

## **QUALIFICATION FILE – Standalone NOS**

### **Essentials of making Creative Jewellery**

☒ Horizontal/Generic ☐ Vertical/Specialization

☒ Upskilling ☐ Dual/Flexi Qualification ☐ For ToT ☐ For ToA

☒ General ☐ Multi-skill (MS) ☐ Cross Sectoral (CS) ☐ Future Skills

**NCrF/NSQF Level: 2**

**Submitted By:**

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## Section 1: Basic Details

| 1.     | NOS-Qualification Name                                                                                      | Essentials of making Creative Jewellery                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |                                                                                                                                                    |        |                                                                    |                                                           |    |                                                             |                         |    |                                                 |                         |
|--------|-------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------|--------|--------------------------------------------------------------------|-----------------------------------------------------------|----|-------------------------------------------------------------|-------------------------|----|-------------------------------------------------|-------------------------|
| 2.     | Sector/s                                                                                                    | Sector: Gem and Jewellery<br>Sub sector: Handcrafted/Artisan Jewellery                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |                                                                                                                                                    |        |                                                                    |                                                           |    |                                                             |                         |    |                                                 |                         |
| 3.     | Type of Qualification <input type="checkbox"/> New <input checked="" type="checkbox"/> Revised              | NQR Code & version of the existing /previous <sup>✓</sup> qualification: (change to previous, once approved)                                                                                                                                                                                                                                                                                                                                                                                                                                                        | Qualification Name of the existing/ <sup>✓</sup> previous version: (previous, once approved)<br><b>Costume Jewelry Udyami REVISED WITH CHANGES</b> |        |                                                                    |                                                           |    |                                                             |                         |    |                                                 |                         |
| 4.     | National Qualification Register (NQR) Code & Version (Will be issued after NSQC approval.)                  | NG-02-GJ-03718-2025-V2-RUDSETI                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      | 5. NCrf/NSQF Level:2                                                                                                                               |        |                                                                    |                                                           |    |                                                             |                         |    |                                                 |                         |
| 6.     | Brief Description of the Standalone NOS                                                                     | This program aims to foster self-employment opportunities in the field of creative jewelry. By equipping rural youth with the necessary skills and knowledge, this program empowers them to become successful entrepreneurs in the Handicrafts industry.                                                                                                                                                                                                                                                                                                            |                                                                                                                                                    |        |                                                                    |                                                           |    |                                                             |                         |    |                                                 |                         |
| 7.     | Eligibility Criteria for Entry for a Student/Trainee/Learner/Employee                                       | <b>a. Entry Qualification &amp; Relevant Experience:</b> <table border="1"> <thead> <tr> <th>S. No.</th> <th>Academic/Skill Qualification (with Specialization - if applicable)</th> <th>Relevant Experience (with Specialization - if applicable)</th> </tr> </thead> <tbody> <tr> <td>1.</td> <td>No formal education prescribed<br/>Ability to read and write</td> <td>No Experience required.</td> </tr> <tr> <td>2.</td> <td>Previous relevant Qualification of NSQF Level 1</td> <td>No Experience required.</td> </tr> </tbody> </table><br><b>b. Age 18</b> |                                                                                                                                                    | S. No. | Academic/Skill Qualification (with Specialization - if applicable) | Relevant Experience (with Specialization - if applicable) | 1. | No formal education prescribed<br>Ability to read and write | No Experience required. | 2. | Previous relevant Qualification of NSQF Level 1 | No Experience required. |
| S. No. | Academic/Skill Qualification (with Specialization - if applicable)                                          | Relevant Experience (with Specialization - if applicable)                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |                                                                                                                                                    |        |                                                                    |                                                           |    |                                                             |                         |    |                                                 |                         |
| 1.     | No formal education prescribed<br>Ability to read and write                                                 | No Experience required.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |                                                                                                                                                    |        |                                                                    |                                                           |    |                                                             |                         |    |                                                 |                         |
| 2.     | Previous relevant Qualification of NSQF Level 1                                                             | No Experience required.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |                                                                                                                                                    |        |                                                                    |                                                           |    |                                                             |                         |    |                                                 |                         |
| 8.     | Credits Assigned to this NOS-Qualification, Subject to Assessment (as per National Credit Framework (NCrf)) | 3.5                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 | 9. Common Cost Norm Category (I/II/III) (wherever applicable): II                                                                                  |        |                                                                    |                                                           |    |                                                             |                         |    |                                                 |                         |
| 10.    | Any Licensing Requirements for Undertaking Training on This Qualification (wherever applicable)             | NA                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |                                                                                                                                                    |        |                                                                    |                                                           |    |                                                             |                         |    |                                                 |                         |

