

**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**

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

## NSQC QUALIFICATION FILE

Approved in 22<sup>nd</sup> NSQC Meeting, 19<sup>th</sup> December 2018

### SUMMARY

1	<b>Qualification Title</b>	Assorter (Basic)
2	<b>Qualification Code, if any</b>	G&J/Q3601
3	<b>NCO code and occupation</b>	(NCO-2004/7313.35, NCO 2015/7313.0901) Assorting
4	<b>Nature and purpose of the qualification</b>	<p><b>The nature of the qualification is</b></p> <ul style="list-style-type: none"><li>- a modular employable skills award</li><li>- a Qualification Pack (QP)</li></ul> <p><b>The purpose of the qualification is</b></p> <ul style="list-style-type: none"><li>- to get unemployed people into work</li><li>- to impart new skill of people already in work</li><li>- to satisfy demand of skilled manpower in Gems &amp; Jewellery Industry</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>	Gems & 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>	*PI refer, Annexure 3
8	<b>Occupation(s) to which the qualification gives access</b>	Assorter (Basic)
9	<b>Job description of the occupation</b>	<p>The Assorter (basic) segregates, prepares flutes &amp; bags the polished diamonds on the basis of common characteristics like cut, carat, clarity and colour. The individual generally works with a tripod or table loupe to segregate polished diamonds.</p> <p>This individual works under the supervision of his supervisor and is responsible for diamond assortment as per given instructions.</p>
10	<b>Licensing requirements</b>	"N/A"

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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 3
13	<b>Anticipated volume of training/learning required to complete the qualification</b>	150 Hrs.
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>	10th Standard and 18 years
16	<b>Progression from the qualification</b>	<p><b>Assorter (Advanced)</b></p> <p>Few years of experience gives confidence to candidate to assort big high value diamonds i.e. above .30cts. Now candidate is well acquainted with 4 c's of diamonds and identify quality of diamond. Candidate has also an option to specialise in other areas like rough diamond assortment and gain knowledge of gemstones required for Handmade jewellery manufacturing.</p>
17	<b>Arrangements for the Recognition of Prior learning (RPL)</b>	<p>Implementation Mechanism</p> <p>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</li> </ol>

<b>Group A (Skill based evidence)</b>	i) Proof of work experience/skills/competencies acquired in informal/non-formal settings (Self undertaking)
	ii) Work experience certificate from the employer if any
	iii) Work experience certificate from the local Jeweller's Manufacturer's association
<b>Group B (Literacy based evidence)</b>	iv) Copy of the Educational Qualification certificate, if any
	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>	

candidates to register and submit the application form along with the required documents.

RPL Implementation Process:

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.

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

1. The applications along with the evidence submitted by the candidates will be screened and reviewed by the Training Partner & GJSCI.
2. The eligible candidates will be informed accordingly.
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.
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.

**Eligibility criteria:**

1. Any artisan above the age of 18 with a minimum work

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	<p>experience of 6 months can get assessed in the RPL programme. 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>18</b>	<p><b>International comparability where known (research evidence to be provided)</b></p> <p>"N/A"</p>		
<b>19</b>	<p><b>Date of planned review of the qualification</b></p> <p>20/12/2022</p>		
<b>20</b>	<p><b>Formal structure of the qualification</b></p> <p><b>Mandatory Components</b></p>		
	<b>Title of component and identification code/NOSs/learning outcomes</b>	<b>Estimated Size (learning hours)</b>	<b>Level</b>
	I. G&J/N3601 Assort small polished diamonds	136	<b>3</b>
	II. G&J/N3602 Organise diamond and gemstones in bags	6	
	III. G&J/N9901 Coordinate with others	4	
	IV. G&J/N9902 Maintain health and safety at workplace	4	
	<b>Sub Total(A)</b>	<b>150</b>	

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<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>		
	<b>Total (A+B)</b>	<b>150</b>	

**SECTION 1  
ASSESSMENT**

<b>21</b>	<b>Body/Bodies which will carry out assessment:</b> <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></ol>
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	18. Sonnet Assessment Management Private Limited
22	<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> <li>8. Documentation of outcomes</li> <li>9. certification</li> </ol>
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> <ol 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 an Assorter (Basic) 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</li> </ol>

rules of confidentiality and conflict of interest, independence from commercial and other interests that would compromise impartiality of the assessments.

