

## Qualification Pack



# Stone Fixer - Imitation Jewellery

QP Code: G&J/Q1504

Version: 3.0

NSQF Level: 2

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## Qualification Pack

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## Qualification Pack

### G&J/Q1504: Stone Fixer - Imitation Jewellery

#### Brief Job Description

The individual at work inserts and fixes stones in the jewellery frame and handmade jewellery/ accessories manufacturing. Stone fixer also called, Artisan or Bench-worker, the Fixer fixes stones in the collets provided for the jewellery/ accessories frame after it has been finished with all abrasive and chemical polishing processes

#### Personal Attributes

The job requires the individual to have: integrity; attention to details; good eyesight; steady hands; ability to work in a process driven team for long hours in sitting position; a lot of patience; and creativity. The individual must work in small groups in an enclosed area with minimum hazards when dealing with sharp tools

#### Applicable National Occupational Standards (NOS)

##### Compulsory NOS:

1. [G&J/N1504: Fix stones on jewellery frame](#)
2. [G&J/N9905: Maintain occupational health and safety](#)
3. [DGT/VSQ/N0102: Employability Skills \(60 Hours\)](#)

#### Qualification Pack (QP) Parameters

<b>Sector</b>	Gem & Jewellery
<b>Sub-Sector</b>	Imitation Jewellery
<b>Occupation</b>	Stone Fixing
<b>Country</b>	India
<b>NSQF Level</b>	2
<b>Credits</b>	8
<b>Aligned to NCO/ISCO/ISIC Code</b>	NCO - 2015/7313.0703

## Qualification Pack

<b>Minimum Educational Qualification &amp; Experience</b>	Ability to read and write with 1 Year of experience relevant experience OR No formal education prescribed with 1 Year of experience relevant experience OR Previous relevant Qualification of NSQF Level (level 1) with NA of experience
<b>Minimum Level of Education for Training in School</b>	
<b>Pre-Requisite License or Training</b>	NA
<b>Minimum Job Entry Age</b>	16 Years
<b>Last Reviewed On</b>	NA
<b>Next Review Date</b>	17/11/2025
<b>NSQC Approval Date</b>	17/12/2022
<b>Version</b>	3.0
<b>Reference code on NQR</b>	2022/GJ/GJSCI/06719
<b>NQR Version</b>	3

## Qualification Pack

### G&J/N1504: Fix stones on jewellery frame

#### Description

This OS unit is about inserting stones in the frame and fixing it securely

#### Scope

The scope covers the following :

- This unit/task covers the following:
- Setting stones
- Achieving productivity
- Maintaining quality of output
- Handling problems

#### Elements and Performance Criteria

##### *Setting stones*

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

- PC1.** achieve flawless fixing as per design requirement
- PC2.** achieve even colour of stones set, i.e., no discolouration or breakage during setting
- PC3.** fix stones securely

##### *Achieving productivity*

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

- PC4.** deliver in time
- PC5.** deliver number of frames with stones set as per target and of design quality

##### *Maintaining quality of output*

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

- PC6.** deliver defect free and evenly set jewellery pieces and accessories
- PC7.** deliver damage free stones of even colour and well secured
- PC8.** deliver maximum number of qc-okayed settings
- PC9.** rework on the product returned from qc

##### *Handling problems*

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

- PC10.** deliver complete jewellery on time by reporting problems faced or anticipated well in advance

#### Knowledge and Understanding (KU)

The individual on the job needs to know and understand:

- KU1.** company policies on : quality, delivery timelines, safety and hazards, integrity and personal management

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- KU2.** work flow involved in jewellery manufacturing process of the company
- KU3.** typical customer profile and market trends
- KU4.** importance of individuals role in the workflow
- KU5.** reporting structure
- KU6.** fashion jewellery/ accessories making process
- KU7.** types of jewellery (product, styles, regional, traditional, making technique)
- KU8.** uses of different types of tools and techniques for stone setting
- KU9.** basic properties of stones and effect of reaction to pressure, heat and chemicals
- KU10.** filing and soldering

