

## **NSQF QUALIFICATION FILE**

### **CONTACT DETAILS OF THE BODY SUBMITTING THE QUALIFICATION FILE**

#### **Name and address of submitting body**

**Gem & Jewellery Skill Council of India**

**Business Facilitation Centre, 3rd Floor**

**Seepz Special Economic Zone.**

**Andheri (E). Mumbai 400 096**

#### **Name and contact details of individual dealing with the submission**

**Name:** Mr. Binit Bhatt

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#### **List of documents submitted in support of the Qualifications File**

1. Career Map of Tarakasi Jeweller- Annexure 1
2. QP G&J/Q9202– Annexure 2
3. Format for EOI for AA Accreditation from GJSCI - Annexure 3
4. Protocol for Accreditation of Assessment Agencies and Assessment Framework – Annexure 4
5. Skill gap report for Gem and Jewellery Sector\_2008-2022– Annexure 5
6. Tools and Equipment list – Annexure 6
7. Accreditation norms – Annexure 7

## NSQF QUALIFICATION FILE

### SUMMARY

1	<b>Qualification Title</b>	Tarakasi Jeweller
2	<b>Qualification Code, if any</b>	G&J/Q9202
3	<b>NCO code and occupation</b>	(NCO-2015/NIL), Component Making/ Filling/ Assembling
4	<b>Nature and purpose of the qualification</b>	<p>The nature of the qualification is</p> <ul style="list-style-type: none"> <li>- a modular employable skills award</li> <li>- a Qualification Pack (QP)</li> </ul> <p>The purpose of the qualification is</p> <ul style="list-style-type: none"> <li>- to get unemployed people into work</li> <li>- to upgrade the skills of people already in work</li> <li>- to allow people in particular sectors to learn new skills to deal with technological change</li> </ul>
5	<b>Body/bodies which will award the qualification</b>	Gems & Jewellery Skill Council of India
6	<b>Body which will accredit providers to offer courses leading to the qualification</b>	Gem & Jewellery Skill Council of India
7	<b>Whether accreditation/affiliation norms are already in place or not , if applicable (if yes, attach a copy)</b>	Yes *PI refer, Annexure 3 and Annexure 7
8	<b>Occupation(s) to which the qualification gives access</b>	Component Making/ Filling/ Assembling
9	<b>Job description of the occupation</b>	The individual at work makes jewellery, ornaments, backdrop or any other article with fine, delicate, intricate wire/ strips of precious metal. Assembles and solders wire/ strips to make final piece. This Tarakasi artisan assembles and solders wire/strips to make final piece.
10	<b>Licensing requirements</b>	"N/A"
11	<b>Statutory and Regulatory requirement of the relevant sector (documentary evidence to be provided)</b>	"N/A"
12	<b>Level of the qualification in the NSQF</b>	Level 5

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13	<b>Anticipated volume of training/learning required to complete the qualification</b>	200Hrs		
14	<b>Indicative list of training tools required to deliver this qualification</b>	*Please Refer Annexure 6		
15	<b>Entry requirements and/or recommendations and minimum age</b>	Basic Literacy		
16	<b>Progression from the qualification (Please show Professional and academic progression)</b>	<p><b>Entrepreneur</b> With some years of experience gives Tarakasi Jeweller expertise in making master jewellery piece, Hence with developing leadership skills, the candidate could upgrade to become an entrepreneur.</p>		
17	<b>Arrangements for the Recognition of Prior learning (RPL)</b>	<p>Implementation Mechanism Facilitation</p> <p>The GJSCI has empowered the Training Partners to play the role of facilitation agency. The roles and responsibilities of the facilitation agency will be as follows:</p> <ol style="list-style-type: none"> <li>1. Survey the market and contact the persons who have acquired the skills of a particular trade in informal/non-formal settings and motivate them for getting their skills/competencies assessed, certified and recognized by a National Level Organization.</li> <li>2. Alternatively, a person who has acquired skills/competencies in informal/non-formal settings and desires to get his/her skills assessed, certified and recognized by a National Level Organization approaches the Training Partner.</li> <li>3. Training Partners will explain and assist interested candidates to register and submit the application form along with the required documents.</li> </ol> <p>RPL Implementation Process:</p> <p>In order to create an awareness about the RPL assessments, GJSCI will put in marketing efforts in targeted regions of the country to invite applications from the persons who desire to get their skills assessed, recognized and certified in relevant trade.</p> <p>The set of documents along with the application form should be sent to the GJSCI office in the form of scanned copy and hard copy by post or in person by the Training Partner</p> <table border="1" data-bbox="750 1957 1528 2096"> <tr> <td data-bbox="750 1957 970 2096"><b>Group A</b></td> <td data-bbox="979 1957 1528 2096">i) Proof of work experience/skills/competencies acquired in informal/non-formal settings (Self undertaking)</td> </tr> </table>	<b>Group A</b>	i) Proof of work experience/skills/competencies acquired in informal/non-formal settings (Self undertaking)
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		<table border="1"> <tr> <td><b>(Skill based evidence)</b></td> <td>ii) Work experience certificate from the employer if any</td> </tr> <tr> <td></td> <td>iii) Work experience certificate from the local Jeweller's Manufacturer's association</td> </tr> <tr> <td><b>Group B</b></td> <td>iv) Copy of the Educational Qualification certificate, if any</td> </tr> <tr> <td><b>(Literacy based evidence)</b></td> <td>iv) Self undertaking by the candidate indicating the basic literacy level</td> </tr> <tr> <td colspan="2"><b>The candidate should submit the evidence at least one each from Group A and Group B.</b></td> </tr> </table> <p>1. The applications along with the evidence submitted by the candidates will be screened and reviewed by the Training Partner &amp; GJSCI.</p> <p>2. The eligible candidates will be informed accordingly.</p> <p>3. The candidates who could not be eligible for RPL assessment, will be informed about the deficiency in the application form and evidence submitted by them to the Training Partner and will be asked to apply again after taking necessary remedial measures.</p> <p>4. Training Partner will inform the candidates about the assessment centre, date and time for assessment well in advance. Efforts will be made to ensure that the candidate is assessed in his/her work place only.</p> <p><b><u>Eligibility criteria:</u></b></p> <p>1. Any artisan above the age of 18 with a minimum work experience of 6 months can get assessed in the RPL programme.</p> <p>2. To validate the work experience, we shall need a letter from the local jeweller's association or the employing company certifying his/her experience.</p>	<b>(Skill based evidence)</b>	ii) Work experience certificate from the employer if any		iii) Work experience certificate from the local Jeweller's Manufacturer's association	<b>Group B</b>	iv) Copy of the Educational Qualification certificate, if any	<b>(Literacy based evidence)</b>	iv) Self undertaking by the candidate indicating the basic literacy level	<b>The candidate should submit the evidence at least one each from Group A and Group B.</b>	
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<b>18</b>	<b>International comparability where known (research evidence to be provided)</b>	"N/A"										
<b>19</b>	<b>Date of planned review of the qualification</b>	21/06/2022										
<b>20</b>	<b>Formal structure of the qualification</b>											