- 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
- 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.
- h) The assessors are provided with assessors guide developed by the Subject Matter Expert of the assessment agency or by Gem & Jewellery Skill Council of India 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
  1. Qualification Pack Structure
  2. Guidance for the assessor to conduct theory, practical and viva assessments
  3. Guidance for trainees to be given by assessor before the start of the assessments.
  4. Guidance on assessments process, practical brief with steps of operations practical observation checklist Attendance Sheet and mark sheet
  5. Viva guidance for uniformity and consistency across the batch.
  6. Guidance on assessment evidence collection

The assessment results are backed by evidences collected by assessors.

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.
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.
3. The assessor needs to take a photograph of all the students along with the centre name/ banner at the back as evidence.
4. The assessor captures photographs of the trainees working on the job and giving theory exam as evidence.
5. The assessor also needs to carry an Aadhar card.
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.
7. The details on assessment framework are elaborated in Gem & Jewellery



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Skill Council of India Protocol for Accreditation of Assessment Agencies and Assessment Framework.

All accredited Assessment Agency follow the “Gem & 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.

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

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**Job Role** Assorter (Basic)

**Qualification Pack** G&J/Q3601

**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. Individual assessment agencies will create theory question papers for candidates at every examination/training centre. (As per assessment criteria below)
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 50% 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.

Assessment outcomes	Assessment Criteria for outcomes	Total Marks (20+130)	Out of	Marks Allocation	
				Theory	Skills Practical
1. G&J/N3601 Assort small polished diamonds	PC1. Receive and record the packet of polished diamonds from supervisor	<b>60</b>	2	1	1
	PC2. Check the weight and number of stones, with respect to what is mentioned on the packet		2	1	1
	PC3. Remove the diamonds from the packet and place them on the tray under the light		2	0	2
	PC4. Clean the diamonds using a cleaning cloth if required		5	1	4

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	PC5. Classify broadly using sieve		5	1	4
	PC6. Place the tripod or table loupe on the tray to view the diamonds one by one		2	0	2
	PC7. Based on the understanding of the 4Cs judge its carat, cut, colour and clarity		14	1	13
	PC8. Distribute into two or three groups as per the company policy		5	1	4
	PC9. Scoop and place segregated diamonds in packets, label as per the company's policy and return to the supervisor		2	1	1
	PC10. Report problems to reporting authority		15	0	15
	PC11. Accurately segregate the polished diamonds consistently as per company's policy		2	0	2
	PC12. Deliver in time to next process		2	0	2
	PC13. Complete work with no loss of diamonds		1	0	1
	PC14. Achieve the productivity in terms of carats or number of pieces as set by the company		1	0	1
	<b>Sub Total</b>		60	7	53
2. G&J/N3602 Organise diamonds	PC1. Read and comprehend the job sheet for the diamond and gemstone	<b>50</b>	2	1	1

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and gemstones in bags	requirement			
	PC2. Collect diamonds and gemstones from supervisor	3	1	2
	PC3. Count and measure weight of the number of diamonds and gemstones and match with the requirement in job sheet.	5	1	4
	PC4. Segregate the diamonds and gemstones in terms of shades	10	0	10
	PC5. Identify surface defects in diamonds and gemstones	5	0	5
	PC6. Label the bag as per job sheet instructions	5	2	3
	PC7. Report mismatch and number, weight and shades of the diamonds and gemstones	5	1	4
	PC8. Timely deliver diamond bags to next process	3	0	3
	PC9. Complete bagging and fluting number of diamonds and gemstones as per target deliverable and quality approved by the supervisor	10	1	9
	PC10. Improve productivity by organising the workspace	2	0	2

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	<b>Sub Total</b>		<b>50</b>	<b>7</b>	<b>43</b>
3. G&J/N9901 Coordinate with others	PC1. Coordinate for receiving work instructions and raw materials from reporting supervisor		1	0	1
	PC2. Communicate to the reporting supervisor about process flow improvements, product defects received from previous process, repairs and maintenance of tools and machinery as required		1	0	1
	PC3. Communicate to reporting supervisor about operation details and hazards		1	0	1
	PC4. Interact with supervisor regarding compliance of company policy and rules	<b>20</b>	2	0	2
	PC5. Coordinate with colleagues to share work, as per the workload		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. Coordinate for putting team goals over individual goals		1	0	1

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	PC9. Resolve conflicts by communicating with colleagues and other departments		2	0	2
	PC10. Communicate and discuss work Coordinate with colleagues regarding multitasking in other departments with requirements		3	1	2
	PC11. Adhere to nondisclosure policy of the company in all outside coordination		2	1	1
	<b>Sub Total</b>		<b>20</b>	<b>3</b>	<b>17</b>
4. 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
	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 bad working position		2	0	2
	PC5. Practice appropriate working postures to minimise occupational health related issues		2	1	1

