**Self-Levelling Range**: +/- 3 degrees<br>**Levelling Accuracy**: +/- 1.5 mm in a range of 5 meters to 7 meters<br>**Working Voltage:** 6V<br>**Laser Power:** Minimum 30 mW<br>**Material:** High-density plastic<br><br>Tool/ item should be of reputed make and conforming to standard quality | 6 |  |

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| 5 | Spirit level | **Size:** 30 cm<br><br>Tool/ item should be of reputed make and conforming to standard quality | 3 |  |
|---|---|---|---|---|
| 6 | Drafting chisel | **Blade Material:** High-carbon steel for added strength.<br>**Blade Shape:** Wide, with a flat edge and beveled sides.<br>**Sizes**: Available in various lengths, typically ranging from 2 to 4 inches in width.<br>**Handle**: Often made of wood, rubber, or plastic for grip<br>**Purpose**: Used for cutting and shaping bricks, stones, and other masonry materials in construction projects.<br><br>Tool/ item should be of reputed make and conforming to standard quality | 6 |  |
| 7 | Brick hammer | **Head Material**: Made from hardened steel for enhanced durability.<br>**Head Shape:** Dual-sided, featuring one side for splitting and the other for trimming.<br>**Sizes**: Typically measures around 16 inches in length.<br>**Handle**: Available in either wooden or fiberglass options for a comfortable grip.<br>**Purpose**: Used for cutting and shaping bricks, stones, and masonry units in construction applications. | 6 |  |

| | | | | |
|---|---|---|---|---|
| | | Tool/ item should be of reputed make and conforming to standard quality | | |
| 8 | Aluminium straightedge | **Dimensions**:<br>Length: 5 feet (60 inches)<br>Width: 4 inches<br>Thickness: 1 inch<br><br>Tool/ item should be of reputed make and conforming to standard quality | 6 | |
| 9 | Electric repair tool kit | Hand Tool Kit for Home & DIY Use (126-Piece)<br>**Kit Contents:**<br>• Screwdriver<br>• Wrench<br>• Ratchet<br>• Utility Knife<br>• Saw<br>• Claw Hammer<br><br>Tool/ item should be of reputed make and conforming to standard quality | 1 | |
| 10 | Safety helmets | **Shell**:<br>Hard shell made of impact-resistant materials like ABS (Acrylonitrile Butadiene Styrene) or HDPE (High-Density Polyethylene).<br>**Features**:<br>• Adjustable suspension system<br>• Chin strap<br>• Ventilation holes.<br><br>Tool/ item should be of reputed make and conforming to standard quality | 30 | |

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| 11 | Safety goggles | **Style**: Wrap-around design featuring clear, impact-resistant lenses.<br>**Material**: Polycarbonate lenses for durability and protection<br>**Features**:<br>Anti-fog coating<br>Adjustable strap<br>Cushioned frame<br>**Purpose**:<br>• Shields eyes from debris, chemicals, and potential hazards in various work environments.<br>• Essential for eye protection and preventing injuries<br>**Compliance**: Meets safety standards to guarantee proper protection.<br><br>Tool/ item should be of reputed make and conforming to standard quality | 30 | |
|----|----|----|----|----|
| 12 | Safety jackets | **Material**: High-visibility polyester or similar fabric.<br>**Features**:<br>• Reflective strips<br>• Zip or Velcro closure<br>• Pockets<br>**Sizes**: Various sizes for different body types.<br>**Purpose**: Enhances visibility and safety in low-light or high-risk environments, often worn by construction workers, road crews, and others working in hazardous conditions. | 30 | |

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| | | Tool/ item should be of reputed make and conforming to standard quality | | |
|---|---|---|---|---|
| 13 | Safety shoes | **Material**: Leather or synthetic upper with protective toe cap (steel or composite).<br>**Features**:<br>• Slip-resistant sole<br>• Puncture-resistant midsole<br>• Cushioning.<br>**Types**:<br>• Steel-toed<br>• Composite-toed<br>• Metatarsal guard options.<br>**Purpose**: Provides foot protection against impact, compression, and puncture hazards in industrial and construction settings, reducing the risk of foot injuries.<br><br>Tool/ item should be of reputed make and conforming to standard quality | 5 |  |
| 14 | Full Body harness | **Components:**<br>• Shoulder straps<br>• Leg straps<br>• Waist belt<br>**Material:** Strong, durable nylon webbing with reinforced stitching<br>**Features:**<br>• Adjustable straps<br>• Multiple attachment points<br>• Shock-absorbing lanyards. | 5 |  |

| | | | | |
|---|---|---|---|---|
| | | **Purpose:** Used for fall protection in various industries, securing a person's entire body to prevent falls from heights, ensuring safety during.<br><br>Tool/ item should be of reputed make and conforming to standard quality | | |
| 15 | First Aid box | NA<br><br>Tool/ item should be of reputed make and conforming to standard quality | 2 |  |