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<b>Mandatory Components</b>			
	<b>Title of component and identification code/NOSs/learning outcomes</b>	<b>Estimated Size (learning hours )</b>	<b>Level</b>
	1. G&J/N9202 Assemble and solder Precious metal wire/ strips	195	<b>5</b>
	3. G&J/N9901 Coordinate with others	3	
	4. G&J/N9902 Maintain health and safety at workplace	2	
	<b>Sub Total(A)</b>	<b>200</b>	
<b>Optional Components</b>			
	<b>Title of component and identification code/NOSs/learning outcomes</b>	<b>Estimated Size (learning hours )</b>	<b>Level</b>
	<b>Sub Total (B)</b>		

## NSQF QUALIFICATION FILE

<b><u>Total (A+B)</u></b>	<b><u>200</u></b>	
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### **SECTION 1** **ASSESSMENT**

<b>21</b>	<p><b>Body/Bodies which will carry out assessment:</b></p> <ol style="list-style-type: none"><li>1. Manipal City &amp; Guilds Private Limited</li><li>2. Eduworld Consultant Private Limited</li><li>3. Central Association of Private Security Industry (CAPSI)</li><li>4. Proximo Educational Society</li><li>5. CoCubes Technologies Private Limited</li><li>6. Skill Training Assessment Management Partners Limited (STAMP)</li><li>7. Skill Mantra Edutech Consulting India Private limited</li><li>8. Assess People Services India Private Limited</li><li>9. Navriti Technologies Private limited</li><li>10. Five Elements Business Solutions Private Limited</li><li>11. C&amp;K Management Limited</li><li>12. Eduvantage Private Limited</li><li>13. Induslynk Training Services Private Limited (METTL)</li><li>14. Shivam Education and Welfare Trust</li><li>15. Formac Software Services Private Limited</li><li>16. Knowlarity Solutions Private Limited</li><li>17. Fort diamond Consultancy</li><li>18. Sonnet Assessment Management Private Limited</li></ol>
<b>22</b>	<p><b>How will RPL assessment be managed and who will carry it out?</b></p> <p>The assessment body shall be responsible for RPL assessment.</p> <p>In RPL, the candidate has acquired the skills and knowledge while working and requires assessment and certification only. RPL is the acknowledgement of skills and knowledge obtained through:</p> <ul style="list-style-type: none"><li>• formal training</li><li>• work experience</li><li>• life experiences</li></ul> <p>The focus of RPL is the competence gained from these experiences; not how, when or where the learning occurred.</p> <p>Process or steps in RPL assessments</p> <ol style="list-style-type: none"><li>1. Offering RPL to potential candidates</li><li>2. Providing information to the candidate</li><li>3. Evidence collation</li><li>4. Pre-screening &amp; orientation</li><li>5. Self-assessment</li><li>6. Assessment and making the decision</li><li>7. Feedback to the candidate</li></ol>