## Generic Skills (GS)

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

- GS1.** prepare notes, task lists and schedule with co-workers
- GS2.** prepare progress reports of assigned tasks
- GS3.** read notes and put notes on design
- GS4.** for use technology such as computer for visual aid or improving efficiency
- GS5.** discuss task lists, schedules and work-loads with co-workers
- GS6.** question co-workers appropriately in order to understand the nature of problem and to make a diagnosis
- GS7.** keep seniors informed about the progress of work
- GS8.** make decisions pertaining to the concerned area of work to implement them on personal or organizational level
- GS9.** plan and organize the work according to the requirement by doing time management so the work goal can be achieved
- GS10.** use customer centric approach that provides a positive customer experience before and after the sale in order to drive repeat business, customer loyalty and profits
- GS11.** think through the problem, evaluate the possible solution (s) and suggest an optimum/ best possible solution (s)
- GS12.** identify immediate or temporary solutions to resolve delays
- GS13.** analyze activities by breaking them down into single and manageable components
- GS14.** anticipate process disruption and reasons for delay

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### Assessment Criteria

Assessment Criteria for Outcomes	Theory Marks	Practical Marks	Project Marks	Viva Marks
<i>Setting stones</i>	<b>10</b>	<b>20</b>	-	-
<b>PC1.</b> achieve flawless fixing as per design requirement	-	10	-	-
<b>PC2.</b> achieve even colour of stones set, i.e., no discolouration or breakage during setting	5	5	-	-
<b>PC3.</b> fix stones securely	5	5	-	-
<i>Achieving productivity</i>	-	<b>6</b>	-	-
<b>PC4.</b> deliver in time	-	3	-	-
<b>PC5.</b> deliver number of frames with stones set as per target and of design quality	-	3	-	-
<i>Maintaining quality of output</i>	-	<b>21</b>	-	-
<b>PC6.</b> deliver defect free and evenly set jewellery pieces and accessories	-	3	-	-
<b>PC7.</b> deliver damage free stones of even colour and well secured	-	5	-	-
<b>PC8.</b> deliver maximum number of qc-okayed settings	-	10	-	-
<b>PC9.</b> rework on the product returned from qc	-	3	-	-
<i>Handling problems</i>	-	<b>3</b>	-	-
<b>PC10.</b> deliver complete jewellery on time by reporting problems faced or anticipated well in advance	-	3	-	-
<b>NOS Total</b>	<b>10</b>	<b>50</b>	-	-

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### National Occupational Standards (NOS) Parameters

<b>NOS Code</b>	G&J/N1504
<b>NOS Name</b>	Fix stones on jewellery frame
<b>Sector</b>	Gem & Jewellery
<b>Sub-Sector</b>	Imitation Jewellery
<b>Occupation</b>	Stone Fixing
<b>NSQF Level</b>	3
<b>Credits</b>	5
<b>Version</b>	2.0
<b>Last Reviewed Date</b>	NA
<b>Next Review Date</b>	17/11/2025
<b>NSQC Clearance Date</b>	17/12/2022



## Qualification Pack

### G&J/N9905: Maintain occupational health and safety

#### Description

This OS unit is about being aware of, communicating and taking steps towards minimizing potential hazards and dangers of accidents on the job and maintaining occupational health and safety

#### Scope

The scope covers the following :

- This unit/task covers the following:
- Communicating potential accident points
- Using safety gear

#### Elements and Performance Criteria

##### *Communicating potential accident points*

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

**PC1.** spot and report potential hazards on time

**PC2.** follow company policy and rules regarding use of hazardous materials

**PC3.** attend and actively participate in the health and safety campaigns organised by the company

##### *Using safety gear*

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

**PC4.** use or wear safety gear as per the rules of the company

#### Knowledge and Understanding (KU)

The individual on the job needs to know and understand:

