

**Model Curriculum**

QP Name: Imitation Jewellery Maker

QP Code: G&J/Q9203

Version: 1.0

NSQF Level: 2

Gem & Jewellery Skill Council of India

4th Floor, Business Facilitation Centre Building, SEEPZ Special Economic Zone, Andheri East,

Mumbai - 400 096.

**Table of Contents**

[Training Parameters 3](#_Toc199837081)

[Program Overview 4](#_Toc199837082)

[Training Outcomes 4](#_Toc199837083)

[Compulsory Modules 4](#_Toc199837084)

[Optional Modules 5](#_Toc199837085)

[Module 1: Introduction to the Role of Imitation Jewellery Maker 7](#_Toc199837086)

[Module 2: Utilise traditional beading and embroidery techniques 8](#_Toc199837087)

[Module 3: Assemble different jewellery components 10](#_Toc199837088)

[Module 4: Pack and dispatch finished items 12](#_Toc199837089)

[Module 5: Maintain health and safety at the workplace 14](#_Toc199837090)

[Module 6: DGT/VSQ/N0102: Employability Skills (60 Hours) 16](#_Toc199837091)

[Module 7: Plating of imitation Jewellery 19](#_Toc199837092)

[Module 8: Create Madhubani style imitation Jewellery 21](#_Toc199837093)

[Module 9: Make Kundan Jadau imitation jewellery 23](#_Toc199837094)

[Module 10: Make oxidised imitation jewellery 25](#_Toc199837095)

[Module 11: Apply cold enamelling on imitation Jewellery 27](#_Toc199837096)

[Module 12: On-the-Job Training 29](#_Toc199837097)

[Annexure 30](#_Toc199837098)

[Trainer Requirements 30](#_Toc199837099)

[Assessor Requirements 31](#_Toc199837100)

[Assessment Strategy 32](#_Toc199837101)

[References 34](#_Toc199837102)

[Glossary 34](#_Toc199837103)

[Acronyms and Abbreviations 36](#_Toc199837104)

# Training Parameters

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| --- | --- |
| **Sector** | Gem & Jewellery |
| **Sub-Sector** | Imitation Jewellery |
| **Occupation** | Imitation jewellery making |
| **Country** | India |
| **NSQF Level** | 2 |
| **Aligned to NCO/ISCO/ISIC Code** | NCO-2015/7313.0703 |
| **Minimum Educational Qualiﬁcation and Experience** | No formal education with no experience  OR  Ability to read and write with no experience  OR  Previous relevant Qualification of NSQF Level 1 with no experience |
| **Pre-Requisite License or Training** | NA |
| **Minimum Job Entry Age** | 15 Years |
| **Last Reviewed On** | 18-Feb-2025 |
| **Next Review Date** | 18-Feb-2028 |
| **NSQC Approval Date** | 18-Feb-2025 |
| **QP Version** | 1.0 |
| **Model Curriculum Creation Date** | 18-Feb-2025 |
| **Model Curriculum Valid Up to Date** | 18-Feb-2028 |
| **Model Curriculum Version** | 1.0 |
| **Minimum Duration of the Course** | 270 Hours |
| **Maximum Duration of the Course** | 390 Hours |

# Program Overview

This section summarises 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 to:

* Demonstrate proficiency in traditional beading and embroidery techniques to create intricate and culturally relevant jewellery designs.
* Assemble various jewellery components using appropriate techniques and tools.
* Implement efficient packing and dispatch procedures for finished jewellery items.
* Apply appropriate plating techniques on imitation jewellery to enhance appearance and durability.
* Create Madhubani-style imitation jewellery using traditional motifs and techniques.
* Produce Kundan Jadau and oxidised imitation jewellery by employing specific techniques and processes.
* Utilise cold enamelling techniques on imitation jewellery to achieve desired finishes.

## 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/N9203: Utilise traditional beading and embroidery techniques**  **NOS Version-1.0**  **NSQF Level- 2** | **30:00** | **10:00** | **20:00** | **-** | **60:00** |
| Module 1: Introduction to the Role of Imitation Jewellery Maker | 10:00 | 00:0 | 00:00 | - | 10:00 |
| Module 2: Utilise traditional beading and embroidery techniques | 20:00 | 10:00 | 20:00 | - | 50:00 |
| **G&J/N9204: Assemble different jewellery components**  **NOS Version-1.0**  **NSQF Level- 2** | **10:00** | **50:00** | **30:00** | **-** | **90:00** |
| Module 3: Assemble different jewellery components | 10:00 | 50:00 | 30:00 | - | 90:00 |
| **G&J/N9205: Pack and dispatch finished items**  **NOS Version-1.0**  **NSQF Level- 2** | **10:00** | **10:00** | **10:00** | **-** | **30:00** |
| Module 4: Pack and dispatch finished items | 10:00 | 10:00 | 10:00 | - | 30:00 |
| **G&J/N9902: Maintain health and safety at workplace**  **NOS Version-2.0**  **NSQF Level- 2** | **10:00** | **20:00** | **00:00** | **-** | **30:00** |
| Module 5: Maintain health and safety at the workplace | 10:00 | 20:00 | 00:00 | - | 30:00 |
| **DGT/VSQ/N0102: Employability Skills (60 Hours)**  **NOS Version No. 1**  **NSQF Level- 4** | **24:00** | **36:00** | **00:00** | **-** | **60:00** |
| Module 6: Employability Skills | 24:00 | 36:00 | 00:00 | - | 60:00 |
| **Total Duration** | **84:00** | **126:00** | **60:00** | **-** | **270:00** |