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	<ul style="list-style-type: none"><li>8. Documentation of outcomes</li><li>9. Certification</li></ul>
23	<p><b>Describe the overall assessment strategy and specific arrangements which have been put in place to ensure that assessment is always valid, reliable and fair and show that these are in line with the requirements of the NSQF.</b></p> <ul style="list-style-type: none"><li>a) The emphasis is on 'learning-by-doing' and practical demonstration of skills and knowledge based on the performance criteria.</li><li>b) The assessment papers are developed by Subject Matter Experts (SME) available with the Assessment Agency as per the performance and assessment criteria mentioned in the Qualification Packs.</li><li>c) The assessments papers are also checked for the various outcome based parameters such as quality, time taken, precision, tools &amp; equipment requirement, etc.</li><li>d) The assessments are designed so as to assess maximum parts during the practical hands on work. Duties and responsibility of a Tarakasi Jeweller are also assessed. The technical limitations at the training centres are taken care in theory and viva.</li><li>e) The assessment agencies are instructed to hire assessors with integrity, reliability and fairness. Each assessor shall sign a document with its assessment agency by which they commit themselves to comply with the rules of confidentiality and conflict of interest, independence from commercial and other interests that would compromise impartiality of the assessments.</li><li>f) The assessment agencies are instructed to Ideally have assessor with right mix of industry experience, academia and these are detailed in Assessment Agency Protocol</li><li>g) The assessors selected by Assessment Agencies are scrutinized and made to undergo training and introduction to Assessment Framework, competency based assessments, assessors guide etc.</li><li>h) The assessors are provided with assessors guide developed by the Subject Matter Expert of the assessment agency or by Gem &amp; jewellery SSC as per the assessment framework. The assessment guides are developed to ensure the maximum possible consistency / transparency in the assessment by different assessors and elaborate on the following<ul style="list-style-type: none"><li>1. Qualification Pack Structure</li><li>2. Guidance for the assessor to conduct theory, practical and viva assessments</li><li>3. Guidance for trainees to be given by assessor before the start of the assessments.</li><li>4. Guidance on assessments process, practical brief with steps of operations practical observation checklist Attendance Sheet and mark sheet</li><li>5. Viva guidance for uniformity and consistency across the batch.</li><li>6. Guidance on assessment evidence collection</li></ul></li></ul>

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	<p>The assessment results are backed by evidences collected by assessors.</p> <ol style="list-style-type: none"><li>1. The assessor needs to collect a copy of the attendance for the training done under the scheme. The attendance sheets are signed and stamped by the in charge /Head of the Training Centre.</li><li>2. The assessor needs to verify the authenticity of the candidate by checking the photo ID issued by the institute as well as Aadhar card issued by the Central/Government. The same needs to be mentioned in the attendance sheet. In case of suspicion, the assessor should authenticate and cross verify trainee's credentials in the enrolment form.</li><li>3. The assessor needs to take a photograph of all the students along with the centre name/ banner at the back as evidence.</li><li>4. The assessor captures photographs of the trainees working on the job and giving theory exam as evidence.</li><li>5. The assessor also needs to carry an Aadhar card.</li><li>6. The assessor also needs to take the photographs as evidence from appropriate angles/ sides of the final work piece/job submitted by the trainee.</li><li>7. The details on assessment framework are elaborated in Gem &amp; jewellery SSC Protocol for Accreditation of Assessment Agencies and Assessment Framework.</li></ol> <p>All accredited Assessment Agency follow the “Gem &amp; jewellery Skill Council of India Protocol for Accreditation of Assessment Agencies and Assessment Framework”. Each NOS in the Qualification Pack (QP) is assigned a relative weightage for assessment based on the criticality of the NOS. Therein each Performance Criteria in the NOS will be assigned marks for or practical based on relative importance, criticality of function and training infrastructure.</p>
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1. Format for EOI for AA Accreditation from GJSCI - Annexure 3
2. Protocol for Accreditation of Assessment Agencies and Assessment Framework – Annexure 4



## ASSESSMENT EVIDENCE:

### CRITERIA FOR ASSESSMENT OF TRAINEES

**Job Role** Tarakasi Jeweller

**Qualification Pack** G&J/Q9202

**Sector Skill Council** Gems & Jewellery

#### Guidelines for Assessment

1. Criteria for assessment for each Qualification Pack will be created by the Sector Skill Council. Each 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 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 practical tests for skill evaluation for candidates at every examination/training centre. (As per assessment criteria below)
5. To pass the Qualification Pack, every candidate should score a minimum 70% of aggregate marks to successfully clear the assessment.
6. In case of successfully passing only certain number of NOSs, the candidate is eligible to take subsequent assessment to pass the Qualification Pack.
7. In case of unsuccessful completion, the trainee may seek reassessment on the Qualification Pack.

Compulsory NOS				Marks Allocation	
Total Marks: 90					
Assessment outcomes	Assessment Criteria for outcomes	Total Marks	Out Of	Theory	Skills Practical
1. G&J/N9202 Assemble and solder precious metal wire/ strips	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	<b>50</b>	4	2	2
	PC2. ensure that the precious metal strips or wires are annealed, cleaned and dried before assembly		4	0	4
	PC3. match the strips or wires to the sketch drawn on the paper and cut it to a desired length		5	1	4
	PC4. bend and twist the strips or wires with the help pliers, tweezers and fingers to make		6	1	5

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Compulsory NOS				Marks Allocation		
<b>Total Marks: 90</b>						
Assessment outcomes	Assessment Criteria for outcomes	Total Marks	Out Of	Theory	Skills Practical	
	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		6	2	4	
	PC6. pickle and clean frame with sulphuric acid, water and gentle rubbing with brass brush		4	1	3	
	PC7. assemble various design components inside the frame as per sketch and follow same procedure of soldering and cleaning		6	1	5	
	PC8. check soldered joints, compare the design, shape and flow with the original sketch at intermediate steps and after complete soldering		5	1	4	
	PC9. maintain proper records of metal received and returned prior and post assembly		5	1	4	
	PC10. ensure that the target is achieved as per order		5	0	5	
	<b>Total</b>			<b>50</b>	<b>10</b>	<b>40</b>

