| **Model Curriculum**  **QP Name:**  **Jewellery Frame and Component Maker**  **QP Code: G&J/Q0611**  **QP Version: 2.0**  **NSQF Level: 3**  **Model Curriculum Version: 2.0** |
| --- |
| 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** | Handmade Gold and Gems-set Jewellery |
| **Occupation** | Goldsmith, Component Making/Filling/Assembling |
| **Country** | India |
| **NSQF Level** | 3 |
| **Aligned to NCO/ISCO/ISIC Code** | NCO-2015/7313.0703 |
| **Minimum Educational Qualiﬁcation and Experience** | 9th Grade pass (No Experience required)  OR  8th Grade pass (1 year relevant experience)  OR  Previous relevant Qualification of NSQF Level 3 (1 year relevant experience) |
| **Pre-Requisite License or Training** | NA |
| **Minimum Job Entry Age** | 18 Years |
| **Last Reviewed On** |  |
| **Next Review Date** |  |
| **NSQC Approval Date** |  |
| **QP Version** | 3.0 |
| **Model Curriculum Creation Date** |  |
| **Model Curriculum Valid Up to Date** |  |
| **Model Curriculum Version** *<* | 3.0 |
| **Minimum Duration of the Course** | 480 Hours |
| **Maximum Duration of the Course** | 480 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.

* Carry out the steps required for rolling metal sheets and drawing wires to the desired dimensions using rolling and drawing techniques.
* Show the process of creating different jewellery components.
* Illustrate the method for constructing a jewellery frame and assembling it with the prepared components.
* Apply suitable practices to collaborate efficiently with colleagues, supervisors, vendors, and clients.
* Follow safety protocols diligently during all tasks.
* Use resources wisely by adopting material and energy-saving measures.

## 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/N0601 – Draw wire, roll sheet and thick wire from precious metal  NOS Version No. 4.0  NSQF Level 4 | **25:00** | **65:00** |  |  | **90:00** |
| Module 1: Introduction and orientation of the Gems and Jewellery sector | 5:00 | 0:00 | - | - | 5:00 |
| Module 2: Draw wire, roll sheet and thick wire from precious metal | 20:00 | 65:00 |  |  | 85:00 |
| G&J/Nxxx – Prepare materials, tools, and make jewellery components  NOS Version No.1.0  NSQF Level 4 | **20:00** | **100:00** |  |  | **120:00** |
| Module 3: Prepare materials, tools, and make jewellery components | 20:00 | 100:00 |  |  | 210:00 |
| G&J/Nxxx – Make advanced jewellery components and ensuring quality  NOS Version No. 1.0  NSQF Level 3 | **30:00** | **60:00** | **-** | **-** | **90:00** |
| Module 4: Make advanced jewellery components and ensuring quality | 30:00 | 60:00 | **-** | **-** | 90:00 |
| G&J/N0610 – Make the jewellery frame  NOS Version No. 1.0  NSQF Level 3 | **15:00** | **75:00** | **-** | **-** | **90:00** |
| Module 5: Make the jewellery frame | 15:00 | 75:00 | **-** | **-** | 90:00 |
| G&J/N9902 – Maintain health and safety at workplace  V3.0  NSQF Level 3 | **8:00** | **22:00** |  |  | **30:00** |
| Module 6: Health and safety at workplace | 8:00 | 22:00 |  |  | 30:00 |
| G&J/Nxxxx - Implement Circular Economy and Sustainable Practices in Gem and Jewellery Industry NOS Version No. 1.0  NSQF Level 3 | 10:00 | 20:00 | - | - | 30:00 |
| Module 7: Implement Circular Economy and Sustainable Practices in Gem and Jewellery Industry | 10:00 | 20:00 | - | - | 30:00 |
| DGT/VSQ/N0101 - Employability Skills (30 hours)  NOS Version No. – 1.0  NSQF Level – 2 | **12:00** | **18:00** |  |  | **30:00** |
| Module 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 | **120:00** | **360:00** | **-** | **-** | **480:00** |