## Optional Modules

**Optional 1**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **NOS and Module Details** | **Theory Duration** | **Practical Duration** | **On-the-Job Training Duration (Mandatory)** | **On-the-Job Training Duration (Recommended)** | **Total Duration** |
| **G&J/N9206: Create Madhubani style imitation jewellery**  **NOS Version-1.0**  **NSQF Level- 2** | **10:00** | **10:00** | **10:00** | **-** | **30:00** |
| Module 8: Create Madhubani style imitation jewellery | 10:00 | 10:00 | 10:00 | - | 30:00 |

**Optional 2**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **NOS and Module Details** | **Theory Duration** | **Practical Duration** | **On-the-Job Training Duration (Mandatory)** | **On-the-Job Training Duration (Recommended)** | **Total Duration** |
| **G&J/N9207: Make Kundan Jadau imitation jewellery**  **NOS Version-1.0**  **NSQF Level- 2** | **10:00** | **10:00** | **10:00** | **-** | **30:00** |
| Module 9: Make Kundan Jadau imitation jewellery | 10:00 | 10:00 | 10:00 | - | 30:00 |

**Optional 3**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **NOS and Module Details** | **Theory Duration** | **Practical Duration** | **On-the-Job Training Duration (Mandatory)** | **On-the-Job Training Duration (Recommended)** | **Total Duration** |
| **G&J/N9208: Make oxidised imitation jewellery**  **NOS Version-1.0**  **NSQF Level- 2** | **10:00** | **10:00** | **10:00** | **-** | **30:00** |
| Module 10: Make oxidised imitation jewellery | 10:00 | 10:00 | 10:00 | - | 30:00 |

**Optional 4**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **NOS and Module Details** | **Theory Duration** | **Practical Duration** | **On-the-Job Training Duration (Mandatory)** | **On-the-Job Training Duration (Recommended)** | **Total Duration** |
| **G&J/N9209: Apply cold enamelling on imitation Jewellery**  **NOS Version-1.0**  **NSQF Level- 2** | **10:00** | **10:00** | **10:00** | **-** | **30:00** |
| Module 11: Apply cold enamelling on imitation Jewellery | 10:00 | 10:00 | 10:00 | - | 30:00 |

**Module Details**

# Module 1: Introduction to the Role of Imitation Jewellery Maker

*Bridge Module*

**Terminal Outcomes:**

* Describe the structure of the Indian jewellery market and identify the market share of imitation jewellery.
* Define the roles and responsibilities of an imitation jewellery maker and outline the various career opportunities and potential growth paths within the sector.

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| --- | --- |
| **Duration: 10:00** | **Duration: 00:00** |
| **Theory – Key Learning Outcomes** | **Practical – Key Learning Outcomes** |
| * Discuss the objectives and significance of the Skill India Mission and the role of the Gem and Jewellery Sector Skill Council in promoting skills development within the sector. * Outline the structure of the Indian gem and jewellery market. * Define imitation jewellery and differentiate it from fine and fashion jewellery. * Discuss about key global markets for imitation jewellery. * Identify the factors influencing consumer preferences and buying behaviour of imitation jewellery in India. * Identify current market trends shaping the demand for imitation jewellery in India and globally. * Define the key tasks, duties, and responsibilities of an imitation jewellery maker. * Discuss various career opportunities available to imitation jewellery makers within the jewellery sector. |  |
| **Classroom Aids** | |
| Participant handbook, whiteboard, marker, overhead projector or large screen, laptop with internet connection, external speakers, PowerPoint slides, notepad, pens, etc. | |
| **Tools, Equipment and Other Requirements** | |
| NA | |

# Module 2: Utilise traditional beading and embroidery techniques

*Mapped to NOS: G&J/N9203, v1.0*

**Terminal Outcomes:**

* Demonstrate the ability to create intricate jewellery designs that effectively integrate traditional beadwork and embroidery techniques.
* Evaluate and select appropriate materials and techniques to produce high-quality, durable imitation jewellery that meets specified design requirements.
* Identify and rectify defects in beadwork and embroidery to ensure the final product meets quality standards and aesthetic appeal.

|  |  |
| --- | --- |
| **Duration: 20:00** | **Duration: 10:00** |
| **Theory – Key Learning Outcomes** | **Practical – Key Learning Outcomes** |
| * Explain the historical and cultural significance of traditional beadwork and embroidery patterns and how they influence contemporary designs. * Discuss how to choose materials such as beads, threads, and base fabrics that complement design requirements and achieve desired effects. * Explain how to integrate traditional beadwork and embroidery techniques with other jewellery-making styles, such as painted or wire-wrapped components. * Identify various stitching methods and thread types used in jewellery making and explain their compatibility with different materials. * Identify common defects in beadwork and embroidery, such as bead alignment issues or fabric fraying, and understand methods to correct them. * Evaluate the compatibility of materials (e.g., beads, threads, paints, wires) with techniques to achieve optimal results. | * Develop jewellery designs using traditional beadwork techniques. * Use appropriate beading techniques such as peyote, brick stitch, and Kuchi work to create complex jewellery designs based on the material and design. * Prepare materials such as beads, threads, needles, fabrics, hoops, and other components required for beadwork and embroidery. * Use various embroidery techniques, including cross stitch, chain stitch, French knot, appliqué, and Kantha embroidery in imitation jewellery. * Create intricate beadwork and embroidery using consistent stitch patterns, ensuring proper placement and secure attachment of beads and stitches. * Demonstrate the use of various materials and techniques to achieve unique visual effects in the work. * Apply appropriate methods to secure attachment of beads and other components while maintaining aesthetic harmony. * Employ appropriate techniques to rectify defects or inconsistencies in beadwork, embroidery, or overall assembly, ensuring quality control. |
| **Classroom Aids:** | |
| Participant handbook, whiteboard, marker, overhead projector or large screen, laptop with internet connection, external speakers, PowerPoint slides, notepad, pens, etc. | |
| **Tools, Equipment and Other Requirements** | |
| Beads (seed, glass, wooden), Embroidery threads (cotton, silk, metallic), Beading threads (nylon, polyester), Clasps, jump rings, Beading needles (various sizes), Scissors, Craft knives, Thread snips, beading mats or trays, tweezers, Embroidery needles (various sizes), Embroidery hoops (different sizes), Measuring tape or ruler, Bead organisers, Glue, Glue applicators, First aid kit, etc. | |