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 Brick Mason - Basic to perform stitching 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 |
| | **Overview of PM Vishwakarma Scheme** | | | | **20** |
| Introduction to PM Vishwakarma scheme | | | | | 5 |
| PC 1. | Hon'ble Prime Minister's vision for artisans and craftspeople, who work with 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:<br><br>o Recognition: PM Vishwakarma Certificate and ID Card<br>o Skill Upgradation<br>o Toolkit Incentive<br>o Credit Support<br>o Incentive for Digital Transactions<br>o Marketing Support | | | | |
| PC 4. | List the 18 trades covered under the scheme | | | | |
| Benefits under PM Vishwakarma Scheme | | | | | 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, | | | | |

| S. No. | Performance Criteria | Assessment Criteria | | | |
|---|---|---|---|---|---|
| | | Theory Marks | Practical Marks | Project Marks | Viva Marks |
| | designs, introduction to the larger value chain of the sector; digital, financial, and soft skills; and imbibed 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 | | | | |
| 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 | | | | |
| Processes and Procedures | | | | | 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 | | | | |

| S. No. | Performance Criteria | Assessment Criteria | | | |
|---|---|---|---|---|---|
| | | Theory Marks | Practical Marks | Project Marks | Viva Marks |
| 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 | | | | |
| PC 18. | Facilitate linking the beneficiaries with the suitable exporters and traders operating under this sector | | | | |
| **Upskilling on working with the listed modern Tool- kit for "Brick Mason – Basic" to perform operations using modern tools** | | **30** | **60** | | **10** |
| Select and use the appropriate PPE | | 10 | 15 | | 2 |
| PC1. | check the availability of appropriate Personal Protective Equipment (PPE), e.g. safety jacket, helmet, shoes, gloves, goggles, etc. | | | | |
| PC2. | examine the PPE to ensure it is in usable condition, and repair or replace the faulty PPE | | | | |
| PC3. | use the appropriate PPE while performing various activities during brick masonry activities | | | | |
| Select and use the appropriate tools and equipment for brick masonry | | 20 | 45 | - | 8 |
| PC4. | select modern brick masonry tools and equipment for use in brick masonry operations | | | | |

| S. No. | Performance Criteria | Assessment Criteria | | | |
|---|---|---|---|---|---|
| | | Theory Marks | Practical Marks | Project Marks | Viva Marks |
| PC5. | check the tools and equipment for repair and maintenance needs | | | | |
| PC6. | carry out minor repair and maintenance of brick masonry tools and equipment and coordinate with a professional for complex maintenance needs | | | | |
| PC7. | use a wheelbarrow to carry large quantities of construction material from one point to another | | | | |
| PC8. | use a bricklaying trowel for quick and efficient bricklaying | | | | |
| PC9. | use the laser beam measurement tool for accurate measurements in bricklaying | | | | |
| PC10. | use cross line laser level to get accurate laser projected lines | | | | |
| PC11. | use the spirit level to achieve accurate levelling | | | | |
| PC12. | use drafting chisel and brick hammer to cut bricks into different sizes and shapes | | | | |
| PC13. | use the self-levelling digital machine as required | | | | |
| PC14. | use the electric hammer drill machine as per the requirement | | | | |
| PC15. | use core-cutting machine to drill holes through Reinforced Concrete (RCC) slabs or retaining walls | | | | |

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| S. No. | Performance Criteria | Assessment Criteria | | | |
|---|---|---|---|---|---|
| | | Theory Marks | Practical Marks | Project Marks | Viva Marks |
| PC16. | use the electric repair toolkit for minor electrical repairs | | | | |
| PC17. | use the automatic block-cutting machine to cut AAC blocks, wood, etc. | | | | |
| **Digital Literacy** | | **30** | **70** | | |
| Basics of using mobile phones (Feature phones and Smart Phones) | | 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 | | | | |
| Using Basic Internet and mobile applications | | 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 | | | | |
| 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 | | | | |
| Privacy and security related to Internet and Mobile Phone | | 10 | 20 | | |

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| S. No. | Performance Criteria | Assessment Criteria | | | |
|---|---|---|---|---|---|
| | | Theory Marks | Practical Marks | Project Marks | Viva Marks |
| 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 | | | | |
| | | | | | |
| | **Financial Literacy** | **0** | **0** | **0** | **50** |
| | Importance of being financially literate | | | | 5 |
| 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 | | | | |
| | Process of opening and operating a bank account | | | | 10 |
| 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 | | | | |
| | Applying and managing loans | | | | 10 |
| 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 | | | | |
| | Using Digital Tools for Receipts and Payments | | | | 10 |