Compulsory NOS				Marks Allocation	
<b>Total Marks:90</b>					
Assessment outcomes	Assessment Criteria for outcomes	Total Marks	Out Of	Theory	Skills Practical
2. G&J/N9901 Coordinate with others	PC1. coordinate for receiving work instructions and raw materials from reporting supervisor	<b>20</b>	1	0	1
	PC2. communicate to the reporting supervisor about process flow improvements, product defects received from		1	0	1

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Compulsory NOS				Marks Allocation	
Total Marks:90					
Assessment outcomes	Assessment Criteria for outcomes	Total Marks	Out Of	Theory	Skills Practical
	previous process, repairs and maintenance of tools and machinery as required				
	PC3. communicate to reporting supervisor about operation details and hazards		1	0	1
	PC4. interact with supervisor regarding compliance of company policy and rules		3	0	3
	PC5. coordinate with colleagues to share work, as per the workload in order to achieve team goals		3	0	3
	PC6. communicate and discuss work flow related difficulties in order to find solutions with mutual agreement		2	0	2
	PC7. coordinate and receive feedback from quality control department		2	1	1
	PC8. resolve conflicts by communicating with colleagues and other departments		2	0	2
	PC9. communicate and discuss work Coordinate with colleagues regarding multitasking in other departments with requirements		3	1	2
	PC10. adhere to nondisclosure policy of the company in all outside coordination		2	1	1
	<b>Total</b>			<b>20</b>	<b>3</b>

Compulsory NOS				Marks Allocation	
Total Marks: 90					
Assessment outcomes	Assessment Criteria for outcomes	Total Marks	Out Of	Theory	Skills Practical
3. G&J/N9902 Maintain health and safety at workplace	PC1. identify and use appropriate protective clothing/equipment for specific tasks and work	<b>20</b>	2	0	2
	PC2. identify hazardous job activities in his/her job and communicate the possible causes of risks or accidents in the workplace		1	0	1

## NSQF QUALIFICATION FILE

Compulsory NOS				Marks Allocation	
Total Marks: 90					
Assessment outcomes	Assessment Criteria for outcomes	Total Marks	Out Of	Theory	Skills Practical
	PC3. carry out safe working practices while dealing with hazards to ensure safety of self and others		1	0	1
	PC4. identify and avoid doing any tasks or activities in a wrong posture		2	0	2
	PC5. practice appropriate working postures to minimise occupational health related issues		2	1	1
	PC6. use the appropriate fire extinguishers on different types of fire		1	0	1
	PC7. demonstrate rescue techniques applied during fire hazard		2	0	2
	PC8. demonstrate good housekeeping in order to prevent fire hazards		1	0	1
	PC9. demonstrate the correct use of any fire extinguisher		2	0	2
	PC10. administer appropriate first aid procedure to victims wherever required eg.in case of bleeding, burns, choking, electric shock etc.		1	0	1
	PC11. respond promptly and appropriately to an accident or medical emergency		3	1	2
	PC12. participate in emergency procedures such as raising alarm, safe evacuation, correct means of escape, correct assembly point etc.,		2	1	1
	<b>Total</b>		<b>20</b>	<b>3</b>	<b>17</b>

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### **Means of assessment 1**

The emphasis is on 'learning-by-doing' and practical demonstration of skills and knowledge based on the performance criteria.

The assessment papers for theory and practical are developed by Subject Matter Experts (SME) available with the Assessment Agency as per the performance and assessment criteria mentioned in the Qualification Packs.

Tests are administered and marks for theory paper and practical's demonstrating the selling techniques, handling of jewellery and retail sales counter. All the components and the performance criteria are covered during the test.

### **Means of assessment 2**

The assessments for theory is carried out in Offline mode (TAB) and the practical assessments is carried out with the availability of the equipment at the TC, as predefined for the job role.

### **Pass/Fail**

**The minimum total marks to be achieved for being competent are 70% in total.**

## NSQF QUALIFICATION FILE

### SECTION 2

#### 25. EVIDENCE OF LEVEL

##### Option A

Title/Name of qualification/component: Tarakasi Jeweller		Level: 5	
NSQF Domain	Outcomes of the Qualification/Component	How the job role relates to the NSQF level descriptors	NSQF Level
Process			
Professional knowledge			
Professional skill			
Core skill			
Responsibility			