# Module 3: Assemble different jewellery components

*Mapped to NOS: G&J/N9204, v1.0*

**Terminal Outcomes:**

* Employ suitable techniques to assemble various components of imitation jewellery, ensuring proper alignment, symmetry, and aesthetic appeal.
* Assess and select suitable materials and components for imitation jewellery assembly based on design requirements, durability, and compatibility.
* Integrate advanced assembly techniques, such as wire wrapping, stone setting, and various fastening methods.

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| **Duration: 10:00** | **Duration: 50:00** |
| **Theory – Key Learning Outcomes** | **Practical – Key Learning Outcomes** |
| * Identify and differentiate various types of jewellery products (e.g., rings, bracelets, pendants). * Explain the basic principles of jewellery design and how different components fit together. * List various tools for shaping imitation jewellery components, such as files, cutters, and pliers. * Identify methods to check for defects in imitation jewellery components before assembly. * State the importance of arranging the components in order to be assembled for an efficient workflow. * Discuss ways to ensure all components match the required size, shape, and design before assembly. * Discuss the importance of alignment and symmetry when assembling jewellery pieces. * Identify various knots in jewellery making, such as square and macramé knots. * Explain polishing and finishing methods for jewellery items. | * Role-play to collect pre-casted metal bases and tools for imitation jewellery making from the supervisor. * Apply appropriate techniques to inspect each component for defects such as cracks, discolouration, or misalignment. * Apply appropriate inspection techniques to ensure the soldered areas are clean, smooth, and without excess material. * Prepare components by cleaning, smoothing, or filing edges for proper fitting. * Utilise appropriate joining techniques, including adhesives, rivets, crimp beads, and jump rings, to securely connect delicate or intricate components in various jewellery pieces. * Perform wire wrapping to secure beads, pendants, or other components with decorative touches. * Display proper beading techniques, like stringing and weaving, to create various types of jewellery. * Demonstrate different stone setting methods, such as prong, bezel, and channel settings. * Show how to attach findings, such as ear wires, headpins, and eye pins, to connect and secure jewellery parts. * Apply macramé knots or similar techniques for connecting soft materials like threads or cords. * Demonstrate the process to rework any misaligned or insecure parts. * Apply the suitable settings for stones, such as prong or bezel settings, and them using appropriate adhesives when necessary. * Employ suitable ways to verify the integrity of stones during setting, ensuring there is no discoloration or breakage. * Apply smoothing and polishing techniques to enhance the finish of jewellery items by removing rough edges and blemishes. * Display appropriate ways to evaluate the jewellery piece for alignment, symmetry, and aesthetic appeal after polishing. |
| **Classroom Aids:** | |
| Participant handbook, whiteboard, marker, overhead projector or large screen, laptop with internet connection, external speakers, PowerPoint slides, notepad, pens, etc. | |
| **Tools, Equipment and Other Requirements** | |
| Pre-casted metal bases (various shapes and sizes), Beads (variety of types and sizes), Jump rings, Crimp beads, Rivets, Glue, Glue applicators, Pliers (round-nose, flat-nose, and chain-nose), Wire cutters, Tweezers, Files (various grades), Grinding wheel or Dremel tool, Safety Equipment (Safety goggles, Dust mask, Aprons and Gloves), Polishing wheel or buffing wheel, Polishing compounds, Measuring tape or ruler, Waste bins, etc. | |

# Module 4: Pack and dispatch finished items

*Mapped to NOS: G&J/N9205, v1.0*

**Terminal Outcomes:**

* Demonstrate the process of packing and labelling jewellery items based on order specifications.
* Demonstrate the process of efficiently dispatching jewellery through appropriate shipping channels while maintaining compliance with company policies.
* Show how to maintain comprehensive records of packing and dispatch details.