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	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 situation 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>Sub Total</b>		<b>20</b>	<b>3</b>	<b>17</b>

### Means of assessment 1

The emphasis is on 'learning-by-doing' and practical demonstration of skills and

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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 50% in total.**



## NSQF QUALIFICATION FILE

### SECTION 2

#### 25. EVIDENCE OF LEVEL

##### Option A

Title/Name of qualification/component: <b>Assorter(Basic)</b>		Level: <b>3</b>	
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

### Option B

Title/Name of qualification/component: <b>Assorter (Basic)</b>			Level: 3
NSQF Domain	Key requirements of the job role	How the job role relates to the NSQF level descriptors	NSQF Level
Process	The Assorter (basic) works in a routine process with a tripod or table loupe to segregate polished diamonds mainly less than 30 cents in size into two or three groups based on some common characteristic cut, carat, clarity or colour. The individual is responsible for delivering segregated diamonds with no loss. Minimal technical or problem solving skills are required	Assorter carries out assortment which requires limited range of activities routine and predictable outcomes	3
Professional knowledge	The Assorter (basic) should know about work flow involved in company's diamond processing. 4Cs of diamond (Colour, Cut, Clarity and Carat) and physical characteristics of the diamond, difference between a natural or a treated diamond, grading standards followed by GIA, IGI and HRD, gauging and sieving, use of various scopes in diamond processing, fluorescence in a diamond and its effect. He should also know the use of symmetry analyser machine and computer and be able to work with the tools and machines used in assorting process such as	The Assorter (basic) needs to know Basic facts, process and principle applied in trade of sorting and assorting	3

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Title/Name of qualification/component: <b>Assorter (Basic)</b>			Level: 3
NSQF Domain	Key requirements of the job role	How the job role relates to the NSQF level descriptors	NSQF Level
	weighing scale, UV Box, microscope, gauge, sieve, loupe/eye glass, tripod/table loupe, tweezers and scoop and do basic tool and equipment maintenance and follow the policies and standards maintained by the company.		
Professional skill	The Assorter (basic) should know about work flow involved in company's diamond processing. 4Cs of diamond (Colour, Cut, Clarity and Carat) and physical characteristics of the diamond, difference between a natural or a treated diamond, grading standards followed by GIA, IGI and HRD, gauging and sieving, use of various scopes in diamond processing, fluorescence in a diamond and its effect. He should also know the use of symmetry analyser machine and computer and be able to work with the tools and machines used in assorting process such as weighing scale, UV Box, microscope, gauge, sieve, loupe/eye glass, tripod/table loupe, tweezers and scoop and do basic tool and equipment maintenance and follow the policies and standards maintained by the company.	The Assorter (Basic) recalls and demonstrates practical skill, routine and repetitive in the task of assortment process which is a narrow range of application	3
Core skill	This operator writes clear and short sentences, reads job sheets and interprets	The Assorter has the minimum required clarity, skill of basic arithmetic, personal banking, basic	3

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Title/Name of qualification/component: <b>Assorter (Basic)</b>			Level: 3
NSQF Domain	Key requirements of the job role	How the job role relates to the NSQF level descriptors	NSQF Level
	<p>technical details mentioned in the job sheet, reads notes and instructions in terms of process to be followed and performs basic calculations required in the grading process. Also does effective and error free communication with seniors and colleagues, builds team coordination and writes grievance complaint application.</p> <p>Applies problem-solving approaches in different situations. 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.</p>	<p>understanding of social and natural environment</p>	
Responsibility	<p>This individual works under the supervision of his supervisor and is responsible for collecting the diamond packet, consumables and instructions from supervisor and sort the diamonds into groups based on 4Cs as required. Also is responsible for reporting technical problems with any part of machine the machines and tools' wear and tear to supervisor and doing basic repair and maintenance in the polishing machine. He is</p>	<p>The Diamond Assorter works under close supervision .He is responsible for sorting diamonds into groups based on 4Cs</p>	3

## NSQF QUALIFICATION FILE

Title/Name of qualification/component: <b>Assorter (Basic)</b>		Level: <b>3</b>	
NSQF Domain	Key requirements of the job role	How the job role relates to the NSQF level descriptors	NSQF Level
	also responsible for correctness and on time completion of the assigned tasks.		