## NSQF QUALIFICATION FILE

Title/Name of qualification/component: Tarakasi Jeweller			Level: 5
NSQF Domain	Key requirements of the job role	How the job role relates to the NSQF level descriptors	NSQF Level
Process	The Tarakasi Jeweller operator takes instruction from his supervisor and works with machines and numerous tools to set the jewellery frame and then solder it cleans it thoroughly in order to give the base frame the look that the design requires. Minimal technical or problem solving skills are required His work requires him to follow the predefined set of limited and repeated procedure to finish the jewellery frame	The Tarakasi Jeweller follows the predefined set of limited and repeated procedure to finish the jewellery frame and cleans it thoroughly.	5
Professional knowledge	The Tarakasi Jeweller knows work flow involved in company's jewellery manufacturing process, i.e., from one goldsmith to another, properties of silver and silver alloy, properties such as strength, malleability, uses of different types of tools table for assembly ,wooden ash to assemble it and then solder it .check if the pcs are properly linked together then check if is assembled on the wooden ash properly ,while soldering check the flame it should as small as possible .do not over heat the metal there are possibility it might melt and the design can get damaged, he should know to make flux ,to make soft solder and use it properly .he should know proper use of tools ,consumables and use of log gas flame .	The Tarakasi Jeweller needs to know Basic facts, process and principle applied in trade of Assembly & Soldering to achieve desired quality structure and flexibility to the jewellery product.	5
Professional skill	Repetitive practical skills required are: read design in order to convert design into frame as per finish required, translate finish and symmetry of design into ornament, spot difficulties with respect to practicality of design, assess silver loss at each step of jewellery making so as to deliver product of correct weight and size and identify the problems with faulty equipment and takes appropriate action by reporting them to his seniors. He receives instructions and feedback from his supervisor and implements them accordingly. he also spots plagiarism and reports and alert authorities in time of any potential sources of violations.	The Tarakasi Jeweller recalls and demonstrates practical skill, routine and repetitive in the task Assembly & Soldering operator process which is a narrow range of application	5

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Title/Name of qualification/component: Tarakasi Jeweller		Level: 5	
NSQF Domain	Key requirements of the job role	How the job role relates to the NSQF level descriptors	NSQF Level
Core skill	The Tarakasi Jeweller writes clear and short sentences, reads job sheets and interprets details mentioned in the job sheet, reads notes and instructions in terms of process to be followed and performs basic calculations required in the Assembly & Soldering operator process. Also does effective and error free communication with seniors and colleagues, builds team coordination and writes grievance complaint application. Knows and understands basic banking procedures like account opening, basic banking operations and savings. Also discusses task, schedules, and work-loads with co-workers And supervisors and helps them as required.	The Tarakasi Jeweller has the minimum required clarity, skill of basic arithmetic, personal banking, basic understanding of social and natural environment He does effective and error free communication with seniors and colleague's.	5
Responsibility	This individual works under the supervision of his supervisor and is responsible for collecting instructions and materials from his supervisor, Assembly the complete pcs as per design given, then soldering it as per requirement then cleaning the jewellery pcs with acid and water and then drying it naturally controlling silver loss in the process, doing basic quality check and to detect product defects and reporting them to his supervisor.	This individual works under close supervision .He is responsible for the delivering good Assembled pcs to supervisor, controls precious metal loss and damage , send jewellery piece for QC after assembly is done	5



## NSQF QUALIFICATION FILE

### **SECTION 3**

#### **EVIDENCE OF NEED**

#### **26 What evidence is there that the qualification is needed? What is the estimated uptake of this qualification and what is the basis of this estimate?**

We have derived the need for this qualification through extensive industry interaction. Please refer list of organisations who were involved in the validation process to make Qualification Packs viable. Statistics of the organisation involved in validation process are as follows.

Large scale industries 10, Medium Size industries 10 and Small industries 10 were involved in the validation process to make the Qualification Packs viable to the current industry requirements

#### **List of industries involved in the Validation process for the QP – Tarakasi Jeweller**

<b>S No.</b>	<b>Large scale industries</b>	<b>Medium scale industries</b>	<b>Small scale industries</b>
<b>1.</b>	Angad Ornaments	Jayashree Chandi Aatani	Crystalline Silvago Analytical Center
<b>2.</b>	Firoz Silver Polish Center	Mahesh Maruti Devale	MK
<b>3.</b>	Kirti Jeweler	Mayank Silver	Parshwnath Jeweler
<b>4.</b>	Mayuresh Sut-pasta Company	Minakari & Diamond Cutting	Shri Suresh Satu Mali
<b>5.</b>	Ravindra Danke	Prakash Virupaksh Kumbhar	Silver Manufaturer
<b>6.</b>	S.M.Silver LLP	Sangeeta Assaying Home	Silver Ornaments & Dealers
<b>7.</b>	Shivaji Hande	Shrree Balaji Diemaker	Silver Ornaments Manufacturers & Dealers
<b>8.</b>	Shreya Jewelers	Silver Ornaments Manufacturers & Distributors	Bhairwnath Golsut Machine
<b>9.</b>	Shri Swami Smarth Vedhani	Rishabh Ornaments	Sidharth Ornaments
<b>10.</b>	Silver Chain	Borchate Dimaond Cutting	Ankush Silver Ornaments

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27	<p><b>Recommendation from the concerned Line Ministry of the Government/Regulatory Body. To be supported by documentary Evidences.</b></p> <p>YES</p>
28	<p><b>What steps were taken to ensure that the qualification(s) does (do) not duplicate already existing or planned qualifications in the NSQF?</b></p> <p>QPs for Job Roles of various related SSC's were studied to ensure that there is no duplicity</p>
29	<p><b>What arrangements are in place to monitor and review the qualification(s)? What data will be used and at what point will the qualification(s) be revised or updated?</b></p> <p>To monitor and review the qualification packs extensively interact with the industry, jewellery education institute &amp; trade bodies and invite their comments, feedback and suggestions to improve the qualification packs. We also organize seminars and talks to get insights from industry.</p> <p>The data collected from above activities then gets compiled/incorporated with justifiable changes in the next/updated version of the QP. This QP is set to be revised 21<sup>st</sup> June 2022.</p>