| 11.                    | <b>Training Duration by Modes of Training Delivery</b> ( <i>Specify Total Duration as per selected training delivery modes and as per requirement of the qualification</i> ) | <div> <input checked="" type="checkbox"/> Offline Only         <input type="checkbox"/> Online Only         <input type="checkbox"/> Blended       </div> <table border="1" data-bbox="1010 256 1697 440"> <thead> <tr> <th>Training Delivery Mode</th> <th>Theory (Hours)</th> <th>Practical (Hours)</th> <th>Total (Hours)</th> </tr> </thead> <tbody> <tr> <td>Classroom (offline)</td> <td>45</td> <td>60</td> <td>105</td> </tr> <tr> <td>Online</td> <td></td> <td></td> <td></td> </tr> </tbody> </table> <p>(Refer Blended Learning Annexure for details)</p> | Training Delivery Mode | Theory (Hours)    | Practical (Hours) | Total (Hours) | Classroom (offline) | 45           | 60  | 105 | Online |    |     |     |
|------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------|-------------------|-------------------|---------------|---------------------|--------------|-----|-----|--------|----|-----|-----|
| Training Delivery Mode | Theory (Hours)                                                                                                                                                               | Practical (Hours)                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     | Total (Hours)          |                   |                   |               |                     |              |     |     |        |    |     |     |
| Classroom (offline)    | 45                                                                                                                                                                           | 60                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    | 105                    |                   |                   |               |                     |              |     |     |        |    |     |     |
| Online                 |                                                                                                                                                                              |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |                        |                   |                   |               |                     |              |     |     |        |    |     |     |
| 12.                    | <b>Assessment Criteria</b>                                                                                                                                                   | <table border="1" data-bbox="1010 531 1966 643"> <thead> <tr> <th>Theory (Marks)</th> <th>Practical (Marks)</th> <th>Project (Marks)</th> <th>Viva (Marks)</th> <th>Total (Marks)</th> <th>Passing %age</th> </tr> </thead> <tbody> <tr> <td>100</td> <td>70</td> <td></td> <td>30</td> <td>200</td> <td>50%</td> </tr> </tbody> </table>                                                                                                                                                                                                                             | Theory (Marks)         | Practical (Marks) | Project (Marks)   | Viva (Marks)  | Total (Marks)       | Passing %age | 100 | 70  |        | 30 | 200 | 50% |
| Theory (Marks)         | Practical (Marks)                                                                                                                                                            | Project (Marks)                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       | Viva (Marks)           | Total (Marks)     | Passing %age      |               |                     |              |     |     |        |    |     |     |
| 100                    | 70                                                                                                                                                                           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       | 30                     | 200               | 50%               |               |                     |              |     |     |        |    |     |     |
| 13.                    | <b>Is the NOS Amenable to Persons with Disability</b>                                                                                                                        | <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No If “Yes”, specify applicable type of Disability: Deaf and mute, People with minor physical disability                                                                                                                                                                                                                                                                                                                                                                                             |                        |                   |                   |               |                     |              |     |     |        |    |     |     |
| 14.                    | <b>Progression Path After Attaining the Qualification, wherever applicable</b> ( <i>Please show Professional and Academic progression</i> )                                  | <div data-bbox="1025 842 1995 1042"> </div> <p>Progression (Professional):<br/>           Product Diversification, Brand Building, Market Expansion, Explore new markets and distribution channels<br/>           Academic Progression:<br/>           Pursue advanced courses business management, entrepreneurship, or supply chain management.<br/>           Specialized Training: Attend workshops, seminars, or conferences related to handicrafts manufacturing technologies, or sustainable practices</p>                                                     |                        |                   |                   |               |                     |              |     |     |        |    |     |     |

|     |                                                                                                                                                       |                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |
|-----|-------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 15. | <b>How participation of women will be encouraged?</b>                                                                                                 | Women's participation can be increased by raise awareness about self-employment and entrepreneurship, provide practical training in key areas such as marketing strategies, project report preparation, and also the process of obtaining financial assistance from banks. By equipping women with both knowledge and skills, we empower them to pursue entrepreneurial endeavors confidently, contributing to their economic independence and societal advancement. |
| 16. | <b>Other Indian languages in which the Qualification &amp; Model Curriculum are being submitted</b>                                                   | <i>(Please provide assurance and plan for developing the qualification in other Indian Languages as per training requirement))</i>                                                                                                                                                                                                                                                                                                                                   |
| 17. | <b>Is similar NOS available on NQR-if yes, justification for this qualification</b>                                                                   | <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No URLs of similar Qualifications:                                                                                                                                                                                                                                                                                                                                                                  |
| 18. | <b>Name and Contact Details Submitting / Awarding Body SPOC</b><br><i>(In case of CS or MS, provide details of both Lead AB &amp; Supporting ABs)</i> | <b>Name:</b> Raju N Kori<br><b>Director General- National Academy of RUDSETI</b><br><b>Tel number(s):</b> 8217689412<br><b>Email:</b> <a href="mailto:dg@rudsetacademy.org">dg@rudsetacademy.org</a><br><b>Website:</b> <a href="https://www.rudsetacademy.org/">https://www.rudsetacademy.org/</a>                                                                                                                                                                  |
| 19. | <b>Final Approval Date by NSQC:</b>                                                                                                                   | <b>20. Validity Duration:</b> 3 Years from the date of approval<br><b>21. Next Review Date:</b> 18 <sup>th</sup> Feb 2028                                                                                                                                                                                                                                                                                                                                            |

## Section 2: Training Related

|    |                                                                                                                         |                                                                                                                                                                                                                           |
|----|-------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 1. | <b>Trainer's Qualification and experience in the relevant sector (in years)</b> <i>(as per NCVET guidelines)</i>        | At least Two NCrf /NSQF level up subject to a minimum of 3.0 Minimum 2 years of industry or training experience (post qualification) in the relevant domain (with at least 50% of such experience as industry experience) |
| 2. | <b>Master Trainer's Qualification and experience in the relevant sector (in years)</b> <i>(as per NCVET guidelines)</i> | Any certified trainer after 5 years of training experience post ToT certification gets eligible to become Master Trainer in the same domain subject to up-skilling and assessment.                                        |
| 3. | <b>Tools and Equipment Required for the Training</b>                                                                    | <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No <i>(If "Yes", details to be provided in Annexure)</i>                                                                                                 |
| 4. | <b>In Case of Revised NOS, details of Any Upskilling Required for Trainer</b>                                           | Regular Tot will serve the purpose                                                                                                                                                                                        |