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| **Duration: 10:00** | **Duration: 10:00** |
| **Theory – Key Learning Outcomes** | **Practical – Key Learning Outcomes** |
| * Illustrate the workflow involved in the company's jewellery manufacturing process. * **Describe** the procedures for recording order details accurately. * **Identify** different types of labels and tags used for jewellery packaging. * **Summarise** company policies for making accurate and complete entries on tags and labels. * **Identify industry standards for recording and maintaining order and packaging details, ensuring that the recorded information matches the product specifications and the order details.** * **Ensure** that labels include product type, order number, and customer details. * **List** different types of packing materials suitable for imitation jewellery. * **Discuss** best practices for packing delicate and fragile items securely. * **State the importance of labelling packages with clear instructions for handling**. * **Outline** packaging standards, including protection against environmental factors. | * **Show how to match** the type, weight, and number of jewellery pieces as per the order receipt or production plan. * **Apply knowledge of jewellery details to accurately record order number, design, size, weight, color, and type**. * **Conduct a thorough double-check of the recorded details to ensure accuracy before proceeding to packing.** * **Perform complete and accurate entries on tags and labels following company policy.** * **Select** appropriate packing materials depending on the type of jewellery and shipping destination. * Employ proper sealing techniques to secure packages and prevent tampering or damage during transportation. * **Tag packages with relevant details, including barcodes or printed labels, to ensure traceability.** * **Arrange for the dispatch of packaged jewellery through the appropriate shipping channel**. * **Role-play to report potential delays or issues in the dispatch process to relevant team members or supervisors.** * **Show how to maintain a log of dispatch details following the company's standard operating procedures (SOP).** |
| **Classroom Aids** | |
| Participant handbook, whiteboard, marker, overhead projector or large screen, laptop with internet connection, external speakers, PowerPoint slides, notepad, pens, etc. | |
| **Tools, Equipment and Other Requirements** | |
| Digital scale, Ruler or measuring tape, recording sheets, Pens, markers, or highlighters, Bubble wrap, Boxes (various sizes), Cushioning materials (e.g., foam, tissue paper), Label printer or adhesive labels, Barcode scanner (if applicable), Packing tape dispenser, etc. | |

# Module 5: Maintain health and safety at the workplace

*Mapped to NOS: G&J/N9902, Vx.x*

**Terminal Outcomes:**

* Demonstrate the process to mitigate workplace hazards through the appropriate use of safety equipment and adherence to safety protocols.
* Apply safe working practices and emergency response procedures effectively at the workplace.
* Perform accurate first aid procedures and communicate emergencies to ensure swift resolution of health and safety incidents.

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| **Duration: 10:00** | **Duration: 20:00** |
| **Theory – Key Learning Outcomes** | **Practical – Key Learning Outcomes** |
| * **Identify** company policies on safety and hazards and personnel management. * **Explain** the meaning of hazards and risks in the workplace. * **Describe** the health and safety hazards commonly present in the workplace and related precautions. * **Discuss** the reporting structure for health and safety incidents. * Discuss how to avoid performing any tasks or activities in the wrong posture. * **List** preventative and remedial actions to be taken in case of exposure to toxic materials. * **Outline** methods of accident prevention in the workplace. * **Explain** the various dangers associated with the use of electrical equipment. * **Describe** precautionary activities to prevent fire accidents. * **Identify** different types of fire extinguishing. * **Explain** how to use machines and tools without causing any accidents. * **Discuss** the importance of using protective clothing/equipment while working. * **Describe** the techniques for using different fire extinguishers. * **Identify** various types of safety signs and their meanings. * **Describe** appropriate basic first aid treatment relevant to different conditions (e.g., bleeding, minor burns, eye injuries). | * **Demonstrate** the use of appropriate protective clothing/equipment for specific tasks and work. * **Carry out** safe working practices while dealing with hazards to ensure the safety of self and others. * **Practice** appropriate working postures to minimise occupational health-related issues. * Demonstrate the correct use of fire extinguishers for different types of fire. * Demonstrate rescue techniques applied during a fire hazard. * Demonstrate good housekeeping practices to prevent fire hazards. * Apply appropriate first aid procedures to victims (e.g., bleeding, burns, choking, electric shock). * Role-play to respond promptly and appropriately to an accident or medical emergency. * Dramatise various emergency procedures, such as raising alarms, safe evacuation, and identifying the correct assembly point. * Show how to raise alarms and follow emergency procedures effectively. * Demonstrate casualty lifting techniques in case of an accident caused to a person. |
| **Classroom Aids** | |
| Participant handbook, whiteboard, marker, overhead projector or large screen, laptop with internet connection, external speakers, PowerPoint slides, notepad, pens, etc. | |
| **Tools, Equipment and Other Requirements** | |
| Personal Protective Equipment (Safety helmets, Gloves, Safety goggles, Ear protection, Respirators/masks), Fire extinguishers (different types: water, foam, CO2, powder), Fire blankets, Fire alarms (if applicable), First aid kits, CPR dummy for practice (if applicable), Emergency evacuation maps (samples), etc. | |