1. Skill gap report for Gem & Jewellery sector\_2008-2022– Annexure 5

## NSQF QUALIFICATION FILE

### **SECTION 4**

#### **EVIDENCE OF PROGRESSION**

**What steps have been taken in the design of this or other qualifications to ensure that there is a clear path to other qualifications in this sector?**

***Show the career map here to reflect the clear progression***

Please refer to attached career path as per annexure 1 which clearly defines the career path

NSQF LEVEL DESCRIPTORS

LEVEL	Process required	Professional knowledge	Professional skill	Core skill	Responsibility
1	Prepares person to/carry out process that are repetitive on regular basis require no previous practice,	Familiar with common trade terminology, instructional words, meanings and understanding.	Routine and repetitive, takes safety and security measures.	Reading and writing; addition, subtraction; personal financing; familiarity with social and religious diversity, hygiene and environment.	No responsibility; always works under continuous instruction and close supervision.
2	Prepares person to/carry out processes that are repetitive, on a regular basis, with little application of understanding, more of practice.	Material, tools and applications in a limited context, understands context of work and quality.	Limited service skills used in limited context; select and apply tools; assist in professional works with no variables; differentiate good and bad quality.	Receive and transmit written and oral messages, basic arithmetic, personal financing, and understanding of social, political, and religious diversity, hygiene and environment.	No responsibility; works under instruction and close supervision.
3	Person may carry out a job which may require limited range of activities routine and predictable.	Basic facts, process and principle applied in trade of employment.	Recall and demonstrate practical skill, routine and repetitive in narrow range of application	Communication written and oral, with minimum required clarity, skill of basic arithmetic and algebraic principles, personal banking, basic understanding of social and natural environment.	Under close supervision. Some responsibility for own work within defined limit.
4	Work in familiar, predictable, routine, situation of clear choice.	Factual knowledge of field of knowledge or study.	Recall and demonstrate practical skill, routine and repetitive in narrow range of application, using appropriate rule and tool, using quality Concepts.	Language to communicate written or oral, with required clarity, skill to basic arithmetic and algebraic principles, basic understanding of social political and natural environment.	Responsibility for own work and learning.

## NSQF QUALIFICATION FILE

LEVEL	Process required	Professional knowledge	Professional skill	Core skill	Responsibility
5	Job that requires well developed skill, with clear choice of procedures in familiar context.	Knowledge of facts, principles, processes and general concepts, in a field of work or study.	A range of cognitive and practical skills required to accomplish tasks and solve problems by selecting and applying basic methods, tools, materials and information.	Desired mathematical skill; understanding of social, political; and some skill of collecting and organising information, communication.	Responsibility for own work and learning and some responsibility for others' works and learning.
6	Demands a wide range of specialised technical skill, clarity of knowledge and practice in broad range of activity involving standard and non-standard practices.	Factual and theoretical knowledge in broad contexts within a field of work or study.	A range of cognitive and practical skills required to generate solutions to specific problems in a field of work or study.	Reasonable good in mathematical calculation, understanding of social, political and reasonably good in data collecting organising information, and logical communication.	Responsibility for own work and learning and full responsibility for other's works and learning.
7	Requires a command of wide-ranging specialised theoretical and practical skills, involving variable routine and non-routine contexts.	Wide-ranging factual and theoretical knowledge in broad contexts within a field of work or study.	Wide range of cognitive and practical skills required to generate solutions to specific problems in a field of work of study.	Good logical and mathematical skill understanding of social political and natural environment and organising information, communication and presentation skill.	Full responsibility for output of group and development.
8	Comprehensive, cognitive, theoretical knowledge and practical skills to develop creative solutions to abstract problems. Undertakes self-study; demonstrates intellectual independence, analytical rigour and good communication.			Exercise management and supervision in the context of work/study having unpredictable changes; responsible for the work of others.	
9	Advanced knowledge and skill. Critical understanding of the subject, demonstrating mastery and innovation, completion of substantial research and dissertation.			Responsible for decision making in complex technical activities involving unpredictable work/study situations.	
10	Highly specialised knowledge and problem solving skill to provide original contribution to knowledge through research and scholarship.			Responsible for strategic decisions in unpredictable complex situations of work/study.	

### NSQF LEVEL OUTLINES NSQF levels related to the labour market

### Annex B

**Level1:** Work requiring knowledge, skills and aptitude at level 1 will be routine, repetitive, and focused on limited tasks carried out under close supervision. In some sectors, people carrying out these job roles may be described as “helpers”.

Individuals in jobs which require level 1 qualifications may be expected to be able to read, write, add and subtract, but will not normally be required to have any previous knowledge or skills relating to the work<sup>1</sup>.

When employed, they will be instructed in their tasks and expected to learn and use the common terminology of the trade and acquire the basic skills necessary for the work.

Job holders at this level will be expected to carry out the tasks they are given safely and securely and to use hygienic and environmentally friendly practices. This means that they will be expected to take some responsibility for their own health and safety and that of fellow workers.

In working with others, they will be expected to respect the different social and religious backgrounds of their fellow workers.

**Level 2:** Work requiring knowledge, skills and aptitudes at level 2 will also be routine and repetitive and tasks will be carried out under close supervision. The individuals will not be expected to deal independently with variables which affect the carrying out of the work. People carrying out these work roles may be described as “assistants” and the range of tasks they carry out will be limited.