### Section 3: Assessment Related

|    |                                                                                                                                     |                                                                                                                                                                                                            |
|----|-------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 1. | <b>Assessor's Qualification and experience in relevant sector (in years)</b> <i>(as per NCVET guidelines)</i>                       | At Least One NCrf/ NSQF level up with min 2 years of relevant exp.<br>Ideally having digital skills and also the platform knowledge                                                                        |
| 2. | <b>Proctor's Qualification and experience in relevant sector (in years)</b> <i>(as per NCVET guidelines), (wherever applicable)</i> | At Least at NCrf/ NSQF level 4 with min 2 years of relevant exp.<br>Ideally having digital skills and also the platform knowledge                                                                          |
| 3. | <b>Lead Assessor's/Proctor's Qualification and experience in relevant sector (in years)</b> <i>(as per NCVET guidelines)</i>        | Lead Assessor's/Proctor's should be at level 5.5 (i.e., Graduate and above) with 10 years of relevant experience.                                                                                          |
| 4. | <b>Assessment Mode</b> <i>(Specify the assessment mode)</i>                                                                         | <b>Mode:</b> <input type="checkbox"/> Online Only <input type="checkbox"/> Offline Only <input checked="" type="checkbox"/> Blended                                                                        |
| 5. | <b>Tools and Equipment Required for Assessment</b>                                                                                  | <input checked="" type="checkbox"/> Same as for training <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No <i>(details to be provided in Annexure-if it is different for Assessment)</i> |

### Section 4: Evidence of the Need for the Standalone NOS

Provide Annexure/Supporting documents name.

|    |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |
|----|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 1. | Government /Industry initiatives/ requirement (Yes✓/No): Yes, RSETIs are run and managed by concerned Lead District NARs and are supported by the States and the MoRD, Govt. of India. We have conducted govt projects like Day NULM, PMEGP etc.                                                                                                                                                                                                                                                                                                          |
| 2. | Number of Industry validation provided: 25                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |
| 3. | Estimated number of people to be trained: 40,000 for the upcoming 3 years                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |
| 4. | Evidence of Concurrence/Consultation with Line/State Departments (In case of regulated sectors): (Yes/No): yes MORD<br>If "No", why: Ministry of Rural Development, Govt. of India (MoRD) has promoted Rural Self Employment Training Institutes (RSETIs). RSETIs have been initiated in 2009, with a mandate to mitigate problem of unemployment among rural youth by providing them short duration skill development trainings, RSETIs are run and managed by concerned Lead District NARs and are supported by the States and the MoRD, Govt. of India |

### Section 5: Annexure & Supporting Documents Check List

Specify Annexure Name / Supporting document file name

|    |                                                                                                  |            |
|----|--------------------------------------------------------------------------------------------------|------------|
| 1. | <b>Annexure:</b> NCrf/NSQF level justification based on NCrf/NSQF descriptors <i>(Mandatory)</i> | Annexure I |
|----|--------------------------------------------------------------------------------------------------|------------|

|    |                                                                                                                                                                       |              |
|----|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------|
| 2. | <b>Annexure:</b> List of tools and equipment relevant for NOS<br>(Mandatory, except in case of online course)                                                         | Annexure II  |
| 3. | <b>Annexure:</b> Performance and Assessment Criteria<br>(Mandatory)                                                                                                   | Annexure III |
| 4. | <b>Annexure:</b> Assessment Strategy (Mandatory)                                                                                                                      | Annexure: IV |
| 5. | <b>Annexure:</b> Blended Learning (Mandatory, in case selected Mode of delivery is Blended Learning)                                                                  |              |
| 6. | <b>Annexure:</b> Acronym and Glossary (Optional)                                                                                                                      |              |
| 7. | <b>Annexure/Supporting Document:</b> Standalone NOS- Performance Criteria Details Annexure/Document with PC-wise detailing as per NOS format (Mandatory- Public view) | Annexure: V  |
| 8. | <b>Supporting Document:</b> Model Curriculum (Mandatory – Public view)                                                                                                | Annexure: VI |

## Annexure: Evidence of Level

| NCrF/NSQF Level Descriptors                       | Key requirements of the job role/ outcome of the qualification                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             | How the job role/ outcomes relate to the NCrF/NSQF level descriptor                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 | NCrF/NS QF Level |
|---------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------|
| <b>Professional Theoretical Knowledge/Process</b> | <ul style="list-style-type: none"> <li>The ability to apply operational knowledge in the area of work.</li> <li>The basic ability to understand the materials, tools, applications.</li> <li>A basic understanding of raw material consumption, finished product/ service and knowledge about local market and managing expenses.</li> <li>The ability to identify potential quality flaws and find solutions based on the analysis.</li> <li>Able to understand and perform repetitive tasks related to jewellery making, under instructions and supervision.</li> </ul> <p>The ability to identify required quality in the work, potential quality flaws, general hygiene and environmental aspects.</p> | <ul style="list-style-type: none"> <li>Understands basic materials, tools, applications.</li> <li>Basic knowledge of business activity, raw material, finished product/ service and also marketing.</li> <li>Able to understand and perform repetitive tasks in the jewellery making under instructions and supervision.</li> <li>Apply Practice safe working procedures, basic quality, safety and general hygiene</li> <li>Norms, environmental aspects during routine tasks with limited discretion.</li> <li>So, the role qualifies for the level 2.</li> </ul> | 2                |

