

Qualification Pack



Tarakasi Jeweller

QP Code: G&J/Q9202

Version: 4.0

NSQF Level: 3

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G&J/Q9202: Tarakasi Jeweller

Brief Job Description

The individual at work makes jewellery, ornaments, backdrop or any other article with fine, delicate, intricate wire/ strips of precious metal. The Tarakasi jeweler assembles and solders wire/strips to make final piece.

Personal Attributes

The job requires the individual to have precision and excellent craftsmanship, attention to details, good eyesight, steady grip, ability to work for long hours in sitting position with lot of patience and ability to handle fine, delicate jewellery pieces. The individual is expected to have integrity in dealing with precious metals.

Applicable National Occupational Standards (NOS)

Compulsory NOS:

1. [G&J/N9202: Assemble and solder precious metal wire/ strips](#)
2. [G&J/N9902: Maintain health and safety at workplace](#)
3. [DGT/VSQ/N0102: Employability Skills \(60 Hours\)](#)

Qualification Pack (QP) Parameters

Sector	Gem & Jewellery
Sub-Sector	Handmade Gold and Gems-set Jewellery, Silver Smithing
Occupation	Component Making/Filling/Assembling
Country	India
NSQF Level	3
Credits	15
Aligned to NCO/ISCO/ISIC Code	NCO - 2015/7313.0703

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Minimum Educational Qualification & Experience	9th Class with NA of experience OR 8th Class with 1 Year of experience relevant experience OR Previous relevant Qualification of NSQF Level with 1 Year of experience relevant experience
Minimum Level of Education for Training in School	
Pre-Requisite License or Training	NA
Minimum Job Entry Age	18 Years
Last Reviewed On	NA
Next Review Date	17/11/2025
NSQC Approval Date	17/11/2022
Version	4.0
Reference code on NQR	2022/GJ/GJSCI/06713
NQR Version	2

Remarks:

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G&J/N9202: Assemble and solder precious metal wire/ strips

Description

This OS unit is about making and assembling strips and wires by means of soldering to make final Tarakasi jewellery or article

Scope

The scope covers the following :

- This unit/task covers the following:
- Making and assembling Tarakasi components
- Quality checking
- Maintaining accounts and productivity

Elements and Performance Criteria

Making and assembling Tarakasi components

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

- PC1.** check and ensure materials are available (i.e. precious metal strips or wires, solder powder, pliers, tweezers, cutters etc.,) as per the requirement of the jewellery pieces
- PC2.** ensure that the precious metal strips or wires are annealed, cleaned and dried before assembly
- PC3.** match the strips or wires to the sketch drawn on the paper and cut it to a desired length
- PC4.** bend and twist the strips or wires with the help pliers, tweezers and fingers to make outer frame and various design components
- PC5.** dip the assembled frame in borax, water mixture, sprinkle solder powder and solder frame assembly with torch flame
- PC6.** pickle and clean frame with sulphuric acid, water and gentle rubbing with brass brush
- PC7.** assemble various design components inside the frame as per sketch and follow same procedure of soldering and cleaning

Quality checking

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

- PC8.** check soldered joints, compare the design, shape and flow with the original sketch at intermediate steps and after complete soldering

Maintaining accounts and productivity

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

- PC9.** maintain proper records of metal received and returned prior and post assembly
- PC10.** ensure that the target is achieved as per order

Knowledge and Understanding (KU)

The individual on the job needs to know and understand:

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- KU1.** company's policies on: acceptable limits of precious metal loss per product type, incentives, delivery standards, quality standards, safety and hazards, security and personnel management
- KU2.** work flow involved in jewellery manufacturing process of the company
- KU3.** importance of the individual's role in the workflow
- KU4.** reporting structure
- KU5.** typical customer profile and market trends
- KU6.** documentation policy
- KU7.** use of different types of tools and equipment such as flame torch, solder alloys, chemicals, tweezers, pliers, files etc.,
- KU8.** precious and non-precious jewellery making process, types or style of jewellery and precious, semi or non-precious gemstones setting
- KU9.** metal properties of precious metals such as ductility, malleability etc.,
- KU10.** maintain precious-metal loss prescribed limit applicable for assembly and filing process
- KU11.** how to collect precious metal dust and fragments
- KU12.** potential work hazards while using or handling chemicals, acids and torch etc.,
- KU13.** different types of jewellery and their making technique, e.g., casting or handmade, soldering, annealing, filing etc

Generic Skills (GS)

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

- GS1.** fill the requisition slip for ordering tools and consumables
- GS2.** document and tally account as per set standards for the design
- GS3.** to read and write the job requirement
- GS4.** to read company policy documents
- GS5.** to interact with team members to work efficiently and share work load
- GS6.** to communicate effectively with the supervisor regarding daily production target, issues related to process, strip or wire quality received for assembly
- GS7.** how to use correct tools and equipments for achieving shape and flow as per design
- GS8.** how to use the appropriate soldering, cleaning method and consumables
- GS9.** how to plan for daily production target
- GS10.** how to plan and organize tools, machines and consumables at the work bench for carrying out polishing effectively
- GS11.** how to read and follow the special instructions mentioned on job sheet or bag for specific customer, which could be regarding final weight tolerance after soldering and assembly
- GS12.** how to reduce precious metal loss below the prescribed standards
- GS13.** how to deliver frame to next work process on time
- GS14.** how to improve work processes
- GS15.** how to spot process disruptions, delays and reduce processing time

