

## NSQF QUALIFICATION FILE

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

Name and address of submitting body:

Apparel, Made-ups & Home Furnishing Sector Skill Council  
3rd floor, Flat No. A-312 To A-323 , Somdatt Chamber-I,  
Bhikaji Cama Place,  
Africa Avenue,  
New Delhi - 110066

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

**Name:** Mr. Amit Singh and Ms Priya Mathur

**Position in the organisation:** Joint Director- Standards & QA, Deputy Director– Standards & QA

**Address if different from above:**

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

1. Qualifications Pack – Annexure 1
2. Model Curriculum – Annexure 2
3. Affiliation Protocol- Annexure 3
4. Industry Validations- Annexure 4

### Model Curriculum to be added which will include the following:

- Indicative list of tools/equipment to conduct the training
- Trainers qualification
- Lesson Plan
- Distribution of training duration into theory/practical component

#### SUMMARY

1	Qualification Title	Self Employed Tailor
2	Qualification Code, if any	AMHQ1947, v3.0
3	NCO code and occupation	NCO-2015/7531.0100
4	Nature and purpose of the qualification (Please specify whether qualification is short term or long term)	Nature of the qualification a Qualification Pack (QP) The main purpose of the qualification to train the incumbent to assess the functioning of the

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		incubation equipment and decide the specification of the setters.
5	<b>Body/bodies which will award the qualification</b>	Apparel, Made-ups & Home Furnishing Sector Skill Council (AMHSSC)
6	<b>Body which will accredit providers to offer courses leading to the qualification</b>	Apparel, Made-ups & Home Furnishing Sector Skill Council (AMHSSC)
7	<b>Whether accreditation/affiliation norms are already in place or not, if applicable (if yes, attach a copy)</b>	Yes (Annexure 3)
8	<b>Occupation(s) to which the qualification gives access</b>	Self Employed Tailor
9	<b>Job description of the occupation</b>	Self Employed Tailor is a skilled tailor versed with making customized various types of dresses. The job thus involves taking measurement, cutting fabric as per measurement and sewing with the help of ordinary sewing machines. The person also does alteration works of stitched dress materials to correct and fit as per customer requirements.
10	<b>Licensing requirements</b>	NA
11	<b>Statutory and Regulatory requirement of the relevant sector (documentary evidence to be provided)</b>	NA
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>	420 hours (Theory:150, Pratical:270)
14	<b>Indicative list of training tools required to deliver this qualification</b>	Attached herewith
15	<b>Entry requirements and/or recommendations and minimum age</b>	Grade 9 with No Experience (OR) Grade 8 pass and pursuing

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		<p>continuous schooling in regular school with vocational subject with no experience (OR)              8th grade pass with 1 year of relevant experience (OR)              5th grade pass with 4 years of relevant experience (OR)              Ability to read and write with 5 years of experience</p> <p>Min. Age: 14 Years</p>
16	<b>Progression from the qualification (Please show Professional and academic progression)</b>	Self Employed Tailor Entrepreneurship
17	<b>Arrangements for the Recognition of Prior learning (RPL)</b>	<p>RPL assessment will be as per normal AMHSSC assessment process.              (AMHSSC recognizes that there may be candidates who have prior learning experience in the Apparel Sector and are desirous of being certified. Such candidates can apply to AMHSSC for testing and certification of their skills. Training Partners will be responsible for identifying and counselling candidates for RPL through mobilization camps and advertisements. The details of the RPL process have been defined by AMHSSC under the document-Guidelines for Recognition of Prior Learning under PMKVY).</p>
18	<b>International comparability where known (research evidence to be provided)</b>	Not done as yet
19	<b>Date of planned review of the qualification.</b>	18/11/2025

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20	Formal structure of the qualification Mandatory components			
	Title of component and identification code/NOSs/Learning outcomes	Mandatory/ Optional	Estimated size (learning hours)	Level
(i)	Introduction (Bridge Module and Soft Skills)	Mandatory	30	3
(ii)	AMH/N0102: Maintain work area, tools and machines	Mandatory	30	4
(iii)	AMH/N0104: Comply with industry, regulatory, organizational requirements and Greening of Job Roles	Mandatory	30	4
(iv)	AMH/N1947: Drafting and Cutting the Fabric	Mandatory	60	3
(v)	AMH/N1948: Carry out the process of sewing for dress materials and common household items of textiles	Mandatory	120	3
(vi)	AMH/N1949: Carry out inspections and alterations to adjust corrections for fittings	Mandatory	60	3
(vii)	AMH/N1950: Maintain health, safety, security in tailoring shop with Gender & PwD Sensitization.	Mandatory	30	3
(viii)	Employability Skills	Mandatory	60	4
		<b>Total</b>	420	

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### **SECTION 1 ASSESSMENT**