# Module Details

## Module 1: Introduction and orientation to the Gems and Jewellery sector

***Bridge Module, v4.0***

**Terminal Outcomes:**

* Discuss the overview of the sector.
* Explain the roles and responsibilities of a Jewellery Frame and Component Maker.

| Duration: *5:00* | Duration: *0:00* |
| --- | --- |
| **Theory – Key Learning Outcomes** | **Practical – Key Learning Outcomes** |
| * Describe the extent and significance of the Gems and Jewellery industry. * Identify potential career options available for someone skilled in making jewellery frames and components. * Outline the key duties and tasks performed by a Jewellery Frame and Component Maker. * Provide an overview of the fundamental processes involved in crafting jewellery frames and components. |  |
| **Classroom Aids:** | |
| Laptop, white board, marker, projector | |
| **Tools, Equipment and Other Requirements** | |
| Copper Wire, Metal (Copper and Brass), Metal Sheets (Copper and Brass), Weighing scale, Metal Weighing Scale, Loupe/ Magnifying lens, Work Bench, Work apron, Water, Beaker Set, Bowl with water | |

## Module 2: Draw wire, roll sheet and thick wire from precious metal

***Mapped to G&J/N0601, v4.0***

**Terminal Outcomes:**

* Demonstrate the preparation of tools, materials, and machines using digital systems to ensure accuracy and efficiency.
* Execute rolling and drawing processes using automated and precision-based equipment for high-quality precious metal output.
* Evaluate process deviations, machine maintenance, and material recovery through digital monitoring systems.
* Apply safety protocols, predictive maintenance, and digital reporting to ensure sustainable and traceable production practices.

| Duration:*<20:00>* | Duration:*<65:00>* |
| --- | --- |
| **Theory – Key Learning Outcomes** | **Practical – Key Learning Outcomes** |
| * Explain the role of digital weighing scales and automated tracking in raw material accuracy. * Identify the appropriate consumables and tools that enhance efficiency in metal rolling and drawing. * Describe the function of digital diagnostic tools in calibrating rolling and drawing equipment. * Summarize standard PPE requirements and fume extraction systems for process safety. * Illustrate the principles of induction and infrared annealing for oxidation prevention. * Interpret digital roller alignment and thickness measurement techniques for uniform output. * Explain the significance of laser-guided feeding and square groove automation in rolling precision. * Assess how AI-based predictive tools contribute to defect prevention in rollers. * Discuss the importance of vacuum/magnetic collection systems in metal recovery. * Describe the use of robotic-assisted annealing and optical inspection systems in defect control. * Explain the impact of eco-friendly lubricants and ultrasonic cleaning on process sustainability. * Outline the functions of MES software and JIT handling in achieving production targets. | * Operate digital weighing and tracking systems to determine the required quantity of ingots, bars, or alloys. * Select and prepare precision tools like ergonomic hammers, files, and abrasives before starting the process. * Inspect and calibrate rolling mills and draw benches using digital diagnostic equipment. * Apply appropriate PPE and activate fume extraction before engaging with machinery. * Perform annealing using induction or infrared techniques for even pre-heating of metals. * Adjust roller machines using digital controls to set accurate gaps before each pass. * Implement laser-guided feeding for straight sheet alignment and prevent deformation. * Use textured rollers with digital pressure control for uniform sheet imprinting. * Align square grooves mechanically for 90° wire rolling using automated guides. * Measure thickness after every pass with laser scanners or digital calipers. * Apply AI-based tools to monitor and predict roller wear, reducing downtime. * Collect metal fragments using vacuum/magnetic systems to minimize loss. * Log metal loss and machine performance digitally for traceability. * Carry out routine oiling and cleaning cycles through automated systems. * Use tapering tools and apply eco-friendly lubricants for efficient wire drawing. * Operate draw benches with tension control and robotic annealing stations. * Inspect final wires with optical sensors for defects like fins or scales. * Schedule ultrasonic cleaning of draw plates for uninterrupted operations. * Track production output using MES software and update supervisors with real-time reports. * Ensure JIT handling and component flow for uninterrupted downstream processes. * Engage in training programs to upgrade skills in digital manufacturing systems. |
| **Classroom Aids:** | |
| Whiteboard, marker pen, computer or laptop attached to LCD projector, scanner, computer speakers, Notepads, Pens, Pencils, Blank Sheets | |
| **Tools, Equipment and Other Requirements** | |
| Rolling Mill, Wire Drawing Machine, Draw Plate, Copper Wire, Strong Motor, Honey Bees Wax, Steel Scale, Tongs, Plier, Plier With Rubber Handle, Metal Wire Spools, Mallet (Horn hammer), Groover Block, Bending Blocks or Swage, Saan (Emery Stone), Metal Scissor | |