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| S. No. | Performance Criteria | Assessment Criteria | | | |
|---|---|---|---|---|---|
| | | Theory Marks | Practical Marks | Project Marks | Viva Marks |
| 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. | | | | |
| Selecting savings and insurance products | | | | | 5 |
| PC 17. | Explain different saving products | | | | |
| PC 18. | Select appropriate saving products | | | | |
| PC 19. | Explain different types of insurance plans and products | | | | |
| Preparing and Maintaining Bahi- Khata (Book-keeping) | | | | | 5 |
| PC 20. | Creating accounts for Bahi- Khata (Book-keeping) | | | | |
| PC 21. | Maintain Bahi-Khata | | | | |
| PC 22. | Prepare income statement | | | | |
| Awareness and prevention of financial frauds | | | | | 3 |
| PC 23. | Identify potential fraudulent transactions. | | | | |
| PC 24. | Apply preventive measures to avoid financial frauds. | | | | |
| Filing complaints on business related issues with appropriate authority | | | | | 2 |
| PC 25. | Reporting of fraud to the appropriate authority | | | | |
| **Marketing and Branding** | | **0** | **30** | **0** | **20** |
| Know the benefits of Marketing and Branding for Products and Services | | | 15 | | 5 |
| 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 | | | | |

| S. No. | Performance Criteria | Assessment Criteria | | | |
|---|---|---|---|---|---|
| | | Theory Marks | Practical Marks | Project Marks | Viva Marks |
| 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 | | | | |
| Engaging with customers to establish long-term relationships | | | 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 | | | | |
| Physical and Digital Marketplaces | | | 10 | | 5 |
| PC 16. | Conduct market research to identify marketplaces relevant to the products and services | | | | |
| 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 | | | | |

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| S. No. | Performance Criteria | Assessment Criteria | | | |
|---|---|---|---|---|---|
| | | Theory Marks | Practical Marks | Project Marks | Viva Marks |
| Benefits of doing business collectively | | | | | 5 |
| 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 | | | | |
| Self-Employment | | 30 | 70 | 0 | 0 |
| Introduction to Self-Employment | | 5 | 5 | | |
| PC 1. | Explain the meaning of self-employment and its benefits | | | | |
| PC 2. | Identify and categorize various types of self-employments | | | | |
| Making a plan for small business | | 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. | | | | |
| Managing and expanding business | | 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. | | | | |
| PC 7. | Develop ways to increase sales, maintain quality of products and services and healthy customer relations. | | | | |
| Knowing Government schemes and using ecommerce platforms | | 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. | | | | |

| S. No. | Performance Criteria | Assessment Criteria | | | |
|---|---|---|---|---|---|
| | | Theory Marks | Practical Marks | Project Marks | Viva Marks |
| | **Grand Total Marks** | 70 | 160 | 0 | 90 |

(*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:**<br><br>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*<br>b) *Certified trainers from the NCVET recognized Awarding Bodies*<br>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* |
|---|---|---|

| | | |
|---|---|---|
| | | **Life Skills Trainer:**<br><br>a) *ITI Instructors from Directorate General of Training (DGT) ecosystem\**<br>b) *Certified trainers from the recognized Awarding Bodies\**<br><br>**\*Mandatory Training of Trainers (ToT) of existing certified trainers on employability and entrepreneurship skills modules**<br><br>**District-wise list of trainers/ Assessors is to be identified and made available** |
| 2. | **Assessor's Qualification and experience in relevant sector (in years)**<br>*(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.)* | **Assessor:**<br><br>a) *Certified Assessors of the recognized Assessment Agencies*<br>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)* |

## Annexure: Acronym and Glossary

Acronym

| Acronym | Description |
|---|---|
| AA | Assessment Agency |
| AB | Awarding Body |
| NCrF | National Credit Framework |
| NOS | National Occupational Standard(s) |
| NQR | National Qualification Register |
| NSQF | National Skills Qualifications Framework |

Glossary

| Term | Description |
|---|---|

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

# 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)}

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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 (Acquisition; Possession; Usage) | - Financial |
| - Emotional (bonding) | - Income | | | - Time |
| - Social (Recognition) | | | | - Psychological |
| - Experiential (Design; Service; Brand) | | | - Time & Energy  - 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 Mason Services**

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.

| Benefits | Returns | Costs | Risks |
|---|---|---|---|
| - Long lasting work.<br><br>- No complaints.<br><br>- You will love the work.<br><br>- People around will also notice the work and ask for reference. I will be able to work on any simple or complex design for mason work.<br><br>- Will also do repair work of existing structures if needed. | - Work will remain for generation.<br><br>- Less repairs will save money and earn better returns on building. | - Reasonable charges for work on daily basis.<br><br>- Can work on task basis as well.<br><br>- Will put in all the time needed to make the structure good.<br><br>- Customer will get complete satisfaction. | - Can avoid untimely repairs.<br><br>- Can rest assured of work done.<br><br>- Can avoid any unnecessary accidents due to poor structure quality. |

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