|                                                                                             |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |   |
|---------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---|
| <b>Professional and Technical Skills/ Expertise/ Professional Knowledge</b>                 | <p>Creative jewellery making is expected to apply limited finite skills.</p> <ul style="list-style-type: none"> <li>Performs arranged tasks in a limited range of functional roles.</li> <li>Perform the selection of raw materials and designs, choosing color combinations, applying ornamentation works within a defined context. Identify and apply the relevant tools and equipment in a limited context of work and quality.</li> <li>Apply the known skill for making handicraft, traditional items, service &amp; marketing etc.</li> </ul>                          | <ul style="list-style-type: none"> <li>The job holder is expected to apply the known skill that are routine and repetitive in a narrow range of applications, using quality concepts, apply tools, jewellery works and finishing.</li> </ul> <p>Since all the above-mentioned professional skills are related to demonstrating a limited practical skill within a known issues the job role can be placed at Level 2.</p>                                                                                                 | 2 |
| <b>Employment Readiness &amp; Entrepreneurship Skills &amp; Mind-set/Professional Skill</b> | <ul style="list-style-type: none"> <li>The job holder is expected to have basic numeracy and literacy so that the Receive and transmit written and oral messages/ communication clearly.</li> <li>This job role expected to work within a team as assistant</li> <li>It focuses on safety, hygiene and environment, social, political and religious diversity, Financial and Digital literacy, Aadhar and Mobile, digital payments etc.</li> </ul> <p>The jeweller should have the basic employability Skills and an entrepreneurial mind-set for running mini ventures.</p> | <ul style="list-style-type: none"> <li>Job holders not only acquire technical proficiency but also cultivate a comprehensive skill set and mindset, including safety, hygiene and environment, social, political and religious diversity, Financial and Digital literacy, Aadhar and Mobile, digital payments, employability Skills and an entrepreneurial mind-set.</li> </ul> <p>These elements contribute to achieving success in the field of jewellery Making. Therefore, the job role can be placed at Level 2.</p> | 2 |
| <b>Broad Learning Outcomes/Core Skill</b>                                                   | <ul style="list-style-type: none"> <li>The job in Creative jewellery Making involves job requiring limited range of routine and predictable activities mostly performed under instructions and supervision.</li> <li>Micro-entrepreneurs are expected to perform, both predefined and new also need to aware of the process and delivery.</li> <li>He/she should understand basic safety and general hygiene norms.</li> </ul>                                                                                                                                               | <ul style="list-style-type: none"> <li>The job holder needs to carry out a job requiring limited range of routine and also aware of basic safety and quality norms.</li> <li>The candidate may carry out a job requiring limited range of routine and predictable activities mostly performed under instructions and supervision.</li> </ul> <p>Therefore, the job role can be placed at Level 2.</p>                                                                                                                     | 2 |
| <b>Responsibility</b>                                                                       | <ul style="list-style-type: none"> <li>The job in jewellery Making involves performing predefined tasks, which can include routine and repetitive activities.</li> <li>Being an assistant, he/she mostly works under supervision with limited responsibility for delivery and quality of work.</li> </ul> <p>In the case of micro- entrepreneurs, responsibility of production and marketing is necessary.</p>                                                                                                                                                               | <ul style="list-style-type: none"> <li>The job role holder is having limited responsibility for delivery and quality of work as an Assistant so the job role placed under level 2.</li> </ul>                                                                                                                                                                                                                                                                                                                             | 2 |



|                                                   |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |          |
|---------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------|
| <b>Professional Theoretical Knowledge/Process</b> | <ul style="list-style-type: none"> <li>• The ability to apply operational knowledge in the area of work.</li> <li>• The basic ability to understand the materials, tools, applications.</li> <li>• A basic understanding of raw material consumption, finished product/ service and knowledge about local market and managing expenses.</li> <li>• The ability to identify potential quality flaws and find solutions based on the analysis.</li> <li>• Able to understand and perform repetitive tasks related to creative jewellery making, under instructions and supervision.</li> </ul> <p>The ability to identify required quality in the work, potential quality flaws, general hygiene and environmental aspects.</p> | <ul style="list-style-type: none"> <li>• Understands basic materials, tools, applications.</li> <li>• Basic knowledge of business activity, raw material, finished product/ service and also marketing.</li> <li>• Able to understand and perform repetitive tasks in the jewellery making under instructions and supervision.</li> <li>• Apply Practice safe working procedures, basic quality, safety and general hygiene</li> <li>• Norms, environmental aspects during routine tasks with limited discretion.</li> </ul> <p>So, the role qualifies for the level 2.</p> | <p>2</p> |
|---------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------|

## Annexure: Tools and Equipment (lab set-up)

### List of Tools and Equipment

#### Batch Size:

| S. No. | Tool / Equipment Name         | Quantity for specified Batch size                 |
|--------|-------------------------------|---------------------------------------------------|
| 1.     | Fabric Scissors               | 7                                                 |
| 2.     | Assorted Needle               | 7                                                 |
| 3.     | Embroidery floss              | 35x5                                              |
| 4.     | Fabric Glue                   | 30 ml- 7tube                                      |
| 5.     | Forex board / Interlining     | 1 metre                                           |
| 6.     | Fabric Paint –Acrylic colours | 100 ml -5 colours                                 |
| 7.     | Fabric Paint –Acrylic colours | 100ml –any 5- Sparkling colours                   |
| 8.     | Brush –size 2                 | Size 2x35                                         |
| 9.     | Flat brush -6                 | 7                                                 |
| 10.    | Assorted Metal rings          | 100 gms                                           |
| 11.    | Assorted crystals /beads      | 35x 3 layers - as per the requirement of the size |
| 12.    | Assorted Kunthan(Kundhan)     | 35x 3 layers - as per the requirement of the size |

|     |                                                                        |                                                   |
|-----|------------------------------------------------------------------------|---------------------------------------------------|
| 13. | Assorted Kunguru                                                       | 35x 3 layers - as per the requirement of the size |
| 14. | Assorted beads                                                         | 35x 3 layers - as per the requirement of the size |
| 15. | Glue gun                                                               | 1                                                 |
| 16. | Fevi bond                                                              | 35                                                |
| 17. | Assorted Base Materials (Pendants, Bangles, Ear Drops, rings, Jhumkas) | 35 each                                           |
| 18. | Gear Wire                                                              | 10 rolls                                          |
| 19. | Tweezers                                                               | 5                                                 |
| 20. | Design Board/Bead board/Tray                                           | 7                                                 |
| 21. | Jewellery Making Pliers – Flat nose pliers                             | 7                                                 |
| 22. | Jewellery Making Pliers - Round nose pliers                            | 7                                                 |
| 23. | Jewellery Making Pliers - Side Cutter Nose Plier                       | 7                                                 |
| 24. | Jewellery Making Pliers – Chain Cutter Nose Plier                      | 7                                                 |
| 25. | Wire cutters                                                           | 7                                                 |
| 26. | Adjustable necklace Dori                                               | 70                                                |
| 27. | Bending/Twister Tool                                                   | 7                                                 |
| 28. | Adjustable Zari Thread                                                 | 35                                                |
| 29. | Silk thread                                                            | 35 nos                                            |
| 30. | Nylon thread                                                           | 17 rolls                                          |
| 31. | Silicon mold                                                           | 7                                                 |
| 32. | Cookies cutter                                                         | 7                                                 |
| 33. | Clay tool kit                                                          | 7 set                                             |
| 34. | Terracotta                                                             | 5 kg                                              |
| 35. | Nicrome wire                                                           | 35 metre                                          |
| 36. | Jute cord                                                              | 35 metre                                          |
| 37. | Jute                                                                   | 5 metre x 5 colours                               |
| 38. | Shell                                                                  | 25 Gms                                            |

