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| **Model Curriculum**  **QP Name: Diamond Assorter**  **Electives: Assorter for Jewellery Manufacturing / Polished Diamonds Assorter/**  **Rough Diamonds Assorter/ Gemstone Assorter**  **QP Code: G&J/Q3603**  **QP Version: 5.0**  **NSQF Level: 3**  **Model Curriculum Version: 5.0** |
| **­**  Gems & Jewellery Skill Council of India  Business Facilitation Centre, 3rd Floor, Seepz Special Economic Zone,  Andheri (E). Mumbai 400 096. |

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# Training Parameters

|  |  |
| --- | --- |
| **Sector** | Gem & Jewellery |
| **Sub-Sector** | Cast and diamonds-set jewellery, Diamond Processing, Handmade Gold and Gems-set Jewellery |
| **Occupation** | Assorting |
| **Country** | India |
| **NSQF Level** | 3 |
| **Aligned to NCO/ISCO/ISIC Code** | NCO-2015/7313.1503 |
| **Minimum Educational Qualiﬁcation and Experience** | Grade 10 (No Experience required)  OR  8th Pass with 2 years relevant experience  OR  5th-grade pass with (5 years relevant experience)  OR  Previous relevant Qualification of NSQF Level 2  (1.5-year relevant experience)  OR  Previous relevant Qualification of NSQF Level 2.5 (3-year relevant experience)) |
| **Pre-Requisite License or Training** | NA |
| **Minimum Job Entry Age** | NA |
| **Last Reviewed On** | 17/11/2022 |
| **Next Review Date** | 31 August 2026 |
| **NSQC Approval Date** | 31 August 2023 |
| **QP Version** | 5.0 |
| **Model Curriculum Creation Date** | 31 August 2023 |
| **Model Curriculum Valid Up to Date** | 31 August 2026 |
| **Model Curriculum Version** *<* | 5.0 |
| **Minimum Duration of the Course** | 300 Hours |
| **Maximum Duration of the Course** | 570 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.

## Assort small polished diamonds

## Illustrate how to effectively work in a team to achieve quality and productivity within timelines

## Comply with the guidelines for maintaining health and safety at workplace

## Segregate diamonds of similar characteristics into lots as per required quality and reject diamonds which are not as per required quality.

## Assess each diamond is assessed according to its characteristics of cut, carat, colour and clarity in this first stage post procurement in cast and diamond-set jewellery manufacturing.

## Segregate polished diamonds into multiple groups, assess each diamond according to its colour, clarity, carat and cut in this final stage prior to packaging and dispatch in diamond processing.

## Segregate rough diamonds of similar characteristics into groups like makeable, sawable, cleavable, rejection and resale, to be sent for further processing.

## Assort gemstones in terms of type, shape, size, colour and weight

## Compulsory Modules

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

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| NOS and Module Details | Theory  Duration | Practical  Duration | On-the-Job Training Duration (Mandatory) | On-the-Job Training Duration (Recommended) | Total Duration |
| G&J/N3601 – Assort small polished diamonds  NOS Version No. 1.0  NSQF Level 3 | **40:00** | **110:00** |  |  | **150:00** |
| Module 1: Introduction and orientation of the job role to the gems and jewellery sector | 5:00 | 0:00 | - | - | 5:00 |
| Module 2: Assort small polished diamonds | 35:00 | 110:00 |  |  | 145:00 |
| G&J/N9902 – Maintain health and safety at workplace  V3.0  NSQF Level 3 | **8:00** | **22:00** |  |  | **30:00** |
| Module 3: Health and safety at workplace | 8:00 | 22:00 |  |  | 30:00 |
| DGT/VSQ/N0101 - Employability Skills (30 hours)  NOS Version No. – 1.0  NSQF Level – 2 | **12:00** | **18:00** |  |  | **30:00** |
| Module 8: Introduction to Employability Skills | 0.5:00 | 0.5:00 |  |  | 1:00 |
| Module 9: Constitutional values - Citizenship | 0.5:00 | 0.5:00 |  |  | 1:00 |
| Module 10: Becoming a Professional in the 21st Century | 0.5:00 | 0.5:00 |  |  | 1:00 |
| Module 11: Basic English Skills | 1:00 | 1:00 |  |  | 2:00 |
| Module 12: Communication Skills | 1.5:00 | 2.5:00 |  |  | 4:00 |
| Module 13: Diversity & Inclusion | 0.5:00 | 0.5:00 |  |  | 1:00 |
| Module 14: Financial and Legal Literacy | 1.5:00 | 2.5:00 |  |  | 4:00 |
| Module 15: Essential Digital Skills | 1:00 | 2:00 |  |  | 3:00 |
| Module 16: Entrepreneurship | 2.5:00 | 4.5:00 |  |  | 7:00 |
| Module 17: Customer Service | 1.5:00 | 2.5:00 |  |  | 4:00 |
| Module 18: Getting ready for apprenticeship & Jobs | 1:00 | 1:00 |  |  | 2:00 |
| Total Duration | **60:00** | **150:00** |  |  | **210:00** |

