

| **Model Curriculum**  **QP Name: Wax Setter**  **QP Code: G&J/Q1701**  **QP Version: 4.0**  **NSQF Level: 2**  **Model Curriculum Version: 4.0** |
| --- |
| Gems & Jewellery Skill Council of India  Business Facilitation Centre, 3rd Floor, Seepz Special Economic Zone,  Andheri (E). Mumbai 400 096. |

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# Training Parameters

| **Sector** | Gem & Jewellery |
| --- | --- |
| **Sub-Sector** | Cast and Diamonds-Set Jewellery |
| **Occupation** | Wax setting |
| **Country** | India |
| **NSQF Level** | 2 |
| **Aligned to NCO/ISCO/ISIC Code** | NCO - 2015/7313.0803 |
| **Minimum Educational Qualiﬁcation and Experience** | No formal education  OR  May require ability to read and write, 1 year relevant experience may be desired for some qualifications  OR  Previous relevant Qualification of NSQF Level 1, No experience required |
| **Pre-Requisite License or Training** | NA |
| **Minimum Job Entry Age** | 18 Years |
| **Last Reviewed On** |  |
| **Next Review Date** |  |
| **NSQC Approval Date** |  |
| **QP Version** | 4.0 |
| **Model Curriculum Creation Date** |  |
| **Model Curriculum Valid Up to Date** |  |
| **Model Curriculum Version** *<* | 4.0 |
| **Minimum Duration of the Course** | 330 Hours |
| **Maximum Duration of the Course** | 330 Hours |

# Program Overview

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

## Training Outcomes

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

* Set diamonds and / or gemstones in the wax models using various hand tools as per design.
* Work effectively with colleagues, supervisor, vendors and clients to achieve quality and productivity within timelines.
* Comply with the health and safety guidelines at workplace.
* Identify and implement material and energy conservation practices.

## 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/N1701 – Set diamonds and stones in the wax models  NOS Version No. 3.0  NSQF Level 3 | **30:00** | **150:00** | **00:00** | **00:00** | **180:00** |
| Module 1: Introduction and orientation of the job role to the gems and jewellery sector | 5:00 | 0:00 | - | - | 5:00 |
| Module 2: Set diamonds and stones in wax models | 25:00 | 150:00 |  |  | 175:00 |
| G&J/ N2601 – Make the wax tree  NOS Version No. 2.0  NSQF Level 2 | **10:00** | **20:00** | **00:00** | **00:00** | **30:00** |
| Module 3: Make the wax tree | 10:00 | 20:00 | 00:00 | 00:00 | 30:00 |
| G&J/ N2602 – Make the wax pieces  NOS Version No. 2.0  NSQF Level 2 | **10:00** | **20:00** | **00:00** | **00:00** | **30:00** |
| Module 4: Make the wax tree | 10:00 | 20:00 | 00:00 | 00:00 | 30:00 |
| G&J/N9902 – Maintain health and safety at workplace  NOS Version No. 3.0  NSQF Level 2 | **8:00** | **22:00** |  |  | **30:00** |
| Module 5: 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 2 | **10:00** | **20:00** | **-** | **-** | **30:00** |
| Module 6: 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 5: Introduction to Employability Skills | 0.5:00 | 0.5:00 |  |  | 1:00 |
| Module 6: Constitutional values - Citizenship | 0.5:00 | 0.5:00 |  |  | 1:00 |
| Module 7: Becoming a Professional in the 21st Century | 0.5:00 | 0.5:00 |  |  | 1:00 |
| Module 8: Basic English Skills | 1:00 | 1:00 |  |  | 2:00 |
| Module 9: Communication Skills | 1.5:00 | 2.5:00 |  |  | 4:00 |
| Module 10: Diversity & Inclusion | 0.5:00 | 0.5:00 |  |  | 1:00 |
| Module 11: Financial and Legal Literacy | 1.5:00 | 2.5:00 |  |  | 4:00 |
| Module 12: Essential Digital Skills | 1:00 | 2:00 |  |  | 3:00 |
| Module 13: Entrepreneurship | 2.5:00 | 4.5:00 |  |  | 7:00 |
| Module 14: Customer Service | 1.5:00 | 2.5:00 |  |  | 4:00 |
| Module 15: Getting ready for apprenticeship & Jobs | 1:00 | 1:00 |  |  | 2:00 |
| Total Duration | **60:00** | **270:00** | **00:00** | **00:00** | **330:00** |