**Classroom Aids:**

The aids required to conduct sessions in the classroom are:

1. White-Board/Smart Board
2. Marker/Pen
3. Duster
4. First-aid box/kit
5. Fire Extinguisher
6. Internet wireless Connection

### Annexure: Industry Validations Summary

| S. No | Organization Name           | Representative Name | Designation | Contact Address                                                 | Phone No      | E-mail ID                     | LinkedIn Profile (if available) |
|-------|-----------------------------|---------------------|-------------|-----------------------------------------------------------------|---------------|-------------------------------|---------------------------------|
| 1.    | Red X Fancy                 | Arshad              | Proprietor  | Mathra, Guruvayoorappan Collage (PO), Calicut, 673014, Kerala   | 9995067234    | arshaddubailO@gmail.com       | Not Available                   |
| 2.    | Craft Villa                 | Vichithra M         | Proprietor  | Koycnco Bazar, Near Silky, S M Street, Kozhikode, Kerala 673001 | 9388763496    | vichithramurali99@gmail.com   | Not Available                   |
| 3.    | Mr. John C                  | Mini Varghese       | Manager     | Variety Mall, Statue TVM - 01                                   | 8281434073    | Not Available                 | Not Available                   |
| 4.    | Adis World Fancy Stationery | Ravi                | Proprietor  | Sreekrishnapuram, Palakkad, Kerala – 679513                     | 759484892     | ravi.project007@gmail.com     | Not Available                   |
| 5.    | Kichoos Fancy & Footwear    | Krishnanunni        | Proprietor  | Thiruvazhiyode (po), Palakkad Dt, Kerala 679514                 | 9061226186    | Not Available                 | Not Available                   |
| 6.    | Rita Enterprises            | Rita                | Proprietor  | Turkauliya, Gudra, Gaisari, Balrampur (U. P.)                   | 8756216522    | Not Available                 | Not Available                   |
| 7.    | Lee Fancy                   | Mytheen             | Proprietor  | PO Junction, Muvattupuzha - 686661                              | Not Available | Not Available                 | Not Available                   |
| 8.    | Nanma ME Unit               | Nasila S            | Proprietor  | Anappetty, Tholicode PO. 695541, Thiruvananthapuram, Kerala     | 8606121090    | nasilanasilashamnad@gmail.com | Not Available                   |

|     |                                          |                     |                      |                                                          |             |                                 |               |
|-----|------------------------------------------|---------------------|----------------------|----------------------------------------------------------|-------------|---------------------------------|---------------|
| 9.  | Alan Stores                              | Lalmon KR           | Proprietor/<br>Owner | Kilikulam                                                | 9446276390  | lalukilikulam@gmail.com         | Not Available |
| 10. | Hot Spot                                 | Sini K              | Proprietor           | BOC Muvattupuzha, Pin 686673                             | 6238231436  | hotspotgirlslongue@gmail.com    | Not Available |
| 11. | Ladies Paradise                          | Cherian OM          | Proprietor           | Aramana Complex, TB Jn, Muvattupuzha                     | 99461338724 | Not Available                   | Not Available |
| 12. | Nimna Jhorehat                           | Dipali Roy          | Founder              | P.O -Banipur, P.S- Sankrail, Pin-711304                  | 7278357497  | roydipali3333@gmail.com         | Not Available |
| 13. | Al-Meena Traders                         | Mohdshariq          | Proprietor           | Meena Complex Opp. Mahila Hospital, Gonda                | 7275660550  | almeenatraders@gmail.com        | Not Available |
| 14. | Devna Pandey                             | Devna Pandey        | Proprietor           | In Front of GIC, Ghant Ghar Road, Hardoi (UP)            | 8303026114  | Not Available                   | Not Available |
| 15. | Puja Devi                                | Puja Devi           | Proprietor           | Vill – Thehapur, Block Shahabad, Dist Hardoi (UP)        | 8130975619  | Not Available                   | Not Available |
| 16. | Jenious Beauty Parlor & Jewellery Centre | Annpurna Shrivastav | Proprietor           | Near Gandhi Ashram, Akbarpur, Ambedkar Nagar 224122      | 9889844983  | annpurnashrivastava34@gmail.com | Not Available |
| 17. | Praveena Enterprises                     | Praveena            | Proprietor           | Turkauliya, Gudra, Gaisari, Balrampur (U. P.)            | 7234016497  | Not Available                   | Not Available |
| 18. | Rakhi Cosmetic Store                     | Rakhi               | Proprietor           | Banarshides, Mololh Auraiya (UP)                         | 9627916918  | Not Available                   | Not Available |
| 19. | Priyanaka Artificial Store               | Priyanka Pandey     | Proprietor           | Nandaur, Musfirkhana, Amethi                             | 8840979267  | Not Available                   | Not Available |
| 20. | Rani Fashion                             | I.Yuvarani          | Proprietor           | #30, 1 <sup>st</sup> Main Road, Lakshmi Nagar, New Saran | 6384025351  | Not Available                   | Not Available |
| 21. | Navratri Special Jewellery               | Macchi Sejalben     | Proprietor           | Dara, Ta-Amod dist., Bharauch                            | 7046010633  | Not Available                   | Not Available |