Individuals in jobs which require level 2 qualifications will normally be expected to be able to read and write, add and subtract. Their work may involve taking and passing on messages.

They may also be expected to have some previous experience, knowledge and skills in the occupation. When employed, they will be instructed in their tasks and expected to acquire the practical skills necessary to assist skilled workers and/or give a limited service to customers. They will learn about, and use, the materials, tools and applications required to carry out basic tasks in an occupation. They may have to select the appropriate materials, tools and/or applications to carry out tasks.

They will be expected to understand what constitutes quality in their job role and distinguish between good and bad quality in the context of the tasks they are given. Job holders at this level will be expected to carry out the tasks they are given safely and securely and to use hygienic and environmentally friendly practices. This means that they will be expected to take some responsibility for their own health and safety and that of fellow workers and, where appropriate, customers.

In working with others, they will be expected to respect the different social and religious backgrounds of their fellow workers, but their contribution to team work may be limited.

**Level 3:** Work requiring knowledge, skills and aptitudes at level 3 will be routine and predictable. Job holders will be responsible for carrying out a limited range of jobs under close supervision. Their work may require

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<sup>1</sup> In practice many workers at this level will have limited literacy and NOS and qualifications at this levels should reflect this – e.g. in relation to assessment.

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the completion of a number of related tasks. People carrying out these job roles may be described as “partly-skilled workers”.

Individuals in jobs which require level 3 qualifications will normally be expected to be able to communicate clearly in speech and writing and may be required to use arithmetic and algebraic processes. They will be expected to have previous knowledge and skills in the occupation and should know the basic facts, processes and principles applied in the trade for which they are qualified and be able to apply the basic skills of the trade to a limited range of straightforward jobs in the occupation.

They will be expected to understand what constitutes quality in their job role and more widely in the sector or sub-sector and to distinguish between good and bad quality in the context of the jobs they are given. Job holders at this level will be expected to carry out the jobs they are given safely and securely. They will work hygienically and in ways which show an understanding of environmental issues. This means that they will be expected to take responsibility for their own health and safety and that of fellow workers and, where appropriate, customers and/or clients.

In working with others, they will be expected to conduct themselves in ways which show a basic understanding of the social environment. They should be able to make a good contribution to team work.

**Level 4:** Work requiring knowledge, skills and aptitudes at level 4 will be carried out in familiar, predictable and routine situations. Job holders will be responsible for carrying out a range of jobs, some of which will require them to make choices about the approaches they adopt. They will be expected to learn and improve their practice on the job. People carrying out these jobs may be described as “skilled workers”.

Individuals in jobs which require level 4 qualifications should be able to communicate clearly in speech and writing and may be required to use arithmetic and algebraic processes. They will be expected to have previous knowledge and skills in the occupation in which they are employed, to appreciate the nature of the occupation and to understand and apply the rules which govern good practice. They will be able to make choices about the best way to carry out routine jobs where the choices are clear.

They will be expected to understand what constitutes quality in the occupation and will distinguish between good and bad quality in the context of their job roles. Job holders at this level will be expected to carry out their work safely and securely and take full account of the health and safety on colleagues and customers. They will work hygienically and in ways which show an understanding of environmental issues.

In working with others, they will be expected to conduct themselves in ways which show a basic understanding of the social and political environment. They should be able to guide or lead teams on work within their capability.

**Level 5:** Work requiring knowledge, skills and aptitudes at level 5 will also be carried out in familiar situations, but also ones where problems may arise. Job holders will be able to make choices about the best procedures to adopt to address problems where the choices are clear.

Individuals in jobs which require level 5 qualifications will normally be responsible for the completion of their own work and expected to learn and improve their performance on the job. They will require well developed practical and cognitive skills to complete their work. They may also have some responsibility for others' work and learning. People carrying out these jobs may be described as “fully skilled workers” or “supervisors”.

Individuals employed to carry out these jobs will be expected to be able to communicate clearly in speech and writing and may be required to apply mathematical processes. They should also be able to collect and organise information to communicate about the work. They will solve problems by selecting and applying methods, tools, materials and information.

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They will be expected to have previous knowledge and skills in the occupation, and to know and apply facts, principles, processes and general concepts in the occupation.

They will be expected to understand what constitutes quality in the occupation and will distinguish between good and bad quality in the context of their work. They will be expected to operate hygienically and in ways which show an understanding of environmental issues. They will take account of health and safety issues as they affect the work they carry out or supervise.

In working with others, they will be expected to conduct themselves in ways which show an understanding of the social and political environment.

**Level 6:** Work requiring knowledge, skills and aptitudes at level 6 will require the use of both standard and non-standard practices. Job holders will carry out a broad range of work which will require a wide range of specialised technical skills backed by clear factual and theoretical knowledge.

Individuals in jobs which require level 6 qualifications will normally be responsible for the completion of their own work and expected to learn and improve their performance on the job. They are likely to have full responsibility for others' work and learning. People carrying out these jobs may be described as "master technicians" and "trainers".

Individuals employed to carry out these job roles will be expected to be able to communicate clearly in speech and writing and may be required to carry out mathematical calculations. They should also be able to collect data, organise information, and communicate logically about the work. They will solve problems by selecting and applying methods, tools, materials and information.