## Elective Modules

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

**Elective 1: Assorter for Jewellery Manufacturing**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| NOS and Module Details | Theory  Duration | Practical  Duration | On-the-Job Training Duration (Mandatory) | On-the-Job Training Duration (Recommended) | Total Duration |
| G&J/N3603 – Assort diamonds for jewellery manufacturing  NOS Version No. 1.0  NSQF Level 4 | **30:00** | **60:00** |  |  | **90:00** |
| Module 4: Assort diamonds for jewellery manufacturing | 30:00 | 60:00 |  |  | 90:00 |
| Total Duration | **30:00** | **60:00** |  |  | **90:00** |

**Elective 2: Polished Diamonds Assorter**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| NOS and Module Details | Theory  Duration | Practical  Duration | On-the-Job Training Duration (Mandatory) | On-the-Job Training Duration (Recommended) | Total Duration |
| G&J/N3604 – Assort polished diamonds  NOS Version No. 1.0  NSQF Level 4 | **30:00** | **60:00** |  |  | **90:00** |
| Module 5: Assort polished diamonds | 30:00 | 60:00 |  |  | 90:00 |
| Total Duration | **30:00** | **60:00** |  |  | **90:00** |

**Elective 3: Rough Diamonds Assorter**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| NOS and Module Details | Theory  Duration | Practical  Duration | On-the-Job Training Duration (Mandatory) | On-the-Job Training Duration (Recommended) | Total Duration |
| G&J/N3605 – Assort rough diamonds  NOS Version No. 1.0  NSQF Level 4 | **30:00** | **60:00** |  |  | **90:00** |
| Module 6: Assort rough diamonds | 30:00 | 60:00 |  |  | 90:00 |
| Total Duration | **30:00** | **60:00** |  |  | **90:00** |

**Elective 4: Gemstone Assorter**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| NOS and Module Details | Theory  Duration | Practical  Duration | On-the-Job Training Duration (Mandatory) | On-the-Job Training Duration (Recommended) | Total Duration |
| G&J/N3606 – Assort gemstones  NOS Version No. 1.0  NSQF Level 4 | **30:00** | **60:00** |  |  | **90:00** |
| Module 7: Assort gemstones | 30:00 | 60:00 |  |  | 90:00 |
| Total Duration | **30:00** | **60:00** |  |  | **90:00** |

# Module Details

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

## *Mapped to G&J/N3601, v1.0*

**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 Assorter (Advanced). * Discuss the role and responsibilities of a Assorter (Advanced). |  |
| **Classroom Aids:** | |
| Laptop, white board, marker, projector | |
| **Tools, Equipment and Other Requirements** | |
|  | |

## Module 2: Assort small polished diamonds

## *Mapped to G&J/N3601, v1.0*

## 

**Terminal Outcomes:**

* Demonstrate the process of assorting small polished diamonds.