|     |                              |                      |            |                                                   |            |                              |               |
|-----|------------------------------|----------------------|------------|---------------------------------------------------|------------|------------------------------|---------------|
| 22. | Sarathiya                    | Sandhyaben Sarathiya | Proprietor | At Mehrang, Bharauch                              | 8866791344 | Not Available                | Not Available |
| 23. | Bhumikaben patel             | Bhumikaben patel     | Proprietor | At Sajod, Bharauch                                | 9099240095 | Not Available                | Not Available |
| 24. | Meenaben Patel               | Meenaben Patel       | Proprietor | At Bharauch                                       | 9428443608 | Not Available                | Not Available |
| 25. | Saraiben Gohel               | Saraiben Gohil       | Proprietor | At Karmesh ta. Bharauch                           | 7990956584 | Not Available                | Not Available |
| 26. | Amtali                       | Joyshri Roy          | Proprietor | Uttar Madhya para, Near Bharat Pharmasist college | 8787529566 | Not Available                | Not Available |
| 27. | Sreejon creation             | Reshmi Das Gupta     | Proprietor | Bardoli, Kalyan samiti club, 7991001              | 9402107037 | Rashmidasgupta2017@gmail.com | Not Available |
| 28. | Manuja stores                | Dhiraj Praksh lal    | Proprietor | Loha line, Gondia, 441601                         | 9373623699 | Not Available                | Not Available |
| 29. | Fashion jewellery            | Monisha Devi         | Proprietor | Nav devi, Katra 1                                 | 9682306705 | Not Available                | Not Available |
| 30. | Fashion jewellery industries | Usha Rani            | Proprietor | Fashion jewellery industries, Salal, Kote         | 8492950068 | Not Available                | Not Available |

## Annexure: Training Details

### Training Projections:

Data to be provided year-wise for next 3 years.

| Year      | Estimated Training # of Total Candidates | Estimated training # of Women | Estimated training # of People with Disability |
|-----------|------------------------------------------|-------------------------------|------------------------------------------------|
| 2025-2026 | 11,000                                   | 14,500                        |                                                |
| 2026-2027 | 14,000                                   | 15,000                        |                                                |
| 2027-2028 | 15,000                                   | 20,000                        |                                                |

## Annexure: Blended Learning

### Blended Learning Estimated Ratio & Recommended Tools:

Refer NCVET “Guidelines for Blended Learning for Vocational Education, Training & Skilling” available on:

<https://ncvet.gov.in/sites/default/files/Guidelines%20for%20Blended%20Learning%20for%20Vocational%20Education,%20Training%20&%20Skilling.pdf>

| S. No. | Select the Components of the NOS                                                                             | List Recommended Tools – for all Selected Components | Offline: Online Ratio |
|--------|--------------------------------------------------------------------------------------------------------------|------------------------------------------------------|-----------------------|
| 1      | <input type="checkbox"/> Theory/ Lectures - Imparting theoretical and conceptual knowledge                   |                                                      |                       |
| 2      | <input type="checkbox"/> Imparting Soft Skills, Life Skills and Employability Skills /Mentorship to Learners |                                                      |                       |
| 3      | <input type="checkbox"/> Showing Practical Demonstrations to the learners                                    |                                                      |                       |
| 4      | <input type="checkbox"/> Imparting Practical Hands-on Skills/ Lab Work/ workshop/ shop floor training        |                                                      |                       |
| 5      | <input type="checkbox"/> Tutorials/ Assignments/ Drill/ Practice                                             |                                                      |                       |
| 6      | <input type="checkbox"/> Proctored Monitoring/ Assessment/ Evaluation/ Examinations                          |                                                      |                       |
| 7      | <input type="checkbox"/> On the Job Training (OJT)/ Project Work Internship/ Candidate Training              |                                                      |                       |

## Annexure: Standalone NOS- Performance Criteria details

### Description:

This National Occupational Standard (NOS) outlines the Performance Criteria, Knowledge & Understanding, and Skills & Abilities required to become an expert in making and selling of creative jewellery. It integrates entrepreneurship and employability skills, while emphasizing the importance of managing health and safety, sustainability, and inclusivity throughout the production process.

### 1. Scope:

The scope covers the following:

- Identify business opportunities, plan, market, and sell various soft toys.
- Apply skills in the selection of raw materials, tools and equipments.
- Achieving product quality
- Enable trainees to become self-employed, set up their own manufacturing unit, and manage it effectively.
- Strive to become a successful entrepreneur by incorporating personal and employability skills.

- Apply green/environmental sustainability aspects in the workplace.
- Maintain health, safety, and security at the workplace.
- Apply the principles of hygiene, sanitation and storage.
- Follow methods for paper file, cover, bag in various designs.
- Follow proper production techniques with proper safety precautions
- Execute quality control protocols to guarantee secure and commercially viable products.

## **2. Elements and Performance Criteria**

### **Employability and Entrepreneurship**

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

PC1 Discuss the importance of entrepreneurial competencies in meeting the job requirements.

PC2 Apply Personal Skills to become a successful entrepreneur.

PC3 Identify Entrepreneurial Competencies

PC4 Goal setting and identify the risks in the entrepreneurship

PC5 Maintain a team by proper communication and behave properly to all especially towards all the genders and PwD

### **Business and marketing Management**

PC6 Explain various Deposit Schemes and other services of banks.

PC7 Follow marketing Management and Customer Service Excellence

PC8 Management of Costing, Pricing and working capital for a business plan.

PC9 Maintain Various types of records in a small enterprise including the Cash Book, General Ledger, etc.

PC10 Recognize the importance of conducting market surveys to gather insights about customer inclination and analyze the survey reports.

PC11 Step wise process of a Business Plan preparation

PC12 Assess the entrepreneurial Competencies by interacting with the successful Entrepreneurs of the same field.

### **Launching Formalities**

PC13 Follow the steps in launching of an enterprise Trade License from Panchayath/Municipal agencies, Formalities for obtaining PAN Card, TAN, Service Tax & VAT Registration.

PC14 Explore financial support/loans from various government source by submitting a project report.