# Module Details

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

***Bridge Module, v3.0***

**Terminal Outcomes:**

* Explain the overview of the sector

| Duration: *5:00* | Duration: *0:00* |
| --- | --- |
| **Theory – Key Learning Outcomes** | **Practical – Key Learning Outcomes** |
| * Explain the scope of the Gems and Jewellery sector. * List job opportunities for the wax setter. * Discuss the role and responsibilities of a wax setter. * Explain the basics of wax setting. |  |
| **Classroom Aids:** | |
| Laptop, white board, marker, projector | |
| **Tools, Equipment and Other Requirements** | |
|  | |

## Module 2: Set diamonds and gemstones in the wax models

***Mapped to G&J/N1701, v2.0***

**Terminal Outcomes:**

* Demonstrate the process of diamond and gemstone setting in wax models.
* Use various hand tools and equipment for different types of wax setting.

| Duration:*<25:00>* | Duration:*<150:00>* |
| --- | --- |
| **Theory – Key Learning Outcomes** | **Practical – Key Learning Outcomes** |
| * Explain the process of identifying and verifying raw materials such as lab-grown diamonds and synthetic gemstones, emphasizing sustainability and ethical sourcing standards * Differentiate between various digital measurement tools (e.g., digital calipers, smart scales) and explain their role in ensuring precision in gemstone selection * Discuss the principles of lean manufacturing and how they optimize workflow efficiency, reduce material wastage, and improve quality in wax model preparation. * Assess different robotic and semi-automated stone setting techniques based on jewelry design complexity, stone size, and material properties. * Explain precision laser or ultrasonic soldering techniques used for secure gemstone attachment and risk minimization. * Examine the role of digital workflow management systems in tracking productivity, scheduling, and meeting time-bound delivery targets. * Identify sustainable and eco-friendly practices in gemstone processing to minimize environmental impact. | * Measure gemstones using digital calipers and smart scales, matching them precisely to job sheet specifications. * Operate laser-guided tools to clean excess wax and create precuts in prongs or channels for stone placement. * Segregate defective wax pieces using digital tracking logs and smart tagging methods. * Set up and calibrate semi-automated stone setting equipment, adjusting for different stone sizes and settings. * Use precision laser or ultrasonic soldering tools to securely attach gemstones without damage. * Perform a final quality inspection of stone-set wax pieces using augmented reality (AR) or 3D scanning technology. * Implement workflow tracking software to monitor production progress and efficiency in a simulated training environment. |
| **Classroom Aids:** | |
| Whiteboard, marker pen, computer or laptop attached to LCD projector, scanner, computer speakers | |
| **Tools, Equipment and Other Requirements** | |
| Wax injection machine, rubber moulds, mould release spray (silicon), wooden mandrel, bullie handle, wax, needle, bowl, cup burr, eye glass, soldering iron & round cross-section copper wires of different sizes, stone scoop / supadi, velvet tray, packets, wax models of jewellery designs, different size stones, diamond tweezers, surgical blades with handle, table lamp, flat graver, knife graver, wooden ring rod, round burr, heart burr, opti-visor/ eye loupe (10X) | |

## Module 3: Make the wax tree

***Mapped to G&J/ N2601, v2.0***

**Terminal Outcomes:**

* Demonstrate the process of diamond and gemstone setting in wax models.
* Use various hand tools and equipment for different types of wax setting.

