|  |
| --- |
| **Model Curriculum**  **QP Name:**  **Payal Maker**  **QP Code: G&J/Q9101**  **QP Version: 3.0**  **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, Silver Smithing |
| **Occupation** | Component Making/Filling/Assembling |
| **Country** | India |
| **NSQF Level** | 3 |
| **Aligned to NCO/ISCO/ISIC Code** | NCO-2015/7313.0703 |
| **Minimum Educational Qualiﬁcation and Experience** | Grade 10 (No Experience required) OR  8th Pass with 2 years relevant experience  OR  5th-grade pass with (5 years relevant experience)  OR  Previous relevant Qualification of NSQF Level 2 (1.5-year relevant experience)  OR  Previous relevant Qualification of NSQF Level 2.5 (3 years relevant  Experience) |
| **Pre-Requisite License or Training** | NA |
| **Minimum Job Entry Age** | NA |
| **Last Reviewed On** | 20/12/2022 |
| **Next Review Date** | 31 August 2026 |
| **NSQC Approval Date** | 31 August 2023 |
| **QP Version** | 3.0 |
| **Model Curriculum Creation Date** | 31 August 2023 |
| **Model Curriculum Valid Up to Date** | 31 August 2026 |
| **Model Curriculum Version** *<* | 3.0 |
| **Minimum Duration of the Course** | 450 Hours |
| **Maximum Duration of the Course** | 450 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.

* Perform the steps involved in making and assembling of payal components.

## Employ appropriate practices to work effectively with colleagues and supervisor.

## Employ safety practices.

## Employ 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/N9101 – Make and assemble payal components  NOS Version No. 1.0  NSQF Level 5 | **88:00** | **272:00** |  |  | **360:00** |
| Module 1: Introduction and orientation of the Gems and Jewellery sector | 5:00 | 0:00 | - | - | 5:00 |
| Module 2: Make and assemble payal components | 83:00 | 272:00 |  |  | 355:00 |
| G&J/N9902 – Maintain health and safety at workplace  NOS Version No. 3.0  NSQF Level 5 | **8:00** | **22:00** |  |  | **30:00** |
| Module 3: Maintain health and safety at workplace | 8:00 | 22:00 |  |  | 30:00 |
| DGT/VSQ/N0102 -Employability Skills (60 hours)  NOS Version No. – 1.0  NSQF Level – 5 | **24:00** | **36:00** |  |  | **60:00** |
| Module 4: Introduction to Employability Skills | 0.5:00 | 1:00 |  |  | 1.5:00 |
| Module 5: Constitutional values - Citizenship | 0.5:00 | 1:00 |  |  | 1.5:00 |
| Module 6: Becoming a Professional in the 21st Century | 1:00 | 1.5:00 |  |  | 2.5:00 |
| Module 7: Basic English Skills | 4:00 | 6:00 |  |  | 10:00 |
| Module 8: Career Development & Goal Setting | 1:00 | 1:00 |  |  | 2:00 |
| Module 9: Communication Skills | 2:00 | 3:00 |  |  | 5:00 |
| Module 10: Diversity & Inclusion | 1:00 | 1.5:00 |  |  | 2.5:00 |
| Module 11: Financial and Legal Literacy | 2:00 | 3:00 |  |  | 5:00 |
| Module 12: Essential Digital Skills | 4:00 | 6:00 |  |  | 10:00 |
| Module 13: Entrepreneurship | 3:00 | 4:00 |  |  | 7:00 |
| Module 14: Customer Service | 2:00 | 3:00 |  |  | 5:00 |
| Module 15: Getting ready for apprenticeship & Jobs | 3:00 | 5:00 |  |  | 8:00 |
| Total Duration | **120:00** | **330:00** |  |  | **450:00** |

# Module Details

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

## *Mapped to G&J/N9101, v1.0*

**Terminal Outcomes:**

* Explain the overview of the sector.
* Discuss the roles and responsibilities of a Payal Maker.

|  |  |
| --- | --- |
| 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 a Jewellery Payal Maker. * Discuss the roles and responsibilities of a Payal Maker. * Explain the basics process of payal making. |  |
| **Classroom Aids:** | |
| Laptop, white board, marker, projector | |
| **Tools, Equipment and Other Requirements** | |
|  | |

## Module 2: Make and assemble payal components

## *Mapped to G&J/N9101, v1.0*

## 

**Terminal Outcomes:**

* Demonstrate procedure of making and assembling payal components.