PC15 Obtain licensing and registration for the enterprise.

PC16 Establish a micro-enterprise.

**OHS, inclusivity and sustainability**

Pc17 Apply health and safety practices in the workplace.

PC18 Ensure inclusivity of all genders and PwD

PC19 Identify potential threats and avoid it.

PC20 Follow Health and safety regulations relevant to the work place.

PC21 Follow proper handling of materials, tools, equipment to adapt environmentally friendly processes.

PC22 Follow Green Practices for work place.

PC23 Follow Ergonomics practices in maintain health also follow Proper posture while working for injury prevention

PC24 Apply Waste management policies by applying 3R principle.

**Scope and opportunities**

PC25 Identify the responsibilities of a creative jewellery maker.

PC26 Recognize various creative jewellery types available in various regions of the state.

PC27 Apply Precautionary measures while making jewellery while handling various tools.

PC28 Maintain quality standards during the making of jewellery.

PC29 Identify tools and equipment involved in the making of creative jewellery

PC30 Identify the right raw material available at right price

**Designing and preparation**

PC31 Visualize new and unique designs

PC32 Apply Colour theory in choosing Colour combos

PC33 Create new designs of jewellery by the application of beads, jute silk threads, Fabric etc.

PC36 Apply knotting, weaving, tying and beading techniques

PC34 Visually inspect each quality check points associated with each jewellery type.

PC35 Eliminate all the minor errors emerged while making it.

PC37 Present the jewellery in a professional manner.

PC38 Follow proper labelling, packing and finishing

PC39 Costing on the prepared product

PC40 Follow strategies for selling the products through online market

**Knowledge and Understanding (KU):**

The individual on the job needs to know and understand:

KU1 Importance of job-ready skills and entrepreneurial competencies.

KU2 Characteristics of successful entrepreneurs, advantages of self-employment, goal setting, risk identification.



KU3 Banking basics (deposits, loans, schemes), bookkeeping principles (cash book, records), financial statements.

KU4 Marketing Management

KU5 Business Launching techniques along with government support schemes.

KU6 Safe work practices, accident prevention

KU7 Greening/sustainability principles, inclusivity in the workplace

KU8 Type of files, folders and covers and their raw materials & tools, pattern creation

KU10 Pricing strategies, marketing techniques, online store setup.

### Generic Skills (GS):

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

GS1 Effectively convey ideas to others.

GS2 Identify challenges in entrepreneurship and business management

GS3 Develop solutions for challenges in entrepreneurship activities

GS4 Critical Thinking Skills

GS5 Teamwork Skills

GS6 Self-Management Skills

GS7 Learning Skills

Detailed learning outcomes and assessment criteria for the qualification are as follows:

| SI No | Module                                                                                                                           |
|-------|----------------------------------------------------------------------------------------------------------------------------------|
| 1.    | Building Entrepreneurial Skills for career Success                                                                               |
| 2.    | Promote a secure, Sustainable and Inclusive Workplace by focusing on Health & Safety, Gender & PWD Awareness and green practices |
| 3.    | Make fashion jewellery using diverse techniques with quality and efficiency throughout                                           |

| S. No. | Assessment Criteria for Performance Criteria/Learning Outcomes | Theory Marks | Practical Marks | Project Marks | Viva Marks |
|--------|----------------------------------------------------------------|--------------|-----------------|---------------|------------|
|--------|----------------------------------------------------------------|--------------|-----------------|---------------|------------|

|     |                                                                                                                                                                                |   |   |  |   |
|-----|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---|---|--|---|
| 1.  | PC1 Discuss the importance of entrepreneurial competencies in meeting the job requirements of a creative jewellery maker.                                                      |   |   |  | 1 |
| 2.  | PC2 Apply personal Skills to become a successful entrepreneur.                                                                                                                 | 4 |   |  | 2 |
| 3.  | PC3 Identify Entrepreneurial Competencies                                                                                                                                      | 4 |   |  |   |
| 4.  | PC4 Goal setting and identify the risks in the entrepreneurship                                                                                                                | 2 |   |  | 2 |
| 5.  | PC5 Maintain a team by proper communication and behave properly to all especially towards all the genders and PwD                                                              | 2 |   |  | 2 |
| 6.  | PC6 Explain various Deposit Schemes and other services of banks                                                                                                                | 2 |   |  | 2 |
| 7.  | PC7 Marketing Management and Customer Service Excellence                                                                                                                       | 2 |   |  | 2 |
| 8.  | PC8 Management of Costing, Pricing and working capital for a business plan                                                                                                     | 2 |   |  | 2 |
| 9.  | PC9 Maintain Various types of records in a small enterprise including the Cash Book, General Ledger, etc.                                                                      | 2 |   |  | 2 |
| 10. | PC10 Explain the importance of conducting market surveys to gather insights about customer inclination and analyze the survey reports.                                         | 2 |   |  | 2 |
| 11. | PC11 Step wise process of a Business Plan preparation                                                                                                                          | 2 |   |  |   |
| 12. | PC12 Assess the entrepreneurial Competencies by interacting with the successful Entrepreneurs of the same field.                                                               | 2 |   |  |   |
| 13. | PC13 Follow the steps in launching of an enterprise Trade License from Panchayath/Municipal agencies, Formalities for obtaining PAN Card, TAN, Service Tax & VAT Registration. | 2 |   |  | 3 |
| 14. | PC14 Explore financial support/loans from various government source by submitting a project report.                                                                            |   |   |  | 2 |
| 15. | PC15 Obtain licensing and registration for the enterprise.                                                                                                                     |   |   |  | 2 |
| 16. | PC16 Establish a micro-enterprise.                                                                                                                                             | 4 | 1 |  | 1 |
| 17. | Pc17 Apply health and safety practices in the workplace.                                                                                                                       | 2 | 1 |  | 1 |
| 18. | PC18 Ensure inclusivity OF all genders and PwD                                                                                                                                 | 4 | 1 |  | 1 |
| 19. | PC19 Identify potential threats and avoid it.                                                                                                                                  | 2 | 1 |  |   |
| 20. | PC20 Follow Health and safety regulations relevant to the work place.                                                                                                          | 4 | 1 |  | 1 |
| 21. | PC21 Follow proper handling of materials, tools, equipment to adapt environmentally friendly processes.                                                                        | 4 |   |  | 1 |
| 22. | PC22 Follow Green Practices for work place.                                                                                                                                    | 2 |   |  | 1 |
| 23. | PC23 Follow Ergonomics practices in maintain health also follow Proper posture while working for injury prevention                                                             | 2 |   |  |   |
| 24. | PC24 Apply Waste management policies by applying 3R principle.                                                                                                                 | 2 |   |  |   |
| 25. | PC25 Identify the responsibilities of a creative jewellery maker.                                                                                                              |   |   |  |   |
| 26. | PC26 Recognize various creative jewellery types available in various regions of the state.                                                                                     | 4 | 4 |  |   |
| 27. | PC27Apply Precautionary measures while making jewellery while handling various tools.                                                                                          | 4 | 4 |  |   |
| 28. | PC28 Maintain quality standards during the making of jewellery.                                                                                                                | 4 | 6 |  |   |
| 29. | PC29 Identify tools and equipment involved in the making of creative jewellery                                                                                                 | 2 | 4 |  |   |