| Duration:*<10:00>* | Duration:*<20:00>* |
| --- | --- |
| **Theory – Key Learning Outcomes** | **Practical – Key Learning Outcomes** |
| * Identify different types of rubber bases and central sprues used in wax tree making. * Explain the importance of selecting appropriate sprue length based on the number of wax pieces. * Describe the process of assembling wax pieces, including alignment, spacing, and angles, to minimize defects. * Discuss standard operating procedures for wax tree making and its significance in production efficiency. * Analyze common defects in wax pieces, rubber bases, and sprues, and determine possible corrective measures. * Justify the importance of following safety protocols and hazard prevention techniques in wax tree making. | * Select and categorize appropriate rubber bases and central sprues for different types of wax trees based on given samples. * Measure and cut sprue lengths accurately as per batch requirements while ensuring minimal wastage. * Assemble wax pieces onto a central sprue following the correct sequence, angle, and spacing as per work instructions. * Inspect and identify defects in wax pieces, rubber bases, nozzles, and sprues using standard quality-checking tools. * Attach wax pieces securely to the sprue using appropriate techniques to avoid breakage or misalignment. * Demonstrate safe handling and workplace hazard prevention methods while working with wax trees. |
| **Classroom Aids:** | |
| Whiteboard, marker pen, computer or laptop attached to LCD projector, scanner, computer speakers | |
| **Tools, Equipment and Other Requirements** | |
| Wax injection machine, rubber moulds, mould release spray (silicon), wooden mandrel, bullie handle, wax, needle, bowl, cup burr, eye glass, soldering iron & round cross-section copper wires of different sizes, stone scoop / supadi, velvet tray, packets, wax models of jewellery designs, different size stones, diamond tweezers, surgical blades with handle, table lamp, flat graver, knife graver, wooden ring rod, round burr, heart burr, opti-visor/ eye loupe (10X) | |

## Module 4: Make the wax pieces

***Mapped to G&J/ N2602, v2.0***

**Terminal Outcomes:**

* Demonstrate the process of diamond and gemstone setting in wax models.
* Use various hand tools and equipment for different types of wax setting.

| Duration:*<10:00>* | Duration:*<20:00>* |
| --- | --- |
| **Theory – Key Learning Outcomes** | **Practical – Key Learning Outcomes** |
| * Explain the principles of wax injection molding and the importance of precise wax measurement in the process. * Describe the different types of wax used in molding and their impact on the design, finish quality, and production. * Identify the key components of a wax injection molding machine and explain their functions. * Analyze machine settings and operating conditions to optimize performance and minimize defects. * Evaluate the causes of defects such as improper wax flow, air pockets, and surface imperfections, and propose corrective actions. * Outline safety measures and hazard prevention techniques related to handling wax, operating machines, and maintaining molds. * Discuss production efficiency strategies, including minimizing material wastage and maintaining workflow continuity. * Interpret quality standards and inspection techniques to ensure defect-free wax pieces and rubber molds. | * Measure and feed the correct amount of wax into a wax injection molding machine according to batch size specifications. * Demonstrate the selection of the appropriate wax type for different designs and production requirements. * Operate a wax injection molding machine by following SOPs and adjusting necessary parameters. * Inspect and identify defects in rubber molds, such as improper cutting, air pockets, bottom misalignment, or sprue misplacement. * Perform safe and efficient removal of wax pieces from molds without causing damage. * Conduct quality checks on wax pieces and rubber molds to ensure compliance with production standards. * Demonstrate proper safety protocols, including the use of PPE and safe handling of hot wax. |
| **Classroom Aids:** | |
| Whiteboard, marker pen, computer or laptop attached to LCD projector, scanner, computer speakers | |
| **Tools, Equipment and Other Requirements** | |
| Wax injection machine, rubber moulds, mould release spray (silicon), wooden mandrel, bullie handle, wax, needle, bowl, cup burr, eye glass, soldering iron & round cross-section copper wires of different sizes, stone scoop / supadi, velvet tray, packets, wax models of jewellery designs, different size stones, diamond tweezers, surgical blades with handle, table lamp, flat graver, knife graver, wooden ring rod, round burr, heart burr, opti-visor/ eye loupe (10X) | |