|  |  |
| --- | --- |
| Duration:*<40:00>* | Duration:*<110:00>* |
| **Theory – Key Learning Outcomes** | **Practical – Key Learning Outcomes** |
| * Classify diamonds based on size and shape * Discuss the company policy to distribute diamonds in groups * Describe 4Cs of diamonds * Describe diamond processing objective of the company, e.g. maximizing yield, maximizing clarity etc. * Describe gauging and sieving | * Show how to verify the weight of diamond * Show how to remove the diamonds from the packet and place them on the tray under the light * Demonstrate cleaning of diamond using a clean cloth if required * Use sieve to classify the diamonds * Use tripod or table loupe on the tray to view diamonds * Show how to scoop and place segregated diamonds in packets, label as per the company’s policy and return to the supervisor * Apply appropriate ways to segregate the polished diamonds consistently as per company’s policy. |
| **Classroom Aids:** | |
| Whiteboard, marker pen, computer or laptop attached to LCD projector, scanner, computer speakers | |
| **Tools, Equipment and Other Requirements** | |
| Paper Pad/Japan Tk (Replaceable), Table Lamp, Stone Scoop / Supadi, Jeweler’s Loupe, Tweezers, Calculator, Packets for Gemstone with Safety Backing Paper, Grading Tray, Cleaning Cloth/Gem Cloth, Gem Balance, Writing Pad, Pen, Pencil, Eraser, Sieve Set, Tripod, Stock of Polished Diamond | |

## 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 atthe 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 4: Assort diamonds for jewellery manufacturing

## *Mapped to G&J/N3603, v1.0*

## 

**Terminal Outcomes:**

* Demonstrate the process of assorting diamonds for jewellery manufacturing.

|  |  |
| --- | --- |
| Duration:*<30:00>* | Duration:*<60:00>* |
| **Theory – Key Learning Outcomes** | **Practical – Key Learning Outcomes** |
| * Describe diamond processing objective of the company, e.g. maximizing yield, maximizing clarity etc. * Describe reporting structure * Classify diamonds as per size using a sieve set * Discuss importance of timely delivery to next department of assorted diamonds * Discuss importance of near zero damage and loss of diamonds. * Describe organisational relevant legislation, standards, policies and procedures * Describe diamond shading colourwise * Describe application of diamonds as per the jewellery types * Describe gauging and sieving * Describe valuing diamond on market practice | * Demonstrate organisational procedure of procuring diamonds from diamond procurer as per requirement. * Apply appropriate ways to check weight and number of diamonds as mentioned on the packet. * Show how to assort diamonds as per shape and size. * Show how to assort and group diamonds as per company policies using a tripod or triplet loupe. * Apply appropriate ways to segregate diamonds as per company policy for cut, clarity, colour and carat. * Apply appropriate ways to reject diamonds which do not meet the criteria of the company. * Apply appropriate ways to maintain buffer stock for future requirements. * Apply appropriate ways to ensure near zero damage and loss of diamonds. * Apply appropriate ways to improve speed of assorting while maintaining quality of production and achieving daily targets. |
| **Classroom Aids:** | |
| Whiteboard, marker pen, computer or laptop attached to LCD projector, scanner, computer speakers | |
| **Tools, Equipment and Other Requirements** | |
| Blank Sheets, Sorting Pad/Japan Tk, Table Lamp / Diamond Lamp, Stone Scoop / Supadi, Jewellers Triplet Loupe, Tweezers (Medium Point), Tweezers (Fine Point), Shade Card/ Colour Grading Card, Calculator, Gauge, Paper Packets for Diamonds with Safety Backing Paper, Grading Tray, Cleaning Cloth/Gem Cloth, Weighing Scale, Sieve Set, Tripod, Polished Diamonds Stock | |

## Module 5: Assort polished diamonds

## *Mapped to G&J/N3604, v1.0*

## 

**Terminal Outcomes:**

* Demonstrate the process of assorting polished diamonds.

