

| **Model Curriculum****QP Name: Metal Setter (Basic)****QP Code: G&J/Q3103****QP Version: 6.0****NSQF Level: 3****Model Curriculum Version: 6.0** |
| --- |
| Gems & Jewellery Skill Council of India Business Facilitation Centre, 3rd Floor, Seepz Special Economic Zone, Andheri (E). Mumbai 400 096. |

**Table of Contents**

[Training Parameters 4](#_heading=h.3li5q2n1b3g3)

[Program Overview 5](#_heading=h.f54cvxy8yfnz)

[Training Outcomes 5](#_heading=h.z3ymskl96r91)

[Compulsory Modules 5](#_heading=h.r9xuo2kayzxz)

[Module Details 7](#_heading=h.6h6fbiihimpj)

[Module 1: Introduction and orientation to the gems and jewellery sector 7](#_heading=h.h340co1u3xsr)

[Module 2: Set diamond and gemstones in the precious metal jewellery piece 8](#_heading=h.9x89zowgbud6)

[Module 3: Respect and maintain IPR 10](#_heading=h.oliij8i6jql)

[Module 4: Health and Safety at Workplace 12](#_heading=h.glv5m21zww99)

[Module 5: Implement Circular Economy and Sustainable Practices in Gem and Jewellery Industry 14](#_heading=h.1f9dd5f2cs4x)

[Module 6: Introduction to Employability Skills 16](#_heading=h.mll66fjfi2pg)

[Module 7: Constitutional values - Citizenship 17](#_heading=h.lg1atsr9k7q6)

[Module 8: Becoming a Professional in the 21st Century 18](#_heading=h.val3uglt5bpg)

[Module 9: Basic English Skills 19](#_heading=h.cjm80t9228he)

[Module 10: Communication Skills 20](#_heading=h.1c3wgbu9k9n4)

[Module 11: Diversity & Inclusion 21](#_heading=h.80ob3r1dd5u5)

[Module 12: Financial and Legal Literacy 22](#_heading=h.dx2rylx9nasg)

[Module 13: Essential Digital Skills 23](#_heading=h.ckrczzdxz1xv)

[Module 14: Entrepreneurship 24](#_heading=h.j2tfsa7pnlfi)

[Module 15: Customer Service 25](#_heading=h.gwxhtruyquw7)

[Module 16: Getting ready for apprenticeship & Jobs 26](#_heading=h.du2370m79xoz)

[Annexure 27](#_heading=h.227heggb8ldc)

[Trainer Requirements 27](#_heading=h.bi3yhj2oqe7i)

[Assessor Requirements 28](#_heading=h.vtj0ivut3kcm)

[Assessment Strategy 29](#_heading=h.3v3vfir1zc5v)

[References 31](#_heading=h.q9xliaw09cv7)

[Glossary 31](#_heading=h.3fnt6c8slhoe)

[Acronyms and Abbreviations 32](#_heading=h.xxzdnfn8jolt)

 References 26

Glossary 26

Acronyms and Abbreviations 28

# Training Parameters

| **Sector** | Gem & Jewellery |
| --- | --- |
| **Sub-Sector** | Cast and diamonds-set jewellery |
| **Occupation** | Metal Setting |
| **Country** | India |
| **NSQF Level** | 3 |
| **Aligned to NCO/ISCO/ISIC Code** | NCO-2015/8189.0401 |
| **Minimum Educational Qualiﬁcation and Experience**  | 9th Grade pass (No Experience required) OR 8th Grade pass (1 year relevant experience) OR Previous relevant Qualification of NSQF Level 3 (1 year relevant experience) |
| **Pre-Requisite License or Training**  | NA |
| **Minimum Job Entry Age** | 18 Years |
| **Last Reviewed On**  |  |
| **Next Review Date** |  |
| **NSQC Approval Date** |  |
| **QP Version**  | 6.0 |
| **Model Curriculum Creation Date** |  |
| **Model Curriculum Valid Up to Date** |  |
| **Model Curriculum Version***<* | 6.0 |
| **Minimum Duration of the Course** | 240 Hours |
| **Maximum Duration of the Course** | 240 Hours |

# Program Overview

This section summarizes the end objectives of the program along with its duration.