## Module 5: Maintain health and safety at workplace

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

**Terminal Outcomes:**

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

| Duration:*<08:00>* | Duration:*<22:00>* |
| --- | --- |
| **Theory – Key Learning Outcomes** | **Practical – Key Learning Outcomes** |
| * Explain the importance of maintaining appropriate thermostat settings to reduce energy consumption in air-conditioned spaces. * Analyze how air-sealing rooms and eliminating heat-absorbing materials contribute to energy efficiency. * Assist in conducting energy audits to identify inefficiencies in heating, ventilation, and air conditioning (HVAC) systems. * Differentiate between natural, synthetic, and treated gemstones using modern testing techniques. * Describe the properties and applications of various precious metals, including gold, platinum, and silver, in jewellery making. * Interpret the significance of hallmarking, certifications, and ethical sourcing standards, such as the Kimberley Process and Fair-Trade Gold. * Summarize the key safety protocols when handling precious metals, chemicals, and machinery in jewellery manufacturing. * Assess international regulatory requirements and industry best practices for responsible sourcing and sustainable jewellery production. * Explain effective customer interaction techniques, including educating clients on gemstone quality, craftsmanship, and customization. * Evaluate the role of digital platforms, social media, and e-commerce in enhancing jewellery sales, branding, and customer engagement. | * Demonstrate how to air-seal a small test room by identifying and eliminating air leaks. * Measure room temperature variations before and after adjusting thermostat settings to analyze energy efficiency improvements. * Conduct a mini energy audit of a classroom or lab setup to detect energy wastage and propose corrective actions. * Perform gemstone identification using basic laboratory tools such as a refractometer, UV light, and a loupe. * Compare different metal samples (gold, silver, platinum) using touchstone and acid testing techniques to verify purity. * Verify hallmarking symbols on sample jewellery pieces to confirm authenticity and certification compliance. * Demonstrate the correct usage of protective gloves, goggles, and other safety gear when handling jewellery-making chemicals and tools. * Simulate a jewellery workplace safety drill, ensuring proper handling and disposal of hazardous materials. * Role-play a customer interaction scenario where learners educate a client on gemstone quality and jewellery customization. * Design a mock social media campaign or e-commerce listing for a jewellery product, applying digital marketing principles. |
| **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 6: 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 7: 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 8: 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 9: 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 10: 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 11: 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 12: 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 13: 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 14: 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 15: 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 16: 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 17: Getting ready for apprenticeship & Jobs

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

**Terminal Outcomes:**

* Describe ways of preparing for apprenticeship & Jobs appropriately.

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

# Annexure

## Trainer Requirements

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

| Trainer Certification | |
| --- | --- |
| Domain Certification | **Platform Certification** |
| “Wax Setter, G&J/Q1701, version3.0”. Minimum accepted score is 80%. | “Trainer, MEP/Q2601”  Minimum accepted score is 80%. |

## Assessor Requirements

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

| Assessor Certification | |
| --- | --- |
| Domain Certification | **Platform Certification** |
| “Wax Setter, G&J/Q1701, version3.0”. Minimum accepted score is 80%. | “Assessor, MEP/Q2701”  Minimum accepted score is 80%. |

## Assessment Strategy

1. Assessment System Overview:

* Batches assigned to the assessment agencies for conducting the assessment on SDSM/SIP or email
* Assessment agencies send the assessment confirmation to VTP/TC looping SSC
* Assessment agency deploys the ToA certified Assessor for executing the assessment
* SSC monitors the assessment process & records

1. Testing Environment:

* Confirm that the centre is available at the same address as mentioned on SDMS or SIP
* Check the duration of the training.
* Check the Assessment Start and End time to be as 10 a.m. and 5 p.m.
* If the batch size is more than 30 for STT and/ or 50 in RPL, then there should be 2 Assessors.
* Check that the allotted time to the candidates to complete Theory & Practical Assessment is correct.
* Check the mode of assessment—Online (TAB/Computer) or Offline (OMR/PP).
* Confirm the number of TABs on the ground are correct to execute the Assessment smoothly.
* Check the availability of the Lab Equipment for the particular Job Role.

1. Assessment Quality Assurance levels / Framework:

* Question papers created by the SME verified by the other subject Matter Experts
* Questions are mapped with NOS and PC
* Question Bank covers all performance criteria (PC) under each NOS of a QP. Each question can cover one or more PCs. Which means that every question needs to be mapped with PC.
* There are sufficient number of questions in the question bank, where multiple questions are available for each PC. Typically, the number of questions should be 3 to 4 times the number of PCs.
* Each question bank has around 150 to 200 questions.
* Each question has a difficulty level mentioned against it and the question bank has a good mix of easy, medium and difficult questions. So, for example out of 200 Questions the proportion could be 25 difficult/ hard, 75 Medium and 100 Easy level questions.
* Other than the Multiple-choice question (MCQ) few questions are created for Practical and viva too. For e.g., for 150-200 QB contains approximately 10-15 Viva & 10-15 practical questions.
* Assessor must be ToA certified & trainer must be ToT Certified
* Assessment agency must follow the assessment guidelines to conduct the assessment