|  |  |
| --- | --- |
| Duration:*<30:00>* | Duration:*<60:00>* |
| **Theory – Key Learning Outcomes** | **Practical – Key Learning Outcomes** |
| * Describe diamond processing objective of the company, e.g. maximizing yield, maximizing clarity etc. * Describe reporting structure * Describe organisational relevant legislation, standards, policies and procedures * Differentiate between a natural or a treated diamond * List ways for measuring 4cs of a diamond * Describe grading standards followed by gia, igi and hrd * Describe gauging and sieving * Describe valuing diamond on market practice * Describe fluorescence in a diamond and its effect * Discuss importance of timely delivery to next department of assorted diamonds * Discuss importance of near zero damage and loss of diamonds. | * Demonstrate organisational procedure of procuring diamonds from diamond procurer as per requirement. * Apply appropriate ways to check weight and number of diamonds as mentioned on the packet. * Show how to remove the diamonds, place them on the sorting tray under the table lamp/ diamond lamp, clean them with the cleaning cloth, use the sieve to broadly classify them into sizes, use the tripod or triplet loupe to view the diamonds one by one. * Show how to grade the 4Cs of the diamonds one by one by holding it with the tweezer under the light. * Use the UV lamp to check fluorescence when required. * Use the symmetry analyser machine to check symmetry when required. * Show how to scoop the assorted diamonds and place them in packets with details mentioned on the packet as per company policy. * Show how to accurately grade the diamonds as per grading systems * Apply appropriate ways to ensure near zero damage and loss of diamonds. * Apply appropriate ways to improve speed of assorting while maintaining quality of production and achieving daily targets. |
| **Classroom Aids:** | |
| Whiteboard, marker pen, computer or laptop attached to LCD projector, scanner, computer speakers | |
| **Tools, Equipment and Other Requirements** | |
| Blank Sheets, Sorting Pad/Japan Tk, Table Lamp / Diamond Lamp, Stone Scoop / Supadi, Jewellers Triplet Loupe, Tweezers (Medium Point), Tweezers (Fine Point), Shade Card/ Colour Grading Card, UV Lamp, Calculator, Gauge, Paper Packets for Diamonds with Safety Backing Paper, Grading Tray, Cleaning Cloth/Gem Cloth, Weighing Scale, Sieve Set, Tripod, Symmetry Analyzer Machine, Gemmological Microscope (Binocular), Polished Diamonds Stock | |

## Module 6: Assort rough diamonds

## *Mapped to G&J/N3605, v1.0*

## 

**Terminal Outcomes:**

* Demonstrate the process of assorting rough diamonds.

|  |  |
| --- | --- |
| Duration:*<30:00>* | Duration:*<60:00>* |
| **Theory – Key Learning Outcomes** | **Practical – Key Learning Outcomes** |
| * Describe organisational relevant legislation, standards, policies and procedures * Describe procedure of formation of rough diamond - production from mines - sources & location * Describe various types of rough e.g. syndicate, australian, coated, braza, cleavage etc. and its * characteristics * Explain process of rough procurement - parcel from d.t.c. / i-i.d.c. / belgium / israel / local – bandha (i.e. better - medium - weak) * Describe polishing process in the factory (bruting, blocking, bottom, top, table, rounding, etc.) * Describe 4cs of diamond (colour, cut, clarity and carat) * Describe rough diamond shading colourwise (LB-LC-white-fancy) * Discuss use of various scopes in diamond processing * Describe stress (tension) of the diamond * Describe gauging & sieve * Describe windowing process to look inside a rough * Discuss importance of timely delivery to next department of assorted diamonds * Discuss importance of near zero damage and loss of diamonds. | * Apply appropriate ways to check weight and number of diamonds as mentioned on the packet. * Show how to remove the diamonds, place them on the sorting tray under the table lamp/ diamond lamp, clean them with the cleaning cloth, use the sieve to broadly classify them into sizes, use the tripod or triplet loupe to view the diamonds one by one. * Demonstrate organisational procedure of sending rough diamond for windowing if viewing of the internal characteristics is not possible to be viewed whenever required. * Show how to identify different types of roughs as per company policies. * Show how to accurately judge the approximate expected yield, expected clarity, expected colour, expected size * Apply appropriate ways to ensure near zero damage and loss of diamonds. * Apply appropriate ways to improve speed of assorting while maintaining quality of production and achieving daily targets. |
| **Classroom Aids:** | |
| Whiteboard, marker pen, computer or laptop attached to LCD projector, scanner, computer speakers | |
| **Tools, Equipment and Other Requirements** | |
| Blank Sheets, Sorting Pad/Japan Tk, Table Lamp / Diamond Lamp, Stone Scoop / Supadi, Jewellers Triplet Loupe, Tweezers (Medium Point), Tweezers (Fine Point), Shade Card/ Colour Grading Card, UV Lamp, Calculator, Gauge, Paper Packets for Diamonds with Safety Backing Paper, Grading Tray, Cleaning Cloth/Gem Cloth, Weighing Scale, Sieve Set, Tripod, Gemmological Microscope (Binocular), Rough Diamonds Stock | |