## Module 3: Making of jewellery components

***Mapped to G&J/N0611, v1.0***

**Terminal Outcomes:**

* Demonstrate accurate preparation and selection of raw materials, tools, and machines for component-making.
* Construct round tubes from precious metals using systematic forming, drawing, and soldering techniques.
* Create metal balls through precise cutting, shaping, soldering, and finishing.
* Produce consistent-quality grains or rawa using thin sheet processing, wire coiling, and thermal techniques.

| Duration:*<20:00>* | Duration:*<190:00>* |
| --- | --- |
| **Theory – Key Learning Outcomes** | **Practical – Key Learning Outcomes** |
| * Describe how to calculate the quantity and weight of raw materials such as sheets or wires for a given output. * Identify essential tools and consumables like mandrels, drawplates, hammers, charcoal powder, and soldering chips. * Explain the setup and calibration of machines used for drawing, annealing, soldering, and shaping. * Explain the method to calculate strip width based on required tube diameter and thickness. * Illustrate how to form a round tube using swage blocks, mandrels, and drawplates. * List the stages of tube-making, including annealing, soldering, and filing for seamless finish. * Describe the purpose of dapping blocks and punches in hemispherical shaping. * Recall the step-by-step process to join two domes and finish a ball. * Outline how thin sheets or wire are converted into jump rings and grains. * Discuss thermal firing and quenching techniques used in granule formation. * Recognize safety precautions like using charcoal powder to avoid sticking during grain-making. * Differentiate between manual and sieve-based sorting of rawa by size. | * Determine and measure raw material requirements using weighing scales or visual estimation. * Select and arrange appropriate tools, consumables, and equipment based on the component to be made. * Prepare machines and workstations by setting up draw benches, swage blocks, and soldering units. * Cut the rolled sheet into a tapered shape and calculate strip width for tube-making. * Bend the strip using a swage block and mandrels to form an approximate round shape. * Draw the shaped strip through a drawplate and anneal for better sealing and shaping. * Bind, solder, and clean the tube for a smooth, closed seam and consistent diameter. * Prepare flat sheets and cut shapes accurately for ball-making using a jeweler's saw. * Form domes using dapping punches, inspect for defects, and solder to complete the ball. * Buff and clean the ball in a pickling solution for a smooth finish. * Roll thin sheets, cut them into small squares, or coil wire and cut jump rings for grain-making. * Coat, fire, quench, and clean the grains to prevent sticking and ensure even granule formation. * Sort the grains using manual selection or sieves to ensure size uniformity. |
| **Classroom Aids:** | |
| Whiteboard, marker pen, computer or laptop attached to LCD projector, scanner, computer speakers, Notepads, Pens, Pencils, Blank Sheets | |
| **Tools, Equipment and Other Requirements** | |
| Ball Forming Machine, Gas Torch, Stamping Machine, Round File, Flat File, Double Half File, Double Side File, Saw Frame, Measuring Gauge, Doming Block, Doming Punch, Rod Cutter, Iron Plate, Hammer, Shape Punch, Taper Salai, Full File Set, Cutter, Table Brush, Metal Brush, Hand Wise, Triangular File, Emery Paper, Emery Mandrel, Rubber Wheel, Rubber Bullet, Drill Bits, Flux with Solder Plate, Napkin (Small Towel), Black Wax, Plaster Of Paris, Solder block, Solder Alloys, Metal Alloys, Flame Torch/ Blow Torch, Protective eye gear, Divider, Compass, Scribe set, Hand Drilling Tool Set, Die Struck Machine, Metal Coiling Tool, Cup Bur Tools, Gauge | |