**KU1.** companys policies on handling: harmful chemicals and sharp tools, safety and hazards of machines, fire safety and, disposal of harmful chemicals and materials

**KU2.** work flow involved in companys jewellery manufacturing process

**KU3.** importance of the individuals role in the workflow

**KU4.** reporting structure

**KU5.** how different chemicals react and what could be the danger from them

**KU6.** how to use machines and tools without causing bodily harm

**KU7.** fire safety education

**KU8.** first aid execution

**KU9.** disposal of hazardous chemicals, tools and materials by following prescribed environmental norms or as per company policy

**KU10.** companys policies on: safety and hazardsand personnel management

**KU11.** reporting structure

**KU12.** how to use machines and tools without suffering bodily harm

## Qualification Pack

### Generic Skills (GS)

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

- GS1.** prepare notes, task lists and schedule with co-workers
- GS2.** prepare progress reports
- GS3.** read notes and put notes on design
- GS4.** read company rules and compliance documents required to complete the work
- GS5.** discuss task lists, schedules and work-loads with co-workers
- GS6.** question co-workers appropriately in order to understand the nature of problem and to make a diagnosis
- GS7.** keep seniors informed about the progress of work
- GS8.** make decisions pertaining to the concerned area of work to implement them on personal or organizational level
- GS9.** plan and organize the work to meet health, safety and security requirements
- GS10.** use customer centric approach that provides a positive customer experience before and after the sale in order to drive repeat business, customer loyalty and profits
- GS11.** think through the problem, evaluate the possible solution (s) and suggest an optimum/ best possible solution (s)
- GS12.** identify immediate or temporary solutions to resolve delays
- GS13.** analyze activities by breaking them down into single and manageable components
- GS14.** anticipate process disruption and reasons for delay
- GS15.** effectively communicate the danger
- GS16.** keep all the tools in an organised manner so as to avoid accidents
- GS17.** keep the work environment safe and clean
- GS18.** report potential sources of danger
- GS19.** follow prescribed procedure in the event of an accident
- GS20.** wear appropriate safety gear to avoid an accident
- GS21.** learn from past mistakes regarding use of hazardous machines or chemicals
- GS22.** spot danger
- GS23.** report potential sources of danger
- GS24.** follow prescribed procedure in the event of an accident
- GS25.** wear appropriate safety gear to avoid an accident

## Qualification Pack

### Assessment Criteria

Assessment Criteria for Outcomes	Theory Marks	Practical Marks	Project Marks	Viva Marks
<i>Communicating potential accident points</i>	<b>2</b>	<b>4</b>	-	-
<b>PC1.</b> spot and report potential hazards on time	1	1	-	-
<b>PC2.</b> follow company policy and rules regarding use of hazardous materials	-	2	-	-
<b>PC3.</b> attend and actively participate in the health and safety campaigns organised by the company	1	1	-	-
<i>Using safety gear</i>	<b>1</b>	<b>1</b>	-	-
<b>PC4.</b> use or wear safety gear as per the rules of the company	1	1	-	-
<b>NOS Total</b>	<b>3</b>	<b>5</b>	-	-

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### National Occupational Standards (NOS) Parameters

<b>NOS Code</b>	G&J/N9905
<b>NOS Name</b>	Maintain occupational health and safety
<b>Sector</b>	Gem & Jewellery
<b>Sub-Sector</b>	Imitation Jewellery, Cast and diamonds-set jewellery, Handmade Gold and Gems-set Jewellery, Gemstone Processing, Silver Smithing, Jewellery Retail, Diamond Processing
<b>Occupation</b>	Generic
<b>NSQF Level</b>	3
<b>Credits</b>	1
<b>Version</b>	3.0
<b>Last Reviewed Date</b>	NA
<b>Next Review Date</b>	17/11/2025
<b>NSQC Clearance Date</b>	17/11/2022

## Qualification Pack

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

#### Description

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

#### Scope

The scope covers the following :