1. Types of evidence or evidence-gathering protocol:

* Time-stamped & geotagged reporting of the assessor from assessment location
* Center photographs with signboards and scheme specific branding
* Biometric or manual attendance sheet (stamped by TP) of the trainees during the training period
* Time-stamped & geotagged assessment (Theory + Viva + Practical) photographs & videos

1. Method of verification or validation:

* Surprise visit to the assessment location
* Random audit of the batch
* Random audit of any candidate

1. Method for assessment documentation, archiving, and access

* Hard copies of the documents are stored
* Soft copies of the documents & photographs of the assessment are uploaded / accessed from Cloud Storage
* Soft copies of the documents & photographs of the assessment are stored in the Hard Drives

# References

## Glossary

|  | **Sector** | | Sector is a conglomeration of diﬀerent business operations having similar business and interests. It may also be deﬁned as a distinct subset of the economy whose components share similar characteristics and interests. |
| --- | --- | --- | --- |
|  | **Sub-sector** | | Sub-sector is derived from a further breakdown based on the characteristics and interests of its components. |
|  | **Occupation** | | Occupation is a set of job roles, which perform similar/ related set of functions in an industry. |
|  | **Job role** | | Job role deﬁnes a unique set of functions that together form a unique employment opportunity in an organisation. |
|  | **Occupational Standards (OS)** | | OS specify the standards of performance an individual must achieve when carrying out a function in the workplace, together with the Knowledge and Understanding (KU) they need to meet that standard consistently. Occupational Standards are applicable both in the Indian and global contexts. |
|  | **Performance Criteria (PC)** | | Performance Criteria (PC) are statements that together specify the standard of performance required when carrying out a task. |
|  | **National Occupational Standards (NOS)** | | NOS are occupational standards which apply uniquely in the Indian context. |
|  | **Qualiﬁcations Pack (QP)** | | QP comprises the set of OS, together with the educational, training and other criteria required to perform a job role. A QP is assigned a unique qualiﬁcations pack code. |
|  | **Unit Code** | | Unit code is a unique identiﬁer for an Occupational Standard, which is denoted by an ‘N’ |
|  | **Unit Title** | | Unit title gives a clear overall statement about what the incumbent should be able to do. |
|  | **Description** | | Description gives a short summary of the unit content. This would be helpful to anyone searching on a database to verify that this is the appropriate OS they are looking for. |
|  | **Scope** | | Scope is a set of statements specifying the range of variables that an individual may have to deal with in carrying out the function which have a critical impact on quality of performance required. |
|  | **Knowledge and Understanding (KU)** | | Knowledge and Understanding (KU) are statements which together specify the technical, generic, professional and organisational speciﬁc knowledge that an individual needs in order to perform to the required standard. |
| **Organisational Context** | | Organisational context includes the way the organisation is structured and how it operates, including the extent of operative knowledge managers have of their relevant areas of responsibility. | |
| **Technical Knowledge** | | Technical knowledge is the speciﬁc knowledge needed to accomplish speciﬁc designated responsibilities. | |
| **Core Skills/ Generic Skills (GS)** | | Core skills or Generic Skills (GS) are a group of skills that are the key to learning and working in today’s world. These skills are typically needed in any work environment in today’s world. These skills are typically needed in any work environment. In the context of the OS, these include communication related skills that are applicable to most job roles. | |
| **Electives** | | Electives are NOS/set of NOS that are identiﬁed by the sector as contributive to specialization in a job role. There may be multiple electives within a QP for each specialized job role. Trainees must select at least one elective for the successful completion of a QP with Electives. | |
| **Options** | | Options are NOS/set of NOS that are identiﬁed by the sector as additional skills. There may be multiple options within a QP. It is not mandatory to select any of the options to complete a QP with Options. | |

## Acronyms and Abbreviations

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