## Training Outcomes

At the end of the program, the learner should have acquired the listed knowledge and skills.

* Set gemstones and diamonds in a piece of jewellery made of precious metal.
* Respect and uphold intellectual property rights.
* Showcase how to collaborate well with others to meet deadlines for quality and productivity.
* Adhere to the rules for preserving workplace health and safety.

## Compulsory Modules

The table lists the modules and their duration corresponding to the Compulsory NOS of the QP.

| NOS and Module Details | TheoryDuration | PracticalDuration | On-the-Job Training Duration (Mandatory) | On-the-Job Training Duration (Recommended) | Total Duration |
| --- | --- | --- | --- | --- | --- |
| G&J/N3101 – Set diamond and gemstones in precious metal jewellery pieceNOS Version No. 2.0 NSQF Level 3 | **30:00** | **90:00** |  |  | **120:00** |
| Module 1: Introduction and orientation of the job role to the gems and jewellery sector  | 5:00 | 0:00 | - | - | 5:00 |
| Module 2: Set diamond and gemstones in the precious metal jewellery piece | 25:00 | 80:00 |  |  | 105:00 |
| G&J/N9901 – Respect and maintain IPRNOS Version No. 2.0NSQF Level 3 | **10:00** | **20:00** |  |  | **30:00** |
| Module 3: Respect and maintain IPR | 10:00 | 20:00 |  |  | 30:00 |
| G&J/N9902 – Maintain health and safety at workplaceV3.0NSQF Level 3 | **8:00** | **22:00** |  |  | **30:00** |
| Module 4: Health and safety at workplace | 8:00 | 22:00 |  |  | 30:00 |
| G&J/Nxxxx: Implement Circular Economy and Sustainable Practices in Gem and Jewellery IndustryNOS Version No. V1.0NSQF Level 2 | **10:00** | **20:00** | **-** | **-** | **30:00** |
| Module 5: Implement Circular Economy and Sustainable Practices in Gem and Jewellery Industry | 10:00 | 20:00 | - | - | 30:00 |
| DGT/VSQ/N0101 - Employability Skills (30 hours)NOS Version No. – 1.0 NSQF Level – 2 | **12:00** | **18:00** |  |  | **30:00** |
| Module 6: Introduction to Employability Skills | 0.5:00 | 0.5:00 |  |  | 1:00 |
| Module 7: Constitutional values - Citizenship | 0.5:00 | 0.5:00 |  |  | 1:00 |
| Module 8: Becoming a Professional in the 21st Century | 0.5:00 | 0.5:00 |  |  | 1:00 |
| Module 9: Basic English Skills | 1:00 | 1:00 |  |  | 2:00 |
| Module 10: Communication Skills | 1.5:00 | 2.5:00 |  |  | 4:00 |
| Module 11: Diversity & Inclusion | 0.5:00 | 0.5:00 |  |  | 1:00 |
| Module 12: Financial and Legal Literacy | 1.5:00 | 2.5:00 |  |  | 4:00 |
| Module 13: Essential Digital Skills | 1:00 | 2:00 |  |  | 3:00 |
| Module 14: Entrepreneurship | 2.5:00 | 4.5:00 |  |  | 7:00 |
| Module 15: Customer Service | 1.5:00 | 2.5:00 |  |  | 4:00 |
| Module 16: Getting ready for apprenticeship & Jobs | 1:00 | 1:00 |  |  | 2:00 |
| Total Duration | **70:00** | **170:00** |  |  | **240:00** |

# Module Details

## Module 1: Introduction and orientation to the gems and jewellery sector

***Mapped to G&J/N3101, v2.0***

**Terminal Outcomes:**

* Explain the overview of the sector

| Duration: *5:00* | Duration: *0:00* |
| --- | --- |
| **Theory – Key Learning Outcomes**  | **Practical – Key Learning Outcomes** |
| * Explain the scope of the Gems and Jewellery sector.
* List job opportunities for the Metal Setter.
* Discuss the role and responsibilities of a Metal Setter (Basic).
* Explain the basics of metal setting process.
 |  |
| **Classroom Aids:** |
| Laptop, white board, marker, projector |
| **Tools, Equipment and Other Requirements**  |
| **Pencils, Blank sheets, Velvet tray with compartments, Padika/packets with planning labels** |