|  |  |
| --- | --- |
| Duration:*<83:00>* | Duration:*<272:00>* |
| **Theory – Key Learning Outcomes** | **Practical – Key Learning Outcomes** |
| * Describe characteristics of different types of payal like rupali, gajashree, sonya etc., * Describe characteristics of different types of payal motifs like koyna, topi, shankh etc., * List different sizes of ghungroo etc., * List different types of tools and equipment for payal making such as flame torch, solder alloys, flux, chemicals, tweezers, pliers, files etc., * Describe precious and non-precious jewellery making process, types or style of jewellery * Describe precious and non-precious metal properties such as ductility, malleability etc., * Describe different types of jewellery and their making technique, e.g. punching, wire drawing, casting or handmade, soldering, annealing, filing etc., * Discuss need of maintaining precious-metal loss prescribed limit applicable for assembly and filing process * Elaborate ways to collect precious metal dust and fragments * Discuss potential work hazards while using or handling chemicals, acids and torch etc. | * Apply appropriate ways to check silver strips or wire are annealed, cleaned, lubricated and cut to desired length * Show how to set and align die of design in the hand press * Show how to set and align die of design in the power press * Show how to set and align die of design in the automated press * Apply appropriate ways to cut the payal components and design parts in different sizes and thickness using press machine * Apply appropriate ways to cut the payal components and design parts in different sizes and diameter using wire making machine or sut making machine * Demonstrate use of press machine to cut the payal components (ghungroo) in appropriate size and in required thickness * Apply appropriate ways to assemble and solder halves of ghungroo in different sizes and kadi using flux * Show how to arrange different designs or combinations of links to desired length * Demonstrate soldering of payal components with small flame torch and flux * Show how to clean and pickle payal with sulphuric acid, water * Apply appropriate ways to analyse payal weight, design and shape with the original sketch and as per order details * Show how to control precious metal loss by maintaining proper record of metal weight received prior assembly and final payal weight |
| **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** | |
| Power press machine, Wire drawing machine, Draw plate, Design dies, Iron table, wooden ash tray, spanner, hammer, emery paper, screwdriver, Pilers, Tweezers, Flame Torch, Sulphuric Acid,  Hotplate, Copper wire, Lighter, Flux/ Borax Powder | |

## Module 3: Maintain health and safety at workplace

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

**Terminal Outcomes:**

* Discuss importance of government norms and policies on occupational health and safety at work.
* Employ appropriate ways to maintain safe and secure working environment.
* Apply appropriate waste management practices at workplace.

|  |  |
| --- | --- |
| Duration:*<08:00>* | Duration:*<22:00>* |
| **Theory – Key Learning Outcomes** | **Practical – Key Learning Outcomes** |
| * List personal protective equipment like safety gloves, glasses, shoes and mask used at the workplace. * List the potential workplace related risks and hazards, their causes and preventions. * List tasks or activities need to avoid performing in wrong posture. * Discuss various warning signs used at the workplace. * Describe appropriate strategies to deal with emergencies and accidents at the workplace. * List various types of fire extinguishers on different types of fire. * Discuss importance of good housekeeping to avoid fire hazards. * State importance of participating in emergency procedures such as raising alarm, safe evacuation, correct means of escape, correct assembly point etc. | * Display the correct way of wearing and removing PPE. * Apply best practices to remove potential hazards at the workplace and prevent accidents. * Show how to work in a appropriate posture at workplace. * Demonstrate the use of fire extinguisher. * Show how to rescue victims during a fire hazard. * Demonstrate the first aid procedure in case of emergencies. * Prepare a report for the supervisor on a fire accident at workplace |
| **Classroom Aids:** | |
| Whiteboard, Marker pen, Computer or Laptop attached to LCD projector, Scanner, Computer speakers | |
| **Tools, Equipment and Other Requirements:** | |
| Safety hand gloves, glasses, safety shoes, mask, fire extinguisher, first aid kit | |

## Module 4: Introduction to Employability Skills

## *Mapped to DGT/VSQ/N0102*

## 

**Terminal Outcomes:**

* Discuss about Employability Skills in meeting the job requirements

|  |  |
| --- | --- |
| **Duration**: *<0.5:00>* | **Duration**: *<1:00>* |
| **Theory – Key Learning Outcomes** | **Practical – Key Learning Outcomes** |
| * Discuss the importance of Employability Skills in meeting the job requirements | * List different learning and employability related GOI and private portals and their usage |
| **Classroom Aids:** | |
| Whiteboard, marker pen, projector | |
| **Tools, Equipment and Other Requirements** | |
|  | |