|     |                                                                                                  |            |            |  |           |
|-----|--------------------------------------------------------------------------------------------------|------------|------------|--|-----------|
| 30. | PC30 Identify the right raw material available at right price                                    | 2          | 6          |  |           |
| 31. | PC31 Visualize new and unique designs                                                            | 4          | 4          |  |           |
| 32. | PC32 Apply Colour theory in choosing Colour combos                                               | 4          | 4          |  |           |
| 33. | PC33 Create new designs of jewellery by the application of beads, jute silk threads, Fabric etc. | 2          | 4          |  |           |
| 34. | PC36 Apply knotting, weaving, tying and beading techniques                                       | 2          | 6          |  |           |
| 35. | PC34 Visually inspect each quality check points associated with each creative jewellery type.    | 2          | 4          |  |           |
| 36. | PC35 Eliminate all the minor errors emerged while making it.                                     | 4          | 4          |  |           |
| 37. | PC37 Present the jewellery in a professional manner.                                             | 4          | 4          |  |           |
| 38. | PC38 Follow proper labelling, packing and finishing                                              | 2          | 6          |  |           |
| 39. | PC39 Costing on the prepared product                                                             | 4          | 5          |  |           |
| 40. | PC40 Follow strategies for selling the products through online market                            | 2          |            |  |           |
|     | <b>TOTAL MARKS FOR SUMMATIVE ASSESSMENT</b>                                                      | <b>100</b> | <b>70</b>  |  | <b>30</b> |
|     | <b>TOTAL MARKS FOR FORMATIVE ASSESSMENT</b>                                                      |            | <b>100</b> |  |           |
|     | <b>GRAND TOTAL</b>                                                                               | <b>300</b> |            |  |           |

\* The blueprint of the formative assessment is provided in the Assessment Guide.

## Annexure: Assessment Strategy

This section includes the processes involved in identifying, gathering, and interpreting information to evaluate the Candidate on the required competencies of the program.

*Specify the assessment strategy and plan to evaluate the Candidate on the required competencies of the qualification.*

### 1. Assessment System Overview:

- Intimation will be sent on the 4<sup>th</sup> day of the commencement of the training programme.
- Assessment agency send the assessment confirmation to RSETIs
- Assessment agency deploys the TOA certified Assessor for executing the assessment
- Assessment agency monitors the assessment process & records

### 2. Testing Environment:

- Check the Assessment location, date and time verified on the same day of assessment intimation itself
- For the assessment of every job role, 2 Assessors are deployed for assessment
- Check that the allotted time to the candidates to complete Theory & Practical Assessment is correct.

## 3. Assessment Quality Assurance levels/Framework:

- Question bank is created by the Subject Matter Experts (SME)
- Questions are mapped to the specified assessment criteria
- Assessor must be TOA certified & Trainer must be TOT Certified

## 4. Types of evidence or evidence-gathering protocol:

- Time-stamped & geo tagged reporting of the assessor from assessment location
- Centre photographs with signboards and scheme specific branding

## 5. Method of verification or validation:

- Surprise visit to the assessment location conducted by State Assessment Controllers

Method for assessment documentation, archiving, and access

- Hard copies of the documents are stored

Method for assessment documentation, archiving, and access

- Assessment records and Hard copies of the documents are stored properly

## Annexure: Acronym and Glossary

### Acronym

| Acronym     | Description                              |
|-------------|------------------------------------------|
| <b>AA</b>   | Assessment Agency                        |
| <b>AB</b>   | Awarding Body                            |
| <b>NCrF</b> | National Credit Framework                |
| <b>NOS</b>  | National Occupational Standard(s)        |
| <b>NQR</b>  | National Qualification Register          |
| <b>NSQF</b> | National Skills Qualifications Framework |

### Glossary

| Term                                         | Description                                                                                                                                                                              |
|----------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>National Occupational Standards (NOS)</b> | NOS define the measurable performance outcomes required from an individual engaged in a particular task. They list down what an individual performing that task should know and also do. |
| <b>Qualification</b>                         | A formal outcome of an assessment and validation process which is obtained when a                                                                                                        |

|                           |                                                                                                                                                                                                                                        |
|---------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
|                           | competent body determines that an individual has achieved learning outcomes to given standards                                                                                                                                         |
| <b>Qualification File</b> | A Qualification File is a template designed to capture necessary information of a Qualification from the perspective of NSQF compliance. The Qualification File will be normally submitted by the awarding body for the qualification. |
| <b>Sector</b>             | A grouping of professional activities on the basis of their main economic function, product, service or technology.                                                                                                                    |