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Assessment Criteria

Assessment Criteria for Outcomes	Theory Marks	Practical Marks	Project Marks	Viva Marks
<i>Making and assembling Tarakasi components</i>	8	27	-	-
PC1. check and ensure materials are available (i.e. precious metal strips or wires, solder powder, pliers, tweezers, cutters etc.,) as per the requirement of the jewellery pieces	2	2	-	-
PC2. ensure that the precious metal strips or wires are annealed, cleaned and dried before assembly	-	4	-	-
PC3. match the strips or wires to the sketch drawn on the paper and cut it to a desired length	1	4	-	-
PC4. bend and twist the strips or wires with the help pliers, tweezers and fingers to make outer frame and various design components	1	5	-	-
PC5. dip the assembled frame in borax, water mixture, sprinkle solder powder and solder frame assembly with torch flame	2	4	-	-
PC6. pickle and clean frame with sulphuric acid, water and gentle rubbing with brass brush	1	3	-	-
PC7. assemble various design components inside the frame as per sketch and follow same procedure of soldering and cleaning	1	5	-	-
<i>Quality checking</i>	1	4	-	-
PC8. check soldered joints, compare the design, shape and flow with the original sketch at intermediate steps and after complete soldering	1	4	-	-
<i>Maintaining accounts and productivity</i>	1	9	-	-
PC9. maintain proper records of metal received and returned prior and post assembly	1	4	-	-
PC10. ensure that the target is achieved as per order	-	5	-	-
NOS Total	10	40	-	-

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National Occupational Standards (NOS) Parameters

NOS Code	G&J/N9202
NOS Name	Assemble and solder precious metal wire/ strips
Sector	Gem & Jewellery
Sub-Sector	Handmade Gold and Gems-set Jewellery, Silver Smithing
Occupation	Component Making/ Filling/ Assembling
NSQF Level	3
Credits	12
Version	2.0
Last Reviewed Date	NA
Next Review Date	17/11/2027
NSQC Clearance Date	17/11/2022

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G&J/N9902: Maintain health and safety at workplace

Description

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

Scope

The scope covers the following :

- This unit/task covers the following:
- Health and safety in work area
- Fire safety
- Emergencies, rescue and first aid procedures

Elements and Performance Criteria

Health and safety in work area

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

- PC1.** identify and use appropriate protective clothing/equipment for specific tasks and work
- PC2.** identify hazardous job activities in his/her job and communicate the possible causes of risks or accidents in the workplace
- PC3.** carry out safe working practices while dealing with hazards to ensure safety of self and others
- PC4.** identify and avoid doing any tasks or activities in a wrong posture
- PC5.** practice appropriate working postures to minimise occupational health related issues

Fire safety

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

- PC6.** use the appropriate fire extinguishers on different types of fire
- PC7.** demonstrate rescue techniques applied during fire hazard
- PC8.** demonstrate good housekeeping in order to prevent fire hazards
- PC9.** demonstrate the correct use of any fire extinguisher

Emergencies, rescue and first aid procedures

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

- PC10.** administer appropriate first aid procedure to victims wherever required eg.in case of bleeding, burns, choking, electric shock etc.
- PC11.** respond promptly and appropriately to an accident or medical emergency
- PC12.** participate in emergency procedures such as raising alarm, safe evacuation, correct means of escape, correct assembly point etc.,

Knowledge and Understanding (KU)

The individual on the job needs to know and understand:

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- KU1.** company's policies on: safety and hazards and personnel management
- KU2.** names and location of documents that refer to health and safety in work place
- KU3.** reporting structure
- KU4.** meaning of hazards and risks
- KU5.** health and safety hazards commonly present in the work place and related precautions
- KU6.** various dangers associated with use of electrical equipment
- KU7.** preventative and remedial actions to be taken in case of exposure to toxic material
- KU8.** methods of accident prevention
- KU9.** how different chemicals react and the related hazards
- KU10.** how to use machines and tools without causing any accident
- KU11.** importance of using protective clothing/ equipment while working
- KU12.** precautionary activities to prevent the fire accident
- KU13.** various causes of fire
- KU14.** techniques of using different fire extinguishers
- KU15.** different materials used for extinguishing fire
- KU16.** rescue techniques applied during a fire hazard
- KU17.** various types of safety signs and their meaning
- KU18.** appropriate basic first aid treatment relevant to different condition e.g. bleeding, minor burns, eye injuries etc.,
- KU19.** casualty lifting in case of an accident caused to a person

Generic Skills (GS)