## Module 5: Constitutional values - Citizenship

## *Mapped to DGT/VSQ/N0102*

## 

**Terminal Outcomes:**

* Discuss about constitutional values to be followed to become a responsible citizen

|  |  |
| --- | --- |
| **Duration**: *<0.5:00>* | **Duration**: *<1:00>* |
| **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 6: Becoming a Professional in the 21st Century

## *Mapped to DGT/VSQ/N0102*

## 

**Terminal Outcomes:**

* Demonstrate professional skills required in 21st century

|  |  |
| --- | --- |
| **Duration**: *<1:00>* | **Duration**: *<1.5:00>* |
| **Theory – Key Learning Outcomes** | **Practical – Key Learning Outcomes** |
| * Discuss 21st century skills. * Describe the benefits of continuous learning | * 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. |
| **Classroom Aids:** | |
| Whiteboard, marker pen, projector | |
| **Tools, Equipment and Other Requirements** | |
|  | |

## Module 7: Basic English Skills

## *Mapped to DGT/VSQ/N0102*

## 

**Terminal Outcomes:**

* Practice basic English speaking.

|  |  |
| --- | --- |
| **Duration**: *<4:00>* | **Duration**: *<6:00>* |
| **Theory – Key Learning Outcomes** | **Practical – Key Learning Outcomes** |
| * Describe basic communication skills * Discuss ways to read and interpret text written in basic English | * 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 |
| **Classroom Aids:** | |
| Whiteboard, marker pen, projector | |
| **Tools, Equipment and Other Requirements** | |
|  | |

## Module 8: Career Development & Goal Setting

## *Mapped to DGT/VSQ/N0102*

## 

**Terminal Outcomes:**

* Demonstrate Career Development & Goal Setting skills.

|  |  |
| --- | --- |
| **Duration**: *<1:00>* | **Duration**: *<1:00>* |
| **Theory – Key Learning Outcomes** | **Practical – Key Learning Outcomes** |
| * Discuss need of career development plan | * Demonstrate how to communicate in a well -mannered way with others. * Create a career development plan with well-defined short- and long-term goals |
| **Classroom Aids:** | |
| Whiteboard, marker pen, projector | |
| **Tools, Equipment and Other Requirements** | |
|  | |

## Module 9: Communication Skills

## *Mapped to DGT/VSQ/N0102*

## 

**Terminal Outcomes:**

* Practice basic communication skills.

|  |  |
| --- | --- |
| **Duration**: *<2:00>* | **Duration**: *<3:00>* |
| **Theory – Key Learning Outcomes** | **Practical – Key Learning Outcomes** |
| * Explain the importance of active listening for effective communication * Discuss the significance of working collaboratively with others in a team | * Demonstrate how to communicate effectively using verbal and nonverbal communication etiquette |
| **Classroom Aids:** | |
| Whiteboard, marker pen, projector | |
| **Tools, Equipment and Other Requirements** | |
|  | |

## Module 10: Diversity & Inclusion

## *Mapped to DGT/VSQ/N0102*

## 

**Terminal Outcomes:**

* Describe PwD and gender sensitisation.

|  |  |
| --- | --- |
| **Duration**: *<1:00>* | **Duration**: *<1.5:00>* |
| **Theory – Key Learning Outcomes** | **Practical – Key Learning Outcomes** |
| * Discuss the significance of reporting sexual harassment issues in time | * Demonstrate how to behave, communicate, and conduct oneself appropriately with all genders and PwD |
| **Classroom Aids:** | |
| Whiteboard, marker pen, projector | |
| **Tools, Equipment and Other Requirements** | |
|  | |

## Module 11: Financial and Legal Literacy

## *Mapped to DGT/VSQ/N0102*

## 

**Terminal Outcomes:**

* Describe ways of managing expenses, income, and savings.

|  |  |
| --- | --- |
| **Duration**: *<2:00>* | **Duration**: *<3:00>* |
| **Theory – Key Learning Outcomes** | **Practical – Key Learning Outcomes** |
| * List the common components of salary and compute income, expenditure, taxes, investments etc. * Discuss the legal rights, laws, and aids | * 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 |
| **Classroom Aids:** | |
| Whiteboard, marker pen, projector | |
| **Tools, Equipment and Other Requirements** | |
|  | |

## Module 12: Essential Digital Skills

## *Mapped to DGT/VSQ/N0102*

## 

**Terminal Outcomes:**

* Demonstrate procedure of operating digital devices and associated applications safely.