## Module 2: Set diamond and gemstones in the precious metal jewellery piece

***Mapped to G&J/N3101, v2.0***

**Terminal Outcomes:**

* Demonstrate proficiency in using precision tools and digital measurements for accurate stone placement.
* Apply modern stone-setting techniques to enhance the brilliance, durability, and aesthetic appeal of jewellery.
* Evaluate the effectiveness of AI-assisted tracking and automation in optimizing resource utilization and reducing material loss.
* Ensure high-quality jewellery finishes by integrating advanced cleaning methods, precision finishing, and real-time inspection tools.

| Duration:*<25:00>* | Duration:*<80:00>* |
| --- | --- |
| **Theory – Key Learning Outcomes**  | **Practical – Key Learning Outcomes** |
| * Explain the role of precision tools and digital measurement techniques in accurate stone placement as per modern jewellery design.
* Describe advanced stone-setting techniques such as micro-pavé and tension setting, highlighting their impact on durability and brilliance.
* Analyze the effects of excessive pressure during stone setting and methods to prevent microfractures in gemstones.
* Discuss the importance of high-precision finishing tools for smoothing edges and enhancing wearer comfort.
* Illustrate the application of laser and ultrasonic cleaning techniques for impurity removal and finish enhancement.
* Examine contemporary jewellery trends like minimalistic and invisible settings and their influence on setting techniques.
* Evaluate the significance of AI-assisted tracking systems in minimizing metal and gemstone loss for sustainable jewellery production.
* Assess the integration of eco-friendly practices and sustainable alternatives in metal settings for resource optimization.
* Compare automated setting techniques with manual methods in terms of productivity, precision, and efficiency.
* Interpret the role of digital project management tools in synchronizing workflow for timely jewellery production.
* Demonstrate the importance of high-magnification optical tools in achieving uniform stone levelling and design consistency.
* Critique modern bonding techniques such as hybrid adhesive-assisted settings for reinforcing stone security.
* Justify the use of AI-powered inspection tools for real-time quality checks and achieving flawless setting finishes.
 | * Operate precision tools and digital measuring instruments to accurately position and secure gemstones.
* Apply advanced stone-setting techniques like micro-pavé and tension setting to enhance aesthetic appeal and durability.
* Control pressure during stone setting to avoid microfractures and ensure gemstone stability.
* Use high-precision finishing tools to smooth jewellery edges for enhanced comfort and wearability.
* Perform laser or ultrasonic cleaning to remove impurities and improve surface finish.
* Modify setting techniques to align with modern jewellery trends like minimalistic and invisible settings.
* Implement AI-assisted tracking to monitor and minimize metal and stone wastage during the setting process.
* Incorporate sustainable metal-setting practices to optimize resource utilization.
* Utilize automated setting techniques to enhance productivity while maintaining high-quality standards.
* Manage workflow using digital project management tools to ensure efficiency in jewellery processing.
* Inspect stone alignment using high-magnification optical tools to achieve design precision.
* Secure gemstones with hybrid adhesive-assisted settings to reinforce their placement.
* Conduct real-time quality checks using AI-powered inspection tools for a flawless final product.
 |
| **Classroom Aids:** |
| Whiteboard, marker pen, computer or laptop attached to LCD projector, scanner, computer speakers |
| **Tools, Equipment and Other Requirements**  |
| Plate for mixing cement, Cement, Fevicol, Oven, 10x eyeglass, Tweezer, Digital CCD camera unit with screen, Laser dies from 3 no. to 15, Shade light, Laser blade, Tweezers, Diamond Scaife/ polishing mill with tangs, Bottom DOP with indexing, 10X loupe, Acetone or thinners, Diamond powder as abrasive |

## Module 3: Respect and maintain IPR

*Mapped to G&J/N9901, v2.0*

**Terminal Outcomes:**

* Document and classify the organization’s intellectual property assets with accuracy.
* Detect and report potential intellectual property infringements using structured processes.
* Implement proactive measures to safeguard IP assets, ensuring compliance with regulations.
* Support enforcement actions by assisting legal teams in identifying and addressing IP violations.