They will be expected to have broad factual and theoretical knowledge applying to practice within the occupation, and a range of practical and cognitive skills. They will be able to generate solutions to problems which arise in their practice.

They will be expected to understand what constitutes quality in the occupation and to distinguish between good and bad quality in the context of all aspects of their work. They will be expected to work in ways which show an understanding of environmental issues. They will take account of health and safety issues as they affect the work they carry out or manage.

In working with others, they will be expected to conduct themselves in ways which show an understanding of the social and political environment.

**Level 7:** Work requiring knowledge, skills and aptitudes at level 7 will take place in contexts which combine the routine and the non-routine and are subject to variations. Job holders will carry out a broad range of work which requires wide-ranging specialised theoretical and practical skills.

Individuals in jobs which require level 7 qualifications will normally be responsible for the output and development of a work group within an organisation. People carrying out these job roles are likely to be graduates. They may be described as "managers" or "senior technicians".

Individuals employed to carry out these job roles will be expected to be able to communicate clearly in speech and writing and are likely to be required to carry out mathematical calculations as part of their work. They should also be skilful in collecting and organising information to communicate logically about the work.

They will be expected to have wide-ranging factual and theoretical knowledge of practice within the occupation, and a wide range of specialised practical and cognitive skills. They will be able to generate solutions to problems which arise in their work.



## NSQF QUALIFICATION FILE

They will be expected to understand what constitutes quality in the occupation and distinguish between good and bad quality in all aspects of their work. They will be expected to work in ways which show a good understanding of environmental issues. They will take account of health and safety issues as they affect the work they carry out and manage.

In working with others, they will be expected to conduct themselves in ways which show a good understanding of the social and political environment.

**Level 8:** Individuals in jobs which require level 8 qualifications will normally be responsible for managing the work of a team and developing the team. The work will involve dealing with unpredictable circumstances affecting the work.

Their work will require the use of comprehensive knowledge and understanding of the occupational field and a commitment to self-development.

They will normally need an ability to develop creative solutions to problems requiring abstract thought. They will be required to show intellectual independence and a rigorous analytical ability. They will need to be good communicators.

**Level 9:** Individuals in jobs which require level 9 qualifications will normally be responsible for complex decision-making in unpredictable contexts.

They will have to exercise senior responsibility in an organisation and show mastery of the issues in the occupation and the ability to innovate.

Their work will require the use of advanced knowledge and skill. They may make contributions to knowledge in their field through research.

**Level 10:** Job Individuals in jobs which require level 10 qualifications will normally be responsible for strategic decision-making. The context of their work will be complex and unpredictable.

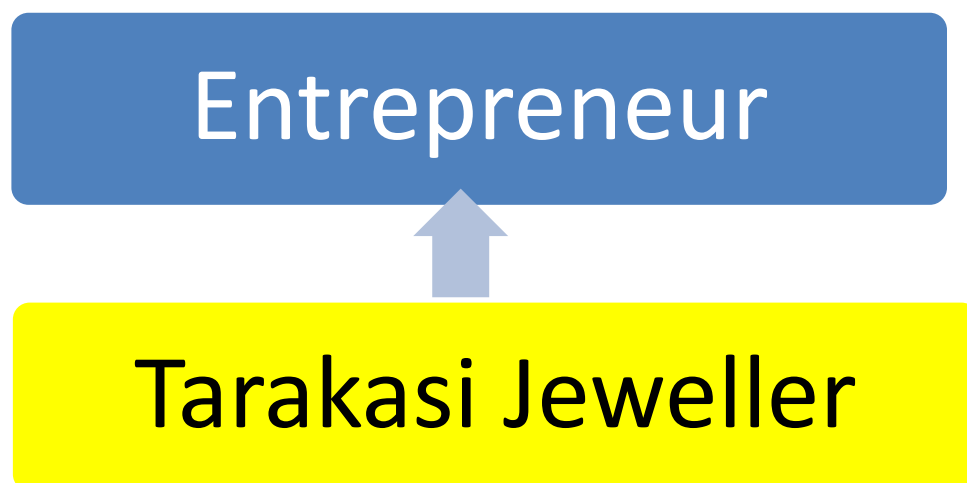
They are likely to be responsible for an organisation or a significant division of an organisation. They will have to provide leadership.

Their work will require highly specialised knowledge and problem-solving skills. They may make original contributions to knowledge in their field through research, scholarship or innovative practice.

### Annexure 1

The career progression would be as follows:

1. Tarakasi Jeweller
2. Entrepreneur



## **NSQF QUALIFICATION FILE**

**Annexure 2 – QP G&J/Q9202**

## **NSQF QUALIFICATION FILE**

### **Annexure 3 - Format for EOI for AA Accreditation from GJSCI**

## **NSQF QUALIFICATION FILE**

### **Annexure 4- Protocol for Accreditation of Assessment Agencies and Assessment Framework**

## **NSQF QUALIFICATION FILE**

**Annexure 5\_Manpower Requirement for Gems & Jewellery Sector for the period 2013-2022**

## **NSQF QUALIFICATION FILE**

**Annexure 6 \_ Handmade Gold and Gems set Jewellery, Silversmithing \_ Tarakasi  
Jeweller \_Tools and Equipment list**

## **NSQF QUALIFICATION FILE**

### **Annexure 7\_ Accreditation Norms**