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

- GS1.** read and comprehend basic content to read labels, charts, signages
- GS2.** read and comprehend basic english to read manuals of operations
- GS3.** communicate effectively the risk of not following safety measures
- GS4.** respond to emergencies/accidents, by taking an appropriate and timely decision
- GS5.** organize work schedule, work area, tools, equipment and material to minimize health and safety risk
- GS6.** ensure appropriate action in case of any emergencies, accidents or fire at the work location
- GS7.** analyze untoward incidents from the past and implement correct use of machines, tools or hazardous chemicals
- GS8.** critically analyze the processes carried out by self and colleagues in the department to spot potential hazards and safety issues

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Assessment Criteria

Assessment Criteria for Outcomes	Theory Marks	Practical Marks	Project Marks	Viva Marks
<i>Health and safety in work area</i>	1	7	-	-
PC1. identify and use appropriate protective clothing/equipment for specific tasks and work	-	2	-	-
PC2. identify hazardous job activities in his/her job and communicate the possible causes of risks or accidents in the workplace	-	1	-	-
PC3. carry out safe working practices while dealing with hazards to ensure safety of self and others	-	1	-	-
PC4. identify and avoid doing any tasks or activities in a wrong posture	-	2	-	-
PC5. practice appropriate working postures to minimise occupational health related issues	1	1	-	-
<i>Fire safety</i>	-	6	-	-
PC6. use the appropriate fire extinguishers on different types of fire	-	1	-	-
PC7. demonstrate rescue techniques applied during fire hazard	-	2	-	-
PC8. demonstrate good housekeeping in order to prevent fire hazards	-	1	-	-
PC9. demonstrate the correct use of any fire extinguisher	-	2	-	-
<i>Emergencies, rescue and first aid procedures</i>	2	4	-	-
PC10. administer appropriate first aid procedure to victims wherever required eg.in case of bleeding, burns, choking, electric shock etc.	-	1	-	-
PC11. respond promptly and appropriately to an accident or medical emergency	1	2	-	-
PC12. participate in emergency procedures such as raising alarm, safe evacuation, correct means of escape, correct assembly point etc.,	1	1	-	-

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Assessment Criteria for Outcomes	Theory Marks	Practical Marks	Project Marks	Viva Marks
NOS Total	3	17	-	-

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National Occupational Standards (NOS) Parameters

NOS Code	G&J/N9902
NOS Name	Maintain health and safety at workplace
Sector	Gem & Jewellery
Sub-Sector	Jewellery Retail, Cast and diamonds-set jewellery
Occupation	Generic
NSQF Level	3
Credits	1
Version	4.0
Last Reviewed Date	31/08/2023
Next Review Date	31/08/2026
NSQC Clearance Date	31/08/2023

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

Description

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

Scope

The scope covers the following :

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

Elements and Performance Criteria

Introduction to Employability Skills

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

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

Constitutional values – Citizenship

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

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

Becoming a Professional in the 21st Century

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

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

Basic English Skills

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

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

Career Development & Goal Setting

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

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

Communication Skills

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

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

Diversity & Inclusion

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

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

Financial and Legal Literacy

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

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

Essential Digital Skills

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

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

Entrepreneurship

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

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

Customer Service

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

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

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PC28. follow appropriate hygiene and grooming standards

Getting ready for apprenticeship & Jobs

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

PC29. create a professional Curriculum vitae (Résumé)

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

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

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

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

Knowledge and Understanding (KU)

The individual on the job needs to know and understand:

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

KU2. various constitutional and personal values

KU3. different environmentally sustainable practices and their importance

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

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

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

KU7. about effective communication

KU8. POSH Act

KU9. Gender sensitivity and inclusivity

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

KU11. how to compute income and expenditure

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

KU13. different legal rights and laws

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

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

KU16. how to identify business opportunities

KU17. types and needs of customers

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

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

Generic Skills (GS)

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

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

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

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

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Assessment Criteria

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

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

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

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National Occupational Standards (NOS) Parameters

NOS Code	DGT/VSQ/N0102
NOS Name	Employability Skills (60 Hours)
Sector	Cross Sectoral
Sub-Sector	Professional Skills
Occupation	Employability
NSQF Level	4
Credits	2
Version	1.0
Last Reviewed Date	18/02/2025
Next Review Date	18/02/2028
NSQC Clearance Date	18/02/2025

Assessment Guidelines and Assessment Weightage

Assessment Guidelines

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

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Minimum Aggregate Passing % at QP Level : 50

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

Assessment Weightage

Compulsory NOS

National Occupational Standards	Theory Marks	Practical Marks	Project Marks	Viva Marks	Total Marks	Weightage
G&J/N9202.Assemble and solder precious metal wire/ strips	10	40	-	-	50	80
G&J/N9902.Maintain health and safety at workplace	3	17	-	-	20	10
DGT/VSQ/N0102.Employability Skills (60 Hours)	20	30	0	0	50	10
Total	33	87	0	0	120	100

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Acronyms

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

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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.

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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.