# Module 6: DGT/VSQ/N0102: Employability Skills (60 Hours)

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| --- | --- | --- | --- |
| **Mandatory Duration:** 60:00 | | | |
| **Location: On-Site** | | | |
| **Sl. No.** | **Module Name** | **Key Learning Outcomes** | **Duration (hours)** |
| 1. | Introduction to Employability Skills | * Discuss the Employability Skills required for jobs in various industries * List different learning and employability related GOI and private portals and their usage | 1.5 Hours |
| 2. | Constitutional values - Citizenship | * Explain the constitutional values, including civic rights and duties, citizenship, responsibility towards society and personal values and ethics such as honesty, integrity, caring and respecting others that are required to become a responsible citizen. * Show how to practice different environmentally sustainable practices. | 1.5 Hours |
| 3. | Becoming a Professional in the 21st Century | * Discuss importance of relevant 21st century skills. * Exhibit 21st century skills like Self-Awareness, Behavior Skills, time management, critical and adaptive thinking, problem-solving, creative thinking, social and cultural awareness, emotional awareness, learning to learn etc. in personal or professional life. * Describe the benefits of continuous learning. | 2.5 Hours |
| 4. | Basic English Skills | * Show how to use basic English sentences for everyday conversation in different contexts, in person and over the telephone * Read and interpret text written in basic English * Write a short note/paragraph / letter/e -mail using basic English | 10 Hours |
| 5. | Career Development & Goal Setting | * Create a career development plan with well-defined short- and long-term goals | 2 Hours |
| 6. | Communication Skills | * Demonstrate how to communicate effectively using verbal and nonverbal communication etiquette. * Explain the importance of active listening for effective communication * Discuss the significance of working collaboratively with others in a team | 5 Hours |
| 7. | Diversity & Inclusion | * Demonstrate how to behave, communicate, and conduct oneself appropriately with all genders and PwD * Discuss the significance of escalating sexual harassment issues as per POSH act. | 2.5 Hours |
| 8. | Basic English Skills | * Show how to use basic English sentences for everyday conversation in different contexts, in person and over the telephone * Read and interpret text written in basic English * Write a short note/paragraph / letter/e -mail using basic English | 10 Hours |
| 9. | Career Development & Goal Setting | * Create a career development plan with well-defined short- and long-term goals | 2 Hours |
| 10. | Communication Skills | * Demonstrate how to communicate effectively using verbal and nonverbal communication etiquette. * Explain the importance of active listening for effective communication * Discuss the significance of working collaboratively with others in a team | 5 Hours |
| 11. | Diversity & Inclusion | * Demonstrate how to behave, communicate, and conduct oneself appropriately with all genders and PwD * Discuss the significance of escalating sexual harassment issues as per POSH act. | 2.5 Hours |
| 12. | Financial and Legal Literacy | * Outline the importance of selecting the right financial institution, product, and service * Demonstrate how to carry out offline and online financial transactions, safely and securely * List the common components of salary and compute income, expenditure, taxes, investments etc. * Discuss the legal rights, laws, and aids | 5 Hours |
| 13. | Essential Digital Skills | * Describe the role of digital technology in today's life * Demonstrate how to operate digital devices and use the associated applications and features, safely and securely * Discuss the significance of displaying responsible online behavior while browsing, using various social media platforms, emails, etc., safely and securely * Create sample word documents, excel sheets and presentations using basic features * Utilise virtual collaboration tools to work effectively | 10 Hours |
| 14. | Entrepreneurship | * Explain the types of entrepreneurship and enterprises * Discuss how to identify opportunities for potential business, sources of funding and associated financial and legal risks with its mitigation plan * Describe the 4Ps of Marketing-Product, Price, Place and Promotion and apply them as per requirement * Create a sample business plan, for the selected business opportunity | 7 Hours |
| 15. | Customer Service | * Describe the significance of analysing different types and needs of customers * Explain the significance of identifying customer needs and responding to them in a professional manner. * Discuss the significance of maintaining hygiene and dressing appropriately | 5 Hours |
| 16. | Getting Ready for apprenticeship & Jobs | * Create a professional Curriculum Vitae (CV) * Use various offline and online job search sources such as employment exchanges, recruitment agencies, and job portals respectively * Discuss the significance of maintaining hygiene and confidence during an interview * Perform a mock interview * List the steps for searching and registering for apprenticeship opportunities | 8 Hours |

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| **LIST OF TOOLS & EQUIPMENT FOR EMPLOYABILITY SKILLS** | | |
| **Sl No.** | **Name of the Equipment** | **Quantity** |
| 1. | Computer (PC) with latest configurations – and Internet connection with standard operating system and standard word processor and worksheet software (Licensed)  (all software should either be latest version or one/two version below) | As required |
| 2. | UPS | As required |
| 3. | Scanner cum Printer | As required |
| 4. | Computer Tables | As required |
| 5. | Computer Chairs | As required |
| 6. | LCD Projector | As required |
| 7. | White Board 1200mm x 900mm | As required |
| *Note: Above Tools &Equipment not required, if Computer LAB is available in the institute.* | | |

# Module 7: Create Madhubani style imitation Jewellery

*Mapped to NOS: G&J/N9206, v1.0*

**Terminal Outcomes:**

* Design and develop intricate Madhubani-inspired Jewellery.
* Prepare and execute surface preparation and painting techniques.
* Show how to assemble and finalise Madhubani-style imitation Jewellery.

|  |  |
| --- | --- |
| **Duration: 10:00** | **Duration: 10:00** |
| **Theory – Key Learning Outcomes** | **Practical – Key Learning Outcomes** |
| * **Explain** the history, cultural significance, and typical motifs of Madhubani art. * **Discuss** colour theory and its application in Madhubani designs * **Identify** traditional Madhubani painting techniques, including line work, colour use, and symbolic motifs. * **Differentiate** between various paints and their properties, such as acrylics and enamels. * **Identify** materials that mimic traditional Madhubani styles and colours. * **Describe** techniques for preparing different surfaces (metal, resin) for painting, including priming and smoothing. * **State the importance of drying the** painted piece before adding other jewellery components. * **Explain** quality control processes and methods for assessing finished products. * Identify Madhubani-inspired designs for painted, beaded, and wire-wrapped jewellery. | * **Develop** intricate Madhubani designs suitable for painting on jewellery pieces, including patterns, motifs, and colour schemes. * **Prepare** surfaces of jewellery components (e.g., metal, resin) for painting, ensuring proper priming and smoothing. * **Apply** base coats and undercoats to jewellery components, following design specifications. * **Apply** Madhubani motifs and patterns onto the imitation jewellery using traditional colours. * **Use** a fine brush to **apply** intricate patterns and motifs, adding details like dots, lines, and borders. * **Select** appropriate beads (e.g., glass, acrylic, wooden). * **Create** patterns and layouts inspired by Madhubani motifs and colour schemes. * **Use** knotting, weaving, or stringing techniques to secure beads and create stable, aesthetically pleasing designs. * **Apply** glue to attach stones to their appropriate positions. * **Select** appropriate wires based on the design and functionality of the jewellery. * **Perform** precise wire wrapping to maintain both aesthetic and functional aspects; * **Show how to perform** trimming and smoothing of wire ends. * **Perform** finishing processes, including polishing and final touches, to enhance the jewellery's appearance. * **Conduct** quality checks to ensure that the jewellery meets design and craftsmanship standards. |
| **Classroom Aids** | |
| Participant handbook, whiteboard, marker, overhead projector or large screen, laptop with internet connection, external speakers, PowerPoint slides, notepad, pens, etc. | |
| **Tools, Equipment and Other Requirements** | |
| Metal components, Resin components, Beads (seed, glass, wooden), Wires (various gauges), Stones (for decoration), Polishing cloths, Protective sealants, Fine paintbrushes, Acrylic paints (red, yellow, green, black), Enamel paints, Ultrasonic cleaner, Metal priming solution, Sandpaper, Resin primer, Beading needles, Beading threads, Wire wrapping tools, Jewelry-making tools (cutters, round-nose pliers), Glue, Glue applicators, Masking tape, Magnifying glass or jeweler's loupe, Paint palette, Mixing bowls, Gloves, Safety Goggles, Aprons, etc. | |