## Module 4: Make advanced jewellery components and ensuring quality

***Mapped to G&J/N0610, v1.0***

**Terminal Outcomes:**

* Perform preparatory activities such as raw material quantity calculation, tools, consumables, and equipment identification, preparing tools and machines, etc. before starting the work.
* Demonstrate procedure of making jewellery frame parts and assembling with the components as per the design requirements.

| Duration:*<15:00>* | Duration:*<75:00>* |
| --- | --- |
| **Theory – Key Learning Outcomes** | **Practical – Key Learning Outcomes** |
| * Describe the method to determine the quantity and weight of raw materials like rolled sheets and drawn wires. * Identify appropriate tools such as mandrels, files, drawplates, soldering materials, dapping blocks, etc., and their specific uses. * Explain the need and process of preparing tools and machines prior to starting fabrication work. * Calculate the width of sheet strips needed to achieve the desired diameter and thickness of tubes. * Outline the sequential steps in making round tubes, from taper cutting to soldering and cleaning. * Illustrate how hemispherical domes are formed and joined to create balls, maintaining proper thickness and finish. * List the steps to produce grains (ra-wa), including sheet rolling, metal cutting, wire coiling, charcoal coating, firing, and sorting. * Discuss potential quality issues like open seams, cracks, or excess solder and how to correct or prevent them. * State the importance of annealing and quenching in shaping and maintaining metal properties. | * Determine and measure raw material requirements using weighing scales or visual estimation. * Select and arrange appropriate tools, consumables, and equipment based on the component to be made. * Prepare machines and workstations by setting up draw benches, swage blocks, and soldering units. * Cut the rolled sheet into a tapered shape and calculate strip width for tube-making. * Bend the strip using a swage block and mandrels to form an approximate round shape. * Draw the shaped strip through a drawplate and anneal for better sealing and shaping. * Bind, solder, and clean the tube for a smooth, closed seam and consistent diameter. * Prepare flat sheets and cut shapes accurately for ball-making using a jeweler's saw. * Form domes using dapping punches, inspect for defects, and solder to complete the ball. * Buff and clean the ball in a pickling solution for a smooth finish. * Roll thin sheets, cut them into small squares, or coil wire and cut jump rings for grain-making. * Coat, fire, quench, and clean the grains to prevent sticking and ensure even granule formation. * Sort the grains using manual selection or sieves to ensure size uniformity. |
| **Classroom Aids:** | |
| Whiteboard, marker pen, computer or laptop attached to LCD projector, scanner, computer speakers, Notepads, Pens, Pencils, Blank Sheets | |
| **Tools, Equipment and Other Requirements** | |
| Flex Shaft with attachments, Ring Clamp/ Metal Holder, Magnetic Polisher, Metal Purifying Acids, Flux with Solder Plate, Loupe/ Magnifying lens, Ring Rod, Ring Sizer, Bangle Sizer, Shape Punch, Cutter, Protective eye gear | |

## Module 5: Make the jewellery frame

***Mapped to G&J/N0610, v3.0***

**Terminal Outcomes:**

* Demonstrate the preparation of raw materials and smart tools using digital and AI-based systems.
* Execute frame-making processes using advanced technologies like CNC machines, AR guides, and 3D printing.
* Implement sustainable practices to reduce wastage and improve material utilization.
* Evaluate product quality and system efficiency using AI-enabled monitoring and real-time feedback tools.