## 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.

Please refer to the attached Qualification Pack for this job role (Annexure – 2) and career progression of this job role as per Annexure 1.

Statistics of the organisation involved in validation process are as follows.

Large scale industries 13, 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 – Assorter (Basic):**

<b>S No.</b>	<b>Large scale industries</b>	<b>Medium scale industries</b>	<b>Small scale industries</b>
1.	Fine Jewellery Mfg. Ltd	Jewelstark	Priti Gems
2.	Fine Jewellery Gold Private Limited	United Jewellery Mfg. Pvt. Ltd	Anurag Enterprises
3.	Priority Jewels Pvt Ltd	Veekay Diamants Pvt. Ltd	Dweep Diamonds
4.	H. K. Designs (India)	Krishna Gems	Bholasons Jewellers
5.	Gold Star Jewellery Pvt Ltd	Mulchand R Shah	Mahavir Gems
6.	Kama Schachter Jewelry Pvt Ltd	Ozone diamonds	J. D. Diamonds
7.	Inter Gold (India) Private Limited	Pansuriya Impex	Rajasthan Gems
8.	N.M.Karel & Sons	Shubh Diamonds	Rajendrakumar Jewellers
9.	Lotus Ornaments Pvt Ltd	Vabs Diamond	Sandeep Guchait Jewellery
10.	Euroshine Jewellery works	Avjit haldar Jewellery	Paladiya Brothers & Co.
11.	K. P. Sanghvi		
12.	Mamraj Mussadilal Jewellers		
13.	Mohit Diamonds		

## NSQF QUALIFICATION FILE

27	<b>Recommendation from the concerned Line Ministry of the Government/Regulatory Body. To be supported by documentary Evidences.</b>		

## NSQF QUALIFICATION FILE

	Refer Annexure 1_Recommendation from Line Ministry
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 improvise 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 post October 2022.</p>

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

## **SECTION 4** **EVIDENCE OF PROGRESSION**

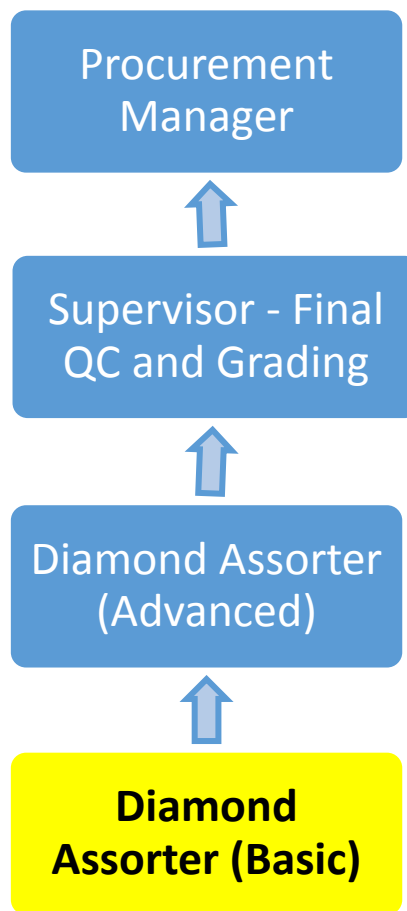


## NSQF QUALIFICATION FILE

### 30. 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?

The career progression would be as follows:

1. Assorter (Basic)
2. Assorter (Advanced)
3. Supervisor - Final QC and grading
4. Procurement Manager



## NSQF LEVEL DESCRIPTORS

## NSQF QUALIFICATION FILE

LEV EL	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, 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.

## NSQF QUALIFICATION FILE

LEVEL	Process required	Professional knowledge	Professional skill	Core skill	Responsibility
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.
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	Wide-ranging factual and theoretical knowledge in	Wide range of cognitive and practical skills required	Good logical and mathematical skill understanding of	Full responsibility for output of group and

## NSQF QUALIFICATION FILE

LEV EL	Process required	Professional knowledge	Professional skill	Core skill	Responsibility
	theoretical and practical skills, involving variable routine and non-routine contexts.	broad contexts within a field of work or study.	to generate solutions to specific problems in a field of work of study.	social political and natural environment and organising information, communication and presentation skill.	development .
<b>8</b>	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.	
<b>9</b>	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.	
<b>10</b>	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

## NSQF QUALIFICATION FILE

**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.

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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.

## NSQF QUALIFICATION FILE

**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 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.

## NSQF QUALIFICATION FILE

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.

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.

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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.

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.



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**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.