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

#### Elements and Performance Criteria

##### *Introduction to Employability Skills*

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

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

##### *Constitutional values - Citizenship*

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

- PC3.** recognize the significance of constitutional values, including civic rights and duties, citizenship, responsibility towards society etc. and personal values and ethics such as honesty, integrity, caring and respecting others, etc.
- PC4.** follow environmentally sustainable practices

##### *Becoming a Professional in the 21st Century*

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

- PC5.** recognize the significance of 21st Century Skills for employment
- PC6.** practice the 21st Century Skills such as Self-Awareness, Behaviour Skills, time management, critical and adaptive thinking, problem-solving, creative thinking, social and cultural awareness, emotional awareness, learning to learn for continuous learning etc. in personal and professional life

##### *Basic English Skills*

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

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- PC7.** use basic English for everyday conversation in different contexts, in person and over the telephone
- PC8.** read and understand routine information, notes, instructions, mails, letters etc. written in English
- PC9.** write short messages, notes, letters, e-mails etc. in English

### *Career Development & Goal Setting*

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

- PC10.** understand the difference between job and career
- PC11.** prepare a career development plan with short- and long-term goals, based on aptitude

### *Communication Skills*

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

- PC12.** follow verbal and non-verbal communication etiquette and active listening techniques in various settings
- PC13.** work collaboratively with others in a team

### *Diversity & Inclusion*

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

- PC14.** communicate and behave appropriately with all genders and PwD
- PC15.** escalate any issues related to sexual harassment at workplace according to POSH Act

### *Financial and Legal Literacy*

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

- PC16.** select financial institutions, products and services as per requirement
- PC17.** carry out offline and online financial transactions, safely and securely
- PC18.** identify common components of salary and compute income, expenses, taxes, investments etc
- PC19.** identify relevant rights and laws and use legal aids to fight against legal exploitation

### *Essential Digital Skills*

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

- PC20.** operate digital devices and carry out basic internet operations securely and safely
- PC21.** use e- mail and social media platforms and virtual collaboration tools to work effectively
- PC22.** use basic features of word processor, spreadsheets, and presentations

### *Entrepreneurship*

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

- PC23.** identify different types of Entrepreneurship and Enterprises and assess opportunities for potential business through research
- PC24.** develop a business plan and a work model, considering the 4Ps of Marketing Product, Price, Place and Promotion
- PC25.** identify sources of funding, anticipate, and mitigate any financial/ legal hurdles for the potential business opportunity

### *Customer Service*

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

- PC26.** identify different types of customers
- PC27.** identify and respond to customer requests and needs in a professional manner.

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**PC28.** follow appropriate hygiene and grooming standards

*Getting ready for apprenticeship & Jobs*

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

**PC29.** create a professional Curriculum vitae (Résumé)

**PC30.** search for suitable jobs using reliable offline and online sources such as Employment exchange, recruitment agencies, newspapers etc. and job portals, respectively

**PC31.** apply to identified job openings using offline /online methods as per requirement

**PC32.** answer questions politely, with clarity and confidence, during recruitment and selection

**PC33.** identify apprenticeship opportunities and register for it as per guidelines and requirements

## Knowledge and Understanding (KU)

The individual on the job needs to know and understand:

**KU1.** need for employability skills and different learning and employability related portals

**KU2.** various constitutional and personal values

**KU3.** different environmentally sustainable practices and their importance

**KU4.** Twenty first (21st) century skills and their importance

**KU5.** how to use English language for effective verbal (face to face and telephonic) and written communication in formal and informal set up