| Duration:*<08:00>* | Duration:*<22:00>* |
| --- | --- |
| **Theory – Key Learning Outcomes** | **Practical – Key Learning Outcomes** |
| * Explain the use of AI-assisted tools and digital scales for accurate measurement of raw materials. * Identify high-efficiency tools like ultrasonic polishers, laser cutters, and biodegradable materials and their purposes. * Describe how to configure CNC machines and automated wire-drawing tools for frame production. * Illustrate the benefits of 3D printing and laser cutting in minimizing material wastage. * Summarize eco-friendly techniques for annealing and pickling and their effects on metal integrity. * Outline the working of AR-based positioning systems and their role in precision assembly. * Differentiate between conventional and laser soldering techniques for delicate frames. * State the importance of AI-driven metal usage tracking and how it aids in resource conservation. * Discuss real-time defect detection systems and IoT-based maintenance in enhancing productivity. * List the benefits of using cloud-based tracking for managing tasks and resolving workflow issues. | * Determine raw material requirements using digital measuring tools and apply AI-assisted calculations for precision. * Select and use modern tools such as laser cutters, ultrasonic polishers, and biodegradable clays efficiently. * Configure CNC and wire-drawing machines and test their readiness for optimized frame-making. * Fabricate components using 3D printing or precision laser cutting, ensuring minimal waste. * Apply eco-friendly annealing and perform chemical-free pickling on metal surfaces. * Operate automated filing and polishing systems for uniform surface finishing. * Use AR visual guides to position components accurately during frame assembly. * Secure frame parts using micro-welding or laser soldering, ensuring fine detailing and strong joints. * Monitor metal consumption with AI-powered tools and analyze data to minimize resource loss. * Recover metal dust using electrostatic or vacuum-based systems and reuse as applicable. * Inspect frames using AI vision systems for real-time defect detection. * Schedule and track machine maintenance automatically through IoT monitoring tools. * Access and manage production workflows and issues through cloud-based platforms. |
| **Classroom Aids:** | |
| Whiteboard, Marker pen, Computer or Laptop attached to LCD projector, Scanner, Computer speakers | |
| **Tools, Equipment and Other Requirements:** | |
| Gas Torch, Flame Torch/ Blow Torch, Rod Cutter, Iron Plate, Hammer, Solder block, Solder Alloys, Metal Alloys, Tongs, Hand Wise, Ring Clamp/ Metal Holder, Ring Rod, Ring Sizer, Plier, Plier With Rubber Handle, Divider, Scribe set | |

## Module 6: Maintain health and safety at workplace

***Mapped to G&J/N9924, v2.0***

**Terminal Outcomes:**

* Demonstrate the use of AI and IoT tools for proactive workplace hazard detection.
* Implement global safety and compliance protocols in real-time operational settings.
* Maintain a hygienic, organized, and regulation-compliant workplace using smart tools and digital systems.
* Generate productivity and safety reports using real-time dashboards and digital logs.

| Duration:*<08:00>* | Duration:*<22:00>* |
| --- | --- |
| **Theory – Key Learning Outcomes** | **Practical – Key Learning Outcomes** |
| * Explain the role of AI-powered systems in identifying and preventing workplace hazards. * Describe global safety regulations applicable to hazardous material handling. * Discuss the function of IoT-enabled systems for tracking hazardous substances. * Illustrate how smart PPE and biometric-enabled systems enhance workplace safety. * Summarize the use of RFID/NFC technology for tracking and maintaining safety gear. * Identify the benefits of using automated bots and UV sanitation for workspace hygiene. * Analyze the importance of digital tool-tracking systems for inventory management. * Evaluate how real-time dashboards and AI-driven logs improve productivity and response time. | * Operate AI-enabled safety monitoring tools to detect real-time hazards. * Install and configure IoT tracking systems for hazardous materials in designated zones. * Utilize smart PPE with built-in sensors to respond to environmental hazard alerts. * Access restricted work zones using biometric-enabled authentication systems. * Monitor RFID-based safety gear compliance and perform regular maintenance checks. * Deploy automated cleaning bots and perform UV sanitation routines for hygiene compliance. * Track and organize tools using digital systems to maintain an efficient and safe workspace. * Generate digital reports and dashboards to monitor workflow, safety events, and corrective actions. |
| **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 7: Implement Circular Economy and Sustainable Practices in Gem and Jewellery Industry