# Module 8: Make Kundan Jadau imitation jewellery

*Mapped to NOS: G&J/N9207, v1.0*

**Terminal Outcomes:**

* Design and assemble Kundan Jadau imitation jewellery using appropriate tools, materials, and techniques.
* Demonstrate mastery in setting artificial stones on metal frameworks using lac-based adhesives.

|  |  |
| --- | --- |
| **Duration: 10:00** | **Duration: 10:00** |
| **Theory – Key Learning Outcomes** | **Practical – Key Learning Outcomes** |
| * Describe the workflow involved in the company's imitation jewellery manufacturing process. * **Explain** the history and traditions of Kundan Jadau jewellery. * **Discuss** the principles of design and composition in artificial Kundan Jadau jewellery. * **Identify** tools and materials required to create Kundan Jadau imitation jewellery, such as wires, chains, sheets, balls, and collets. * **Identify** glass stones that mimic the look of precious stones like diamonds, emeralds, or rubies (polka stones). * **List** different types of tools used in wire drawing and rolling, such as rulers, draw plates, pliers, hammers, and cutters. * **Explain** the methods for connecting different components of the imitation jewellery. * **Identify** different types of adhesives used in imitation jewellery making. * **Recognise** common mistakes in the assembly process and explain how to correct them. | * **Show how to organise** the workstation by arranging tools like tweezers, stone-setting needles, metal blocks, hammers, and safety equipment. * **Demonstrate the procedure to sort** the artificial Kundan stones based on size and colour. * **Prepare** the metal base, ensuring it is smooth and free of defects. * **Show how to place** the artificial stones in the appropriate cavities on cast metal frames. * **Use** a lac-based foundation (or similar adhesive) to secure stones into the metal framework, ensuring uniformity in the setting. * **Apply** pressure carefully to set stones and prevent damage to both stones and the metal surface. * **Employ appropriate techniques to assemble** various jewellery components, such as chains, clasps, and decorative links. * **Conduct checks** for design accuracy. * **Demonstrate the steps to remove** any excess adhesive or debris from the jewellery piece. * **Perform polishing** of the assembled jewellery piece to achieve a smooth, glossy finish. |
| **Classroom Aids** | |
| Participant handbook, whiteboard, marker, overhead projector or large screen, laptop with internet connection, external speakers, PowerPoint slides, notepad, pens, etc. | |
| **Tools, Equipment and Other Requirements** | |
| Wires (various gauges), Pre-casted metal bases, Chains, Collets, Glass stones (polka stones), Artificial Kundan stones, Beads (seed, glass, wooden), Clasps, Decorative links, Tweezers, Stone-setting needles, Metal blocks, Hammers, Wire cutters, Round-nose pliers, Rulers, Draw plates, Glue, Glue applicators,, Polishing cloths, Lac-based adhesive, Fine brushes, Design templates, Gloves, Safety Goggles, Aprons, etc. | |

# Module 9: Make oxidised imitation jewellery

*Mapped to NOS: G&J/N9208, v1.0*

**Terminal Outcomes:**

* Demonstrate the complete process of oxidising imitation jewellery.
* Assemble oxidised jewellery components accurately, using appropriate adhesives, wires, and other techniques.
* Conduct a comprehensive quality check of the finished imitation jewellery pieces.