| Duration:*<10:00>* | Duration:*<20:00>* |
| --- | --- |
| **Theory – Key Learning Outcomes**  | **Practical – Key Learning Outcomes** |
| * Identify different types of intellectual property (IP) such as patents, trademarks, and copyrights and document their relevance to the company’s products and services.
* Monitor internal and external sources for potential IP infringements and report any unauthorized usage to senior leadership.
* Implement security measures such as watermarking, digital rights management, and contractual safeguards to prevent IP misuse.
* Collaborate with legal and compliance teams to stay updated on changes in IP regulations and enforcement strategies.
* Detect unauthorized replication or misuse of the company’s IP and escalate concerns to legal or management teams.
* Support legal proceedings by compiling evidence and assisting in IP enforcement actions when required.
* Analyse copyright clauses, fair use policies, and licensing agreements to ensure compliance while using external content.
* Consult supervisors or legal experts when uncertain about the permissible use of external intellectual property.
* Document sources and proper attributions while using third-party materials for business purposes.
* Identify counterfeit or unauthorized reproductions of company IP in the market and maintain detailed records of such violations.
* Report instances of IP breaches to relevant legal or governmental authorities to support enforcement actions.
* Stay informed about evolving global IP laws and industry best practices to mitigate infringement risks.
 | * List all IP assets of the company and categorize them based on their type (trademark, patent, copyright).
* Conduct periodic audits to check for any internal or external IP infringements.
* Develop guidelines for employees on how to use company-owned IP responsibly.
* Engage in training sessions with legal teams to understand the latest IP regulations.
* Investigate suspected cases of IP violations and compile a report with evidence.
* Assist legal teams in drafting notices or taking legal action against infringers.
* Review licensing agreements and online terms of use before using any third-party materials.
* Seek approval from legal experts when repurposing copyrighted or licensed content.
* Maintain a centralized record of citations, licenses, and attributions for third-party materials used.
* Survey the market for counterfeit products or unauthorized brand usage.
* Communicate identified cases of IP breaches to senior leadership and legal authorities.
* Research recent court cases and changes in global IP laws to stay updated.
 |
| **Classroom Aids:** |
| Whiteboard, marker pen, computer or laptop attached to LCD projector, scanner, computer speakers |
| **Tools, Equipment and Other Requirements**  |
| Whitener, Acetone, Pencils, Padika/packets with planning labels |

## Module 3: Maintain health and safety at workplace

***Mapped to G&J/N9902, v3.0***

**Terminal Outcomes:**

* Apply government norms and policies on occupational health and safety at work.
* Adhere to the safety guidelines of the organization.

| Duration:*<08:00>* | Duration:*<22:00>* |
| --- | --- |
| **Theory – Key Learning Outcomes**  | **Practical – Key Learning Outcomes** |
| * Explain workplace hazards and risks.
* List personal protective equipment like safety gloves, glasses, shoes and mask used at the workplace.
* Identify various warning signs used at the workplace.
* Describe appropriate strategies to deal with emergencies and accidents at the workplace.
* Explain different types of waste identified in industry.
* Explain various methods of waste management.
* Distinguish between different colour coded dustbins.
 | * Demonstrate best practices to remove potential hazards at the workplace and prevent accidents.
* Demonstrate the use of PPE.
* Demonstrate the use of fire extinguisher.
* Demonstrate first aid procedure in case of emergencies.
* Demonstrate the procedure of handling and disposing different types of waste.
 |
| **Classroom Aids:** |
| Whiteboard, Marker pen, Computer or Laptop attached to LCD projector, Scanner, Computer speakers |
| **Tools, Equipment and Other Requirements:** |
| Safety hand gloves, glasses, safety shoes, mask, fire extinguisher, first aid kit |

## Module 5: Implement Circular Economy and Sustainable Practices in Gem and Jewellery Industry

***Mapped to G&J/Nxxxx, v1.0***

**Terminal Outcomes:**

* Explain the principles of the circular economy and their relevance to sustainable practices in the gem and jewellery industry.
* Implement design techniques that enhance jewellery recyclability and reusability while minimizing material waste.
* Analyze the environmental and economic impact of material wastage, hazardous waste, and energy consumption in jewellery manufacturing.
* Optimize jewellery production processes by incorporating responsible sourcing, energy-efficient equipment, and waste management techniques.