## Module 7: Assort gemstones

## *Mapped to G&J/N3606, v1.0*

## 

**Terminal Outcomes:**

* Demonstrate the process of assorting gemstones.

|  |  |
| --- | --- |
| Duration:*<30:00>* | Duration:*<60:00>* |
| **Theory – Key Learning Outcomes** | **Practical – Key Learning Outcomes** |
| * Describe organisational relevant legislation, standards, policies and procedures * Discuss jewellery trends and types of gemstones used and their value * Explain basics of gemstones such as colour, cut, clarity, carat, precious, semi-precious, synthetic, modified * Discuss different markets for gemstones and their origin so that precedence can indicate the gemstone quality * Describe gemstone setting process * Discuss labelling details * Discuss importance of timely delivery to next department of assorted diamonds * Discuss importance of near zero damage and loss of diamonds. | * Show how to assort gemstones as per design requirement for weight, size, colour and type. * Apply appropriate ways to identify between natural and lab grown synthetic gemstones. * Apply appropriate ways to ensure near zero damage and loss of diamonds. * Apply appropriate ways to improve speed of assorting while maintaining quality of production and achieving daily targets. * Show how to report mismatch of stones with regards to colour, type, size or weight and number of stones. * Show how to report shortage of stones as per requirement. |
| **Classroom Aids:** | |
| Whiteboard, marker pen, computer or laptop attached to LCD projector, scanner, computer speakers | |
| **Tools, Equipment and Other Requirements** | |
| Blank Sheets, Sorting Pad/Japan Tk, Table Lamp / Diamond Lamp, Stone Scoop / Supadi, Jewellers Triplet Loupe, Tweezers (Medium Point), Tweezers (Fine Point), Shade Card/ Colour Grading Card, UV Lamp, Calculator, Gauge, Paper Packets for Gemstones with Safety Backing Paper, Grading Tray, Cleaning Cloth/Gem Cloth, Weighing Scale, Sieve Set, Tripod, Gemmological Microscope (Binocular), Gemstone Stock | |

## Module 8: 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 9: 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 10: 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 11: 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 12: 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 13: 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 14: 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 15: 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 16: 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 17: 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 18: 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. | 3 | Diamond grading | 2 | Diamond grading |  |
| Certified in relevant CITS course as appropriate |  |  |  |  |  |  |

|  |  |
| --- | --- |
| Trainer Certification | |
| Domain Certification | **Platform Certification** |
| Certified for job role: “Diamond Assorter”, mapped to QP: G&J/Q3603”  Minimum accepted score will be 80% aggregate. | Recommended that the trainer is certified for the job role, “Trainer (VET and Skills), mapped to the qualification pack: “Trainer, MEP/Q2601”  Minimum accepted score will be 80% aggregate. |

## 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 | Diamond grading | 2 | Diamond grading |  |
| Certified in relevant CITS course as appropriate |  |  |  |  |  |  |

|  |  |
| --- | --- |
| Assessor Certification | |
| Domain Certification | **Platform Certification** |
| Certified for job role: “Diamond Assorter”, mapped to QP: G&J/Q3603”  Minimum accepted score will be 80% aggregate. | Recommended that the Assessor is certified for the job role, “Assessor (VET and Skills)”, mapped to the Qualification pack: “Assessor, MEP/Q2701”  Minimum accepted score will be 80% aggregate. |

## 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 |