|  |  |
| --- | --- |
| **Duration: 10:00** | **Duration: 10:00** |
| **Theory – Key Learning Outcomes** | **Practical – Key Learning Outcomes** |
| * **Describe** the properties and types of metals used in oxidised imitation jewellery. * **Identify** the required tools for the oxidising process * **Explain** the chemical reactions involved in the oxidation process. * **Identify** different oxidising agents such as liver of sulphur and acidic oxides used in imitation jewellery. * Discuss safety, health, and environmental guidelines when working with chemicals in jewellery making. * **Explain** techniques to achieve different levels of patina or antique finishes. * **Outline** methods for preserving oxidised surfaces to prevent further corrosion or tarnishing. * **Define** the standards and specifications for high-quality oxidised imitation jewellery. * **Identify** suitable adhesives and stone-setting techniques for oxidised surfaces. * **Recognise** processes for reporting defects during production. | * **Role-play to collect** the metal bases from the supervisor. * **Show how to pre-clean** the jewellery piece to remove coatings or substances that may interfere with oxidation. * **Prepare** the oxidising solution by following safety protocols and wearing protective gear. * **Apply** the oxidising agent evenly to the metal surface using suitable methods like a brush, cotton ball, or immersion. * **Show how to monitor** the oxidation process to achieve the desired finish (darkness or patina). * **Demonstrate the procedure to neutralise** the oxidising agent on the jewellery pieces. * **Employ suitable techniques to dry** the oxidised jewellery piece and **polish** areas to enhance contrast and create an antique effect. * **Show how to attach** other components like beads and stones using adhesives or wires. * **Display the procedure to assemble** different components (chains, clasps, pendants) using pliers and other tools. * **Conduct** a quality check to ensure the durability and aesthetic appeal of the jewellery. * **Show how to safely pack and store the finished oxidised jeweller**y to prevent damage. |
| **Classroom Aids** | |
| Participant handbook, whiteboard, marker, overhead projector or large screen, laptop with internet connection, external speakers, PowerPoint slides, notepad, pens, etc. | |
| **Tools, Equipment and Other Requirements** | |
| Metal bases, oxidising agents (e.g., liver of sulphur, acidic oxides), protective gloves, safety goggles, aprons, cleaning brushes, cotton balls, pre-cleaning solution, neutralising solution, water container, application brushes, pliers, tweezers, stone-setting needles, metal blocks, polishing cloths, Glue, Glue applicators, Beads (seed, glass, wooden), stones, wires, chain components, clasps, hammers, polishing machine, Jewellery packaging materials, etc. | |

# Module 10: Apply cold enamelling on imitation Jewellery

*Mapped to NOS: G&J/N9209, v1.0*

**Terminal Outcomes:**

* Demonstrate how to prepare and apply cold enamel to imitation jewellery pieces.
* Implement effective techniques for layering, shading, and texturing cold enamel on jewellery.
* Analyse and assess the quality of enamel application.

|  |  |
| --- | --- |
| **Duration: 10:00** | **Duration: 10:00** |
| **Theory – Key Learning Outcomes** | **Practical – Key Learning Outcomes** |
| * **Describe** the properties of materials used in imitation jewellery suitable for cold enamelling. * **Explain** the jewellery-making process and types of jewellery, including product styles and traditional techniques. * **Identify** types and characteristics of cold enamel resins and hardeners. * **Outline** mixing ratios, curing times, and methods for applying cold enamel. * **Discuss** health and safety guidelines for working with enamelling chemicals. * **Explain** reporting procedures for defects or production issues during the enamelling process. * **Demonstrate** techniques for layering, shading, and texturing enamel on jewellery pieces. * **Identify** tools and equipment used for cold enamelling, such as brushes and droppers. * **Analyse** common defects in cold enamelling and methods to correct them. * **Demonstrate** techniques for polishing and finishing enamelled jewellery. | * **Role-play to receive** the design specification from the supervisor and interpret the enamelling requirements. * **Dramatise a scenario to inform** the supervisor if the jewellery pieces received are defective. * **Show how to select** appropriate tools and equipment required for the enamelling process. * **Demonstrate the steps to clean** and smooth the surface of the jewellery to remove any dirt, oil, or irregularities. * **Apply** a base coat or primer if required to enhance the adhesion of the enamel. * **Apply** cold enamel on imitation jewellery using selected colours and materials based on design specifications. * **Show how to mix** the enamel according to manufacturer guidelines, ensuring the correct ratio of resin and hardener. * **Demonstrate the use** of jigs to hold the jewellery piece securely while painting. * **Apply** the enamel using appropriate tools in a precise and even manner. * **Show how to control** the flow and thickness of the enamel to achieve the desired finish without overflow. * **Employ suitable techniques to layer** different colours of enamel if required, ensuring each layer is cured properly before applying the next. * **Use** techniques like shading, gradients, or textured finishes to enhance the design. * **Show how to cure** the enamel following manufacturer guidelines. * **Inspect** the cured enamel for defects such as air bubbles or uneven application. * **Carry out filing** and buffing of the enamelled jewellery piece to remove excess materials. * **Employ appropriate techniques to attach** other jewellery components like stones and beads. * **Perform** a final quality check, ensuring the design, colour, and finish meet the required specifications. |
| **Classroom Aids** | |
| Participant handbook, whiteboard, marker, overhead projector or large screen, laptop with internet connection, external speakers, PowerPoint slides, notepad, pens, etc. | |
| **Tools, Equipment and Other Requirements** | |
| Jewellery pieces, Enamel resins, Hardener, Brushes (various sizes), Droppers, Jigs, Files, Buffers, mixing containers, Safety goggles, Gloves, Aprons, Cleaning materials (e.g., cloth, solvent), Measuring tools (e.g., scales, syringes), etc. | |

# Module 12: On-the-Job Training

*Mapped to QP: G&J/Q9203, v1.0*

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| --- | --- |
| **Mandatory Duration: 60:00** | **Recommended Duration: 00:00** |
| **Location: On-Site** | |
| **Terminal Outcomes**   1. Develop intricate jewellery designs using traditional beadwork techniques, demonstrating creativity and design skills. 2. Employ appropriate beading techniques such as peyote, brick stitch, and Kuchi to construct complex jewellery pieces effectively. 3. Utilise various embroidery techniques to create detailed embellishments on imitation jewellery, enhancing the overall aesthetic. 4. Inspect components meticulously for defects and ensure proper alignment, addressing inconsistencies in beadwork and assembly. 5. Apply effective joining techniques to connect delicate jewellery components securely, ensuring durability and aesthetic appeal. 6. **Demonstrate effective stone-setting techniques, including prong and bezel settings, ensuring the secure attachment of stones while maintaining aesthetic standards.** 7. **Execute polishing and smoothing techniques** to refine jewellery pieces, removing rough edges and enhancing the final finish. 8. Conduct thorough evaluations of finished jewellery pieces for alignment, symmetry, and overall aesthetic appeal, ensuring all pieces meet quality standards. 9. Execute accurate record-keeping and packing procedures for finished jewellery pieces, ensuring compliance with company policies and preparing items for dispatch. 10. Implement safe working practices and emergency procedures, demonstrating readiness to respond to hazards and ensuring a secure working environment. 11. Apply first aid procedures as necessary during emergencies. | |