| Duration: *10:00* | Duration: *20:00* |
| --- | --- |
| **Theory – Key Learning Outcomes**  | **Practical – Key Learning Outcomes** |
| * Explain the principles of the circular economy and its relevance to the gem and jewellery industry.
* Describe the methods for designing jewellery that support recyclability and reusability.
* Identify the best practices for responsible sourcing of gemstones and metals in jewellery production.
* Analyze the impact of material wastage on cost, sustainability, and environmental degradation.
* Compare different waste management techniques, including recycling, upcycling, and safe disposal.
* Illustrate the process of recovering and reintegrating lost gold into production.
* Evaluate the role of renewable energy in jewellery manufacturing and its benefits.
* Discuss industry regulations and policies related to sustainable and circular economy practices.
* Summarize the significance of energy-efficient equipment and conservation techniques in jewellery production.
* Assess the environmental impact of hazardous waste generated in jewellery manufacturing and methods to mitigate it.
 | * Demonstrate the process of identifying and selecting recyclable materials for jewellery production.
* Implement modular design techniques that enable easy disassembly and reassembly of jewellery pieces.
* Apply proper sorting and waste segregation practices for better recycling and disposal.
* Operate energy-efficient equipment and monitor their performance to reduce power consumption.
* Develop a documentation system to track and record recycled and upcycled materials.
* Conduct a basic energy audit to identify inefficiencies in jewellery production processes.
* Modify jewellery manufacturing processes to incorporate wax pattern reuse in the lost wax casting method.
* Optimize water usage by implementing conservation measures such as recycling wastewater for non-production activities.
* Design a take-back program for old and unwanted jewellery to promote sustainable practices.
* Monitor and adjust indoor lighting, ventilation, and AC settings to enhance energy conservation in daily operations.
 |
| **Classroom Aids:** |
| Laptop, white board, marker, projector |
| **Tools, Equipment and Other Requirements**  |
| Recycling bins, waste segregation containers, modular design tools, digital design software, energy-efficient furnaces, renewable energy sources (solar panels, wind turbines), water recycling systems, waste tracking software, gold recovery units, wax pattern reuse equipment, take-back program infrastructure, energy audit tools, LED lighting systems, ventilation control devices, air quality monitors, sorting trays, eco-friendly packaging materials, jewellery dismantling tools, upcycling workstations, regulatory compliance documents, sustainable sourcing databases |

## Module 6: Introduction to Employability Skills

***Mapped to DGT/VSQ/N0101***

**Terminal Outcomes:**

* Discuss about Employability Skills in meeting the job requirements

| **Duration**: *<0.5:00>* | **Duration**: *<0.5:00>* |
| --- | --- |
| **Theory – Key Learning Outcomes**  | **Practical – Key Learning Outcomes** |
| * Discuss the importance of Employability Skills in meeting the job requirements
 | * Demonstrate Employability Skills
 |
| **Classroom Aids:** |
| Whiteboard, marker pen, projector |
| **Tools, Equipment and Other Requirements**  |
|  |

## Module 7: Constitutional values - Citizenship

***Mapped to DGT/VSQ/N0101***

**Terminal Outcomes:**

* Discuss about constitutional values to be followed to become a responsible citizen

| **Duration**: *<0.5:00>* | **Duration**: *<0.5:00>* |
| --- | --- |
| **Theory – Key Learning Outcomes**  | **Practical – Key Learning Outcomes** |
| * Explain constitutional values, civic rights, duties, citizenship, responsibility towards society etc. that are required to be followed to become a responsible citizen.
 | * Show how to practice different environmentally sustainable practices
 |
| **Classroom Aids:** |
| Whiteboard, marker pen, projector |
| **Tools, Equipment and Other Requirements**  |
|  |