|  |  |
| --- | --- |
| **Duration**: *<4:00>* | **Duration**: *<6:00>* |
| **Theory – Key Learning Outcomes** | **Practical – Key Learning Outcomes** |
| * Describe the role of digital technology in today’s life * 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 * Create sample word documents, excel sheets and presentations using basic features * Utilize virtual collaboration tools to work effectively |
| **Classroom Aids:** | |
| Whiteboard, marker pen, projector | |
| **Tools, Equipment and Other Requirements** | |
|  | |

## Module 13: Entrepreneurship

## *Mapped to DGT/VSQ/N0102*

## 

**Terminal Outcomes:**

* Describe opportunities as an entrepreneur.

|  |  |
| --- | --- |
| **Duration**: *<3:00>* | **Duration**: *<4:00>* |
| **Theory – Key Learning Outcomes** | **Practical – Key Learning Outcomes** |
| * 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 |
| **Classroom Aids:** | |
| Whiteboard, marker pen, projector | |
| **Tools, Equipment and Other Requirements** | |
|  | |

## Module 14: Customer Service

## *Mapped to DGT/VSQ/N0102*

## 

**Terminal Outcomes:**

* Describe ways of maintaining customer.

|  |  |
| --- | --- |
| **Duration**: *<2:00>* | **Duration**: *<3:00>* |
| **Theory – Key Learning Outcomes** | **Practical – Key Learning Outcomes** |
| * Explain the significance of identifying customer needs and addressing them. * Explain the significance of identifying customer needs and responding to them in a professional manner. * Discuss the significance of maintaining hygiene and dressing appropriately. | * Demonstrate how to maintain hygiene and dressing appropriately. |
| **Classroom Aids:** | |
| Whiteboard, marker pen, projector | |
| **Tools, Equipment and Other Requirements** | |
|  | |

## Module 15: Getting ready for apprenticeship & Jobs

## *Mapped to DGT/VSQ/N0102*

## 

**Terminal Outcomes:**

* Describe ways of preparing for apprenticeship & Jobs appropriately.

|  |  |
| --- | --- |
| **Duration**: *<3:00>* | **Duration**: *<5:00>* |
| **Theory – Key Learning Outcomes** | **Practical – Key Learning Outcomes** |
| * Discuss the significance of maintaining hygiene and confidence during an interview * List the steps for searching and registering for apprenticeship opportunities | * Create a professional Curriculum Vitae (CV) * Use various offline and online job search sources such as employment exchanges, recruitment agencies, and job portals respectively * Perform a mock interview |
| **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*** |  |
| 10th Standard pass | NA | 5 | QC/ trainer/ manager/ team leader/ supervisor. | 1 | Not mandatory but training/ assessment experience in payal making is desirable. |  |
| Certified in relevant CITS course as appropriate |  |  |  |  |  |  |

|  |  |
| --- | --- |
| Trainer Certification | |
| Domain Certification | **Platform Certification** |
| Certified for job role: “Payal Maker, mapped to QP: G&J/Q9101, v2.0”.  Minimum accepted score will be 80% aggregate. | Recommended that the trainer is certified for the job role, “Trainer (VET and Skills), mapped to the qualification pack: “Trainer, MEP/Q2601 v1.0”  Minimum accepted score will be 80% aggregate. |

## Assessor Requirements

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| Assessor Prerequisites | | | | | | |
| Minimum Educational Qualification  *<Select the minimum educational requirements, such as 12th Pass, Graduate or NSQF certified.>* | **Specialization**  *<Specify the areas of specialization that are desirable.>* | **Relevant Industry Experience** | | **Training/Assessment Experience** | | **Remarks** |
| ***Years*** | ***Specialization*** | ***Years*** | ***Specialization*** |  |
| 10th Standard pass | NA | 5 | QC/ trainer/ manager/ team leader/ supervisor. | 1 | Not mandatory but training/ assessment experience in payal making is desirable. |  |
| Certified in relevant CITS course as appropriate |  |  |  |  |  |  |

|  |  |
| --- | --- |
| Assessor Certification | |
| Domain Certification | **Platform Certification** |
| Certified for job role: “Payal Maker, mapped to QP: G&J/Q9101, v2.0”.  Minimum accepted score will be 80% aggregate. | Recommended that the Assessor is certified for the job role, “Assessor (VET and Skills)”, mapped to the Qualification pack: “Assessor, MEP/Q2701”  Minimum accepted score will be 80% aggregate. |

## Assessment Strategy

1. Assessment System Overview:

* Batches assigned to the assessment agencies for conducting the assessment on SDSM/SIP or email
* Assessment agencies send the assessment confirmation to 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

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| **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 |