# Annexure

## Trainer Requirements

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| **Trainer Pre-requisites** | | | | | | |
| **Minimum Educational Qualification** | **Specialisation** | **Relevant Industry Experience** | | **Training Experience** | | **Remarks** |
| ***Years*** | ***Specialisation*** | ***Years*** | ***Specialisation*** |
| Class 12th pass | Any discipline | 3 | Imitation jewellery making, stone setting, wire work, polishing, assembly and packaging | 1 | Not mandatory but training/ assessment experience in Imitation jewellery making is desirable. | Eligible for ToT |

|  |  |
| --- | --- |
| **Trainer Certification** | |
| **Domain Certification** | **Platform Certification** |
| Job Role "**Imitation Jewellery Maker**", "G&J/Q9203, v1.0".  Minimum accepted score is 80% | Job Role: "**Trainer (VET and Skills)", "MEP/Q2601" v3.0.** Minimum accepted score is 80%. |

## Assessor Requirements

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| **Trainer Pre-requisites** | | | | | | |
| **Minimum Educational Qualification** | **Specialisation** | **Relevant Industry Experience** | | **Training Experience** | | **Remarks** |
| ***Years*** | ***Specialisation*** | ***Years*** | ***Specialisation*** |
| Class 12th pass | Any discipline | 4 | Imitation jewellery making, stone setting, wire work, polishing, assembly and packaging | 2 | Not mandatory but training/ assessment experience in Imitation jewellery making is desirable. | Eligible for ToA |

|  |  |
| --- | --- |
| **Assessor Certification** | |
| **Domain Certification** | **Platform Certification** |
| Job Role: "**Imitation Jewellery Maker**", "G&J/Q9203, v1.0".  Minimum accepted score is 80% | Job Role: "**Assessor (VET and Skills)", "MEP/Q2701" v3.0,**  Minimum accepted score is 80% |

# Assessment Strategy

This section includes the processes involved in identifying, gathering, and interpreting information to evaluate the candidate on the required competencies of the program.

*Mention the detailed assessment strategy in the provided template.*

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
   * The assessment agency deploys the ToA certified assessor to execute the assessment
   * SSC monitors the assessment process & records
2. **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 the 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.
3. **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. This 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
   * The assessment agency must follow the assessment guidelines to conduct the assessment
4. **Types of evidence or evidence-gathering protocol:**
   * Time-stamped & geotagged reporting of the assessor from the 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
5. **Method of verification or validation:**
   * Surprise visit to the assessment location
   * Random audit of the batch
   * Random audit of any candidate
6. **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 Drive.

**On the Job:**

1. Each module (which covers the job profile of Assamese Trible Jewellery Maker will be assessed separately.
2. The candidate must score 50% in each module to successfully complete the OJT.
3. Tools of Assessment that will be used for assessing whether the candidate is having desired skills and etiquette of dealing with customers, understanding needs & requirements, assessing the customer and performing Soft Skills effectively:
   * Videos of Trainees during OJT
   * Answer Sheets of Question Banks
   * Assessing the Log Book entries of Trainees at Employer location
   * Employer Performance Feedback.
4. Assessment of each Module will ensure that the candidate is able to:
   * Prepare tools and consumables for making Assamese tribal jewellery
   * Perform designing and making of Assamese tribal jewellery
   * 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 the workplace

# References

## Glossary

|  |  |
| --- | --- |
| **Term** | **Description** |
| **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 specifies the standards of performance an individual must achieve when carrying out a function in the workplace, and 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 that apply uniquely to the Indian context. |
| **Qualifications Pack (QP)** | QP comprises the set of OS and 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 need 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 specialisation in a job role. There may be multiple electives within a QP for each specialised job role. Trainees must select at least one elective for the successful completion of a QP with Electives. |
| **Optional** | 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. |
| **Key Learning Outcome** | A key learning outcome is a statement of what a learner needs to know, understand and be able to do in order to achieve the terminal outcomes. A set of key learning outcomes will make up the training outcomes. Training outcome is specified in terms of knowledge, understanding (theory) and skills (practical application). |
| **OJT (M)** | On-the-job training (Mandatory); trainees are mandated to complete specified hours of training on-site |
| **OJT (R)** | On-the-job training (Recommended); trainees are recommended the specified hours of training on-site |
| **Training Outcome** | Training outcome is a statement of what a learner will know, understand and be able to do upon the completion of the training. |
| **Terminal Outcome** | The terminal outcome is a statement of what a learner will know, understand and be able to do upon the completion of a module. A set of terminal outcomes helps to achieve the training outcome. |

## Acronyms and Abbreviations

|  |  |
| --- | --- |
| **Term** | **Description** |
| NOS | National Occupational Standard (s) |
| NSQF | National Skills Qualifications Framework |
| OJT | On-the-job Training |
| QP | Qualifications Pack |
| PwD | People with Disability |
| PPE | Personal Protective Equipment |