## Module 8: Becoming a Professional in the 21st Century

***Mapped to DGT/VSQ/N0101***

**Terminal Outcomes:**

* Demonstrate professional skills required in 21st century

| **Duration**: *<0.5:00>* | **Duration**: *<0.5:00>* |
| --- | --- |
| **Theory – Key Learning Outcomes**  | **Practical – Key Learning Outcomes** |
| * Discuss 21st century skills.
 | * Display positive attitude, self -motivation, problem solving, time management skills and continuous learning mindset in different situations.
 |
| **Classroom Aids:** |
| Whiteboard, marker pen, projector |
| **Tools, Equipment and Other Requirements**  |
|  |

## Module 9: Basic English Skills

***Mapped to DGT/VSQ/N0101***

**Terminal Outcomes:**

* Practice basic English speaking.

| **Duration**: *<1:00>* | **Duration**: *<1:00>* |
| --- | --- |
| **Theory – Key Learning Outcomes**  | **Practical – Key Learning Outcomes** |
| * Discuss need of basic English skills.
 | * Use appropriate basic English sentences/phrases while speaking
 |
| **Classroom Aids:** |
| Whiteboard, marker pen, projector |
| **Tools, Equipment and Other Requirements**  |
|  |

## Module 10: Communication Skills

***Mapped to DGT/VSQ/N0101***

**Terminal Outcomes:**

* Practice basic communication skills.

| **Duration**: *<1.5:00>* | **Duration**: *<2.5:00>* |
| --- | --- |
| **Theory – Key Learning Outcomes**  | **Practical – Key Learning Outcomes** |
| * Discuss need of communication skills
* Describe importance of team work
 | * Demonstrate how to communicate in a well -mannered way with others.
* Demonstrate working with others in a team
 |
| **Classroom Aids:** |
| Whiteboard, marker pen, projector |
| **Tools, Equipment and Other Requirements**  |
|  |

## Module 11: Diversity & Inclusion

***Mapped to DGT/VSQ/N0101***

**Terminal Outcomes:**

* Describe PwD and gender sensitisation.

| **Duration**: *<0.5:00>* | **Duration**: *<0.5:00>* |
| --- | --- |
| **Theory – Key Learning Outcomes**  | **Practical – Key Learning Outcomes** |
| * Discuss the significance of reporting sexual harassment issues in time
 | * Show how to conduct oneself appropriately with all genders and PwD
 |
| **Classroom Aids:** |
| Whiteboard, marker pen, projector |
| **Tools, Equipment and Other Requirements**  |
|  |

## Module 12: Financial and Legal Literacy

***Mapped to DGT/VSQ/N0101***

**Terminal Outcomes:**

* Describe ways of managing expenses, income, and savings.

| **Duration**: *<1.5:00>* | **Duration**: *<2.5:00>* |
| --- | --- |
| **Theory – Key Learning Outcomes**  | **Practical – Key Learning Outcomes** |
| * Discuss the significance of using financial products and services safely and securely.
* Explain the importance of managing expenses, income, and savings.
* Explain the significance of approaching the concerned authorities in time for any exploitation as per legal rights and laws
 | * Demonstrate ways of managing expenses, income, and savings.
 |
| **Classroom Aids:** |
| Whiteboard, marker pen, projector |
| **Tools, Equipment and Other Requirements**  |
|  |

## Module 13: Essential Digital Skills

***Mapped to DGT/VSQ/N0101***

**Terminal Outcomes:**

* Demonstrate procedure of operating digital devices and associated applications safely.

| **Duration**: *<1:00>* | **Duration**: *<2:00>* |
| --- | --- |
| **Theory – Key Learning Outcomes**  | **Practical – Key Learning Outcomes** |
| * Discuss the significance of using internet for browsing, accessing social media platforms, safely and securely
 | * Show how to operate digital devices and use the associated applications and features, safely and securely
 |
| **Classroom Aids:** |
| Whiteboard, marker pen, projector |
| **Tools, Equipment and Other Requirements**  |
|  |

## Module 14: Entrepreneurship

***Mapped to DGT/VSQ/N0101***

**Terminal Outcomes:**

* Describe opportunities as an entrepreneur.