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

**Terminal Outcomes:**

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

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

## Module 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 | NA | 3 | Frame and component making of Jewellery | 1 | Not mandatory but training/ assessment experience in jewellery frame and component making is desirable. |  |

| Trainer Certification | |
| --- | --- |
| Domain Certification | **Platform Certification** |
| “Jewellery Component and Frame Maker, G&J/Q0611, v2.0”.  Minimum accepted score is 80%. | “Trainer, MEP/Q2601 v1.0”  Minimum accepted score is 80%. |

## Assessor Requirements

| Assessor Prerequisites | | | | | | |
| --- | --- | --- | --- | --- | --- | --- |
| Minimum Educational Qualification  *<Select the minimum educational requirements, such as 12th Pass, Graduate or NSQF certified.>* | **Specialization**  *<Specify the areas of specialization that are desirable.>* | **Relevant Industry Experience** | | **Training/Assessment Experience** | | **Remarks** |
| ***Years*** | ***Specialization*** | ***Years*** | ***Specialization*** |  |
| 12th pass | NA | 5 | Frame and component making of Jewellery | 1 | Not mandatory but training/ assessment experience in jewellery frame and component making is desirable. |  |

| Assessor Certification | |
| --- | --- |
| Domain Certification | **Platform Certification** |
| “Jewellery Component and Frame Maker, G&J/Q0611, v2.0”.  Minimum accepted score is 80%. | “Assessor, MEP/Q2701 v1.0”  Minimum accepted score is 80%. |

## Assessment Strategy

1. Assessment System Overview:

* Batches assigned to the assessment agencies for conducting the assessment on SDSM/SIP or email
* Assessment agencies send the assessment confirmation to Vocational Training Partner (VTP)/ Training Center (TC) looping Sector Skill Council (SSC)
* Assessment agency (AA) deploys the Training of Assessors (ToA) certified Assessor for executing the assessment
* SSC monitors the assessment process & records

1. Checks & Balances:

* SSC and AA confirm that the centre is available at the same address as mentioned on SDMS or SIP
* SSC and AA check the duration of the training and Minimum Attendance Protocol
* SSC and AA 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 preferably.
* SSC and AA checks that the allotted time to the candidates to complete Theory & Practical Assessment is correct.
* SSC checks the mode of assessment—Online (TAB/Computer) or Offline (OMR/PP).
* SSC and AA check and confirms the number of TABs on the ground are correct to execute the Assessment smoothly.
* SSC and AA check the availability of the Lab Equipment for the particular Job Role.

1. Assessment Quality Assurance levels / Framework:

* Question papers created by the Subject Matter Expert (SME) verified by the other SME’s.
* Questions are mapped with National Occupational Standards (NOS) and Performance Criteria (PC).
* Question Bank covers all PC under each NOS of a Qualification Pack (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.
* Questions are periodically randomised for assessment
* Assessor and Trainers must be ToA or Training of Trainers (ToT) certified, respectively
* Assessment agency must follow the assessment guidelines to conduct the assessment

1. Types of evidence or evidence-gathering protocol:

* Assessor has to do the time-stamped & geotagged reporting from assessment location to AA and SSC.
* Center photographs with signboards and scheme specific branding are taken by assessor.
* Assessor has to collect the biometric or manual attendance sheet (stamped by TP) of the trainees during the training period.
* Time-stamped & geotagged assessment (Theory + Viva + Practical) photographs & videos are collected by AA from the assessor and has to share the same to SSC.

1. Method of verification or validation:

* SSC can do the surprise visit to the assessment location.
* SSC can do the random audit of the batch digitally and/or by physical visit.
* SSC can do the random audit of any candidate digitally and/or by physical visit.

1. Method for assessment documentation, archiving and access

* Hard copies of the documents are stored by AA.
* Soft copies of the documents & photographs of the assessment are uploaded / accessed from Cloud Storage by AA.
* SSC will take the backup of soft copies of the documents & photographs of the assessment in their 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 |