**KU6.** importance of career development and setting long- and short-term goals

**KU7.** about effective communication

**KU8.** POSH Act

**KU9.** Gender sensitivity and inclusivity

**KU10.** different types of financial institutes, products, and services

**KU11.** how to compute income and expenditure

**KU12.** importance of maintaining safety and security in offline and online financial transactions

**KU13.** different legal rights and laws

**KU14.** different types of digital devices and the procedure to operate them safely and securely

**KU15.** how to create and operate an e- mail account and use applications such as word processors, spreadsheets etc.

**KU16.** how to identify business opportunities

**KU17.** types and needs of customers

**KU18.** how to apply for a job and prepare for an interview

**KU19.** apprenticeship scheme and the process of registering on apprenticeship portal

## Generic Skills (GS)

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

**GS1.** read and write different types of documents/instructions/correspondence

**GS2.** communicate effectively using appropriate language in formal and informal settings

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- GS3.** behave politely and appropriately with all
- GS4.** how to work in a virtual mode
- GS5.** perform calculations efficiently
- GS6.** solve problems effectively
- GS7.** pay attention to details
- GS8.** manage time efficiently
- GS9.** maintain hygiene and sanitization to avoid infection



## Qualification Pack

### Assessment Criteria

Assessment Criteria for Outcomes	Theory Marks	Practical Marks	Project Marks	Viva Marks
<i>Introduction to Employability Skills</i>	<b>1</b>	<b>1</b>	-	-
<b>PC1.</b> identify employability skills required for jobs in various industries	-	-	-	-
<b>PC2.</b> identify and explore learning and employability portals	-	-	-	-
<i>Constitutional values - Citizenship</i>	<b>1</b>	<b>1</b>	-	-
<b>PC3.</b> recognize the significance of constitutional values, including civic rights and duties, citizenship, responsibility towards society etc. and personal values and ethics such as honesty, integrity, caring and respecting others, etc.	-	-	-	-
<b>PC4.</b> follow environmentally sustainable practices	-	-	-	-
<i>Becoming a Professional in the 21st Century</i>	<b>2</b>	<b>4</b>	-	-
<b>PC5.</b> recognize the significance of 21st Century Skills for employment	-	-	-	-
<b>PC6.</b> practice the 21st Century Skills such as Self-Awareness, Behaviour Skills, time management, critical and adaptive thinking, problem-solving, creative thinking, social and cultural awareness, emotional awareness, learning to learn for continuous learning etc. in personal and professional life	-	-	-	-
<i>Basic English Skills</i>	<b>2</b>	<b>3</b>	-	-
<b>PC7.</b> use basic English for everyday conversation in different contexts, in person and over the telephone	-	-	-	-
<b>PC8.</b> read and understand routine information, notes, instructions, mails, letters etc. written in English	-	-	-	-
<b>PC9.</b> write short messages, notes, letters, e-mails etc. in English	-	-	-	-
<i>Career Development &amp; Goal Setting</i>	<b>1</b>	<b>2</b>	-	-

### Qualification Pack

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

### Qualification Pack

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

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### National Occupational Standards (NOS) Parameters

<b>NOS Code</b>	DGT/VSQ/N0102
<b>NOS Name</b>	Employability Skills (60 Hours)
<b>Sector</b>	Cross Sectoral
<b>Sub-Sector</b>	Professional Skills
<b>Occupation</b>	Employability
<b>NSQF Level</b>	4
<b>Credits</b>	2
<b>Version</b>	1.0
<b>Last Reviewed Date</b>	30/11/2023
<b>Next Review Date</b>	29/11/2026
<b>NSQC Clearance Date</b>	30/11/2023

## Assessment Guidelines and Assessment Weightage

### Assessment Guidelines

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

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**Minimum Aggregate Passing % at QP Level : 50**

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

## Assessment Weightage

Compulsory NOS

National Occupational Standards	Theory Marks	Practical Marks	Project Marks	Viva Marks	Total Marks	Weightage
G&J/N1504.Fix stones on jewellery frame	10	50	-	-	60	80
G&J/N9905.Maintain occupational health and safety	3	5	-	-	8	10
DGT/VSQ/N0102.Employability Skills (60 Hours)	20	30	0	0	50	10
<b>Total</b>	<b>33</b>	<b>85</b>	<b>0</b>	<b>0</b>	<b>118</b>	<b>100</b>

## Qualification Pack

### Acronyms

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

## Qualification Pack

### Glossary

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

## Qualification Pack

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