| **Duration**: *<2.5:00>* | **Duration**: *<4.5:00>* |
| --- | --- |
| **Theory – Key Learning Outcomes**  | **Practical – Key Learning Outcomes** |
| * Discuss the need for identifying opportunities for potential business, sources for arranging money and potential legal and financial challenges
 | * Demonstrate ways for identifying opportunities for potential business, sources for arranging money and potential legal and financial challenges
 |
| **Classroom Aids:** |
| Whiteboard, marker pen, projector |
| **Tools, Equipment and Other Requirements**  |
|  |

## Module 15: Customer Service

***Mapped to DGT/VSQ/N0101***

**Terminal Outcomes:**

* Describe ways of maintaining customer.

| **Duration**: *<1.5:00>* | **Duration**: *<2.5:00>* |
| --- | --- |
| **Theory – Key Learning Outcomes**  | **Practical – Key Learning Outcomes** |
| * Differentiate between types of customers.
* Explain the significance of identifying customer needs and addressing them.
* Discuss the significance of maintaining hygiene and dressing appropriately.
 | * Show how to maintain hygiene and dressing appropriately.
 |
| **Classroom Aids:** |
| Whiteboard, marker pen, projector |
| **Tools, Equipment and Other Requirements**  |
|  |

## Module 16: Getting ready for apprenticeship & Jobs

***Mapped to DGT/VSQ/N0101***

**Terminal Outcomes:**

* Describe ways of preparing for apprenticeship & Jobs appropriately.

| **Duration**: *<1:00>* | **Duration**: *<1:00>* |
| --- | --- |
| **Theory – Key Learning Outcomes**  | **Practical – Key Learning Outcomes** |
| * Discuss the significance of dressing up neatly and maintaining hygiene for an interview
* Discuss how to search and register for apprenticeship opportunities
 | * Create a biodata
* Use various sources to search and apply for jobs
 |
| **Classroom Aids:** |
| Whiteboard, marker pen, projector |
| **Tools, Equipment and Other Requirements**  |

# Annexure

## Trainer Requirements

| Trainer Prerequisites |
| --- |
| Minimum Educational Qualification*<Select the minimum educational requirements, such as 12th Pass, Graduate or NSQF certified.>* | **Specialization***<Specify the areas of specialization that are desirable.>* | **Relevant Industry Experience** | **Training Experience** | **Remarks**  |
| ***Years*** | ***Specialization*** | ***Years*** | ***Specialization*** |  |
| 12th Pass | N.A. | 5 | Metal setting | 2-3 | Metal setting |  |
| Certified in relevant CITS course as appropriate |  |  |  |  |  |  |

| Trainer Certification |
| --- |
| Domain Certification | **Platform Certification** |
|  “Metal Setter (Basic), G&J/Q3103, version5.0”. Minimum accepted score is 80%. |  “Trainer, MEP/Q2601”Minimum accepted score is 80%. |

## Assessor Requirements

| Assessor Prerequisites |
| --- |
| Minimum Educational Qualification *<Select the minimum educational requirements, such as 12th Pass, Graduate or NSQF certified.>* | **Specialization***<Specify the areas of specialization that are desirable.>* | **Relevant Industry Experience** | **Training/Assessment Experience** | **Remarks**  |
| ***Years*** | ***Specialization*** | ***Years*** | ***Specialization*** |  |
| 12th Pass | N.A. | 5 | Metal setting | NA | NA |  |
| Certified in relevant CITS course as appropriate |  |  |  |  |  |  |

| Assessor Certification |
| --- |
| Domain Certification | **Platform Certification** |
| “Metal Setter (Basic), G&J/Q3103, version5.0”. Minimum accepted score is 80%. |  “Assessor, MEP/Q2701”Minimum accepted score is 80%. |

## Assessment Strategy

1. Assessment System Overview:
* Batches assigned to the assessment agencies for conducting the assessment on SDSM/SIP or email
* Assessment agencies send the assessment confirmation to VTP/TC looping SSC
* Assessment agency deploys the ToA certified Assessor for executing the assessment
* SSC monitors the assessment process & records
1. Testing Environment:
* Confirm that the centre is available at the same address as mentioned on SDMS or SIP
* Check the duration of the training.
* Check the Assessment Start and End time to be as 10 a.m. and 5 p.m.
* If the batch size is more than 30 for STT and/ or 50 in RPL, then there should be 2 Assessors.
* Check that the allotted time to the candidates to complete Theory & Practical Assessment is correct.
* Check the mode of assessment—Online (TAB/Computer) or Offline (OMR/PP).
* Confirm the number of TABs on the ground are correct to execute the Assessment smoothly.
* Check the availability of the Lab Equipment for the particular Job Role.
1. Assessment Quality Assurance levels / Framework:
* Question papers created by the SME verified by the other subject Matter Experts
* Questions are mapped with NOS and PC
* Question Bank covers all performance criteria (PC) under each NOS of a QP. Each question can cover one or more PCs. Which means that every question needs to be mapped with PC.
* There are sufficient number of questions in the question bank, where multiple questions are available for each PC. Typically, the number of questions should be 3 to 4 times the number of PCs.
* Each question bank has around 150 to 200 questions.
* Each question has a difficulty level mentioned against it and the question bank has a good mix of easy, medium and difficult questions. So, for example out of 200 Questions the proportion could be 25 difficult/ hard, 75 Medium and 100 Easy level questions.
* Other than the Multiple-choice question (MCQ) few questions are created for Practical and viva too. For e.g., for 150-200 QB contains approximately 10-15 Viva & 10-15 practical questions.
* Assessor must be ToA certified & trainer must be ToT Certified
* Assessment agency must follow the assessment guidelines to conduct the assessment
1. Types of evidence or evidence-gathering protocol:
* Time-stamped & geotagged reporting of the assessor from assessment location
* Center photographs with signboards and scheme specific branding
* Biometric or manual attendance sheet (stamped by TP) of the trainees during the training period
* Time-stamped & geotagged assessment (Theory + Viva + Practical) photographs & videos
1. Method of verification or validation:
* Surprise visit to the assessment location
* Random audit of the batch
* Random audit of any candidate
1. Method for assessment documentation, archiving, and access
* Hard copies of the documents are stored
* Soft copies of the documents & photographs of the assessment are uploaded / accessed from Cloud Storage
* Soft copies of the documents & photographs of the assessment are stored in the Hard Drives

# References

## Glossary

|  | **Sector** | 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. |
| --- | --- | --- |
|  | **Sub-sector** | Sub-sector is derived from a further breakdown based on the characteristics and interests of its components. |
|  | **Occupation** | Occupation is a set of job roles, which perform similar/ related set of functions in an industry. |
|  | **Job role** | Job role deﬁnes a unique set of functions that together form a unique employment opportunity in an organisation. |
|  | **Occupational Standards (OS)** | 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. |
|  | **Performance Criteria (PC)** | Performance Criteria (PC) are statements that together specify the standard of performance required when carrying out a task. |
|  | **National Occupational Standards (NOS)** | NOS are occupational standards which apply uniquely in the Indian context. |
|  | **Qualiﬁcations Pack (QP)** | 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. |
|  | **Unit Code** | Unit code is a unique identiﬁer for an Occupational Standard, which is denoted by an ‘N’ |
|  | **Unit Title** | Unit title gives a clear overall statement about what the incumbent should be able to do. |
|  | **Description** | 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. |
|  | **Scope** | 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. |
|  | **Knowledge and Understanding (KU)** | 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. |
| **Organisational Context** | 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. |
| **Technical Knowledge** | Technical knowledge is the speciﬁc knowledge needed to accomplish speciﬁc designated responsibilities. |
| **Core Skills/ Generic Skills (GS)** | 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. |
| **Electives** | 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. |
| **Options** | 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. |

## Acronyms and Abbreviations

| **NOS** | National Occupational Standard(s) |
| --- | --- |
| **NSQF** | National Skills Qualiﬁcations Framework |
| **QP** | Qualiﬁcations Pack |
| **TVET** | Technical and Vocational Education and Training |
| **PC** | Performance Criteria |
| **SSC** | Sector Skill Council |
| **AA** | Assessment Agency |
| **ToT** | Training of Trainers |
| **ToA** | Training of Assessors |
| **VTP** | Vocational Training Partner |
| **TC** | Training Center |
| **SME** | Subject Matter Expert |