<b>21</b>	<b>Body/Bodies which will carry out assessment:</b> AMHSSC affiliated assessment bodies. 1. Navriti Technologies Pvt Ltd 2. Skill Mantra 3. Methods Apparel Consultancy India Pvt Ltd 4. Fashion Futures 5. Amrit Skills Development Pvt Ltd 6. Assessors India LLP 7. Eduvantage Pvt Ltd 8. Career Point University  More Assessment Agencies are being empanelled to cover wider geographical area
<b>22</b>	<b>How will RPL assessment be managed and who will carry it out?</b> RPL will be based on the same approved Qualification Pack and Assessment Criteria mentioned in the Qualification Pack and will be carried out as per normal ASCI assessment process. The Training Partner or any other authority as prescribed by the Steering Committee will identify and counsel candidates eligible for RPL through mobilization camps and advertisements. The mobilized candidates can be counselled, oriented about the standardized NSQF framework and basis their existing competency will be mapped against the suitable level of the concerned Job role for assessments. The candidates enrolled will be assessed by the Assessment Agency affiliated with the Sector Skill Council on the basis of assessment criteria decided by Sector Skill Council (SSC). The candidate will need to pass in the minimum assessment criteria of a particular QP decided by the SSC. Successfully assessed candidates with a valid Aadhaar or alternate ID (as per process) will be eligible for QP-NOS based Certification.
<b>23</b>	<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>  A robust technology enabled assessment methodology has been designed keeping in mind the geographical/Physical constraints and target segment which assess a trainee's knowledge and skill set through three methods: a. An offline Tablet based test through the use of Multiple-Choice Text and Picture based questions in vernacular languages b. Actual demonstration on the field c. Viva  <b>AMHSSC's assessment strategy:</b> <ul style="list-style-type: none"><li>• Question sets are developed as per the weightage of each NOS of the Qualification Pack.</li><li>• Assessment criteria for each Qualification Pack developed, in which each</li></ul>

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	<p>Performance criteria (PC) assigned marks based on NOS</p> <ul style="list-style-type: none"> <li>• Question Bank is developed to assess the theoretical and practical knowledge. To ensure the quality, each trainee get different set of question</li> <li>• Empanelment of subject matter expert as assessor primarily from the Industry to assess trainee specifically on practical skills as per Industry demands</li> </ul> <p>Assessments are preferably conducted on tablets or pen or papers in regional languages according to the requirement.</p>
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Please attach most relevant and recent documents giving further information about assessment and/or RPL.

Give the titles and other relevant details of the document(s) here. Include page references showing where to find the relevant information.

### ASSESSMENT EVIDENCE

Complete a grid for each component as listed in “Formal structure of the the qualification” in the Summary.

*NOTE: this grid can be replaced by any part of the qualification documentation which shows the same information – ie Learning Outcomes to be assessed, assessment criteria and the means of assessment.*

#### 24. Assessment evidences

**Title of Component:**

Outcomes to be assessed/NOSs to be assessed	Assessment criteria for the outcome
Maintain the work area, tools and machines	<p>PC1. Handle materials, machinery, equipment and tools safely and correctly to maintain a clean and hazard free working area</p> <p>PC2. Use correct lifting and handling procedures</p> <p>PC3. Use materials efficiently to minimize wastage and dispose off waste safely at the designated location.</p> <p>PC4. Carry out running maintenance and/or cleaning within one’s responsibility and agreed schedules</p> <p>PC5. Report any unsafe or damaged equipment and other dangerous occurrences to the authorized personnel</p>

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	<p>PC6. Ensure that the correct machine guards are in place</p> <p>PC7. Work in a comfortable position and maintain correct posture</p> <p>PC8. Use cleaning equipment and methods appropriate for the work to be carried out</p>
<b>Means of assessment 1</b>	Assessment online and Tab based
<b>Means of assessment 2</b> Add boxes as required.	Offline Assessment(with equipment required)
<b>Pass/Fail</b>	

<b>Outcomes to be assessed/NOSs to be assessed</b>	<b>Assessment criteria for the outcome</b>
Comply with industry, and organizational requirements and greening of job roles	<p>PC1. Carry out work functions in accordance with organizational standards, greening solutions, procedures, policies, legislation and regulations.</p> <p>PC2. Apply and follow these policies and procedures within your work practices and inculcate sustainable consumption practices</p> <p>PC3. Actively get involved in improving the performance of the organization in line with their own role and responsibilities and support adaptation to more environmentally friendly processes.</p> <p>PC4. Handle materials, equipment, computer and software safely and correctly to maintain a clean and hazard free working area and support adaptation to more environmentally friendly processes</p> <p>PC5. Carry out running maintenance and/or cleaning within one's responsibility and agreed schedules and Deal with work interruptions effectively.</p> <p>PC6. Report unsafe equipment and other dangerous occurrences to concerned</p>

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	<p>personnel</p> <p>PC7. Use cleaning equipment and methods appropriate for the work to be carried out</p> <p>PC8. Request for upgrading of system or software when required for effective working and maintain a backup file when working on various design software</p> <p>PC9. All soft copies of design work to be maintained in files as well for future reference</p>
<b>Means of assessment 1</b>	Assessment online and Tab based
<b>Means of assessment 2</b> Add boxes as required.	Offline Assessment(with equipment required)
<b>Pass/Fail</b>	

<b>Outcomes to be assessed/NOSs to be assessed</b>	<b>Assessment criteria for the outcome</b>
<p>Identifying dress form, correct handling of measuring equipment, taking measurement correctly, basics of drafting and tools required and fabric cutting technique and factors involved in cutting fabrics</p>	<p>PC1. Take body measurement of the customer or measurement of the available product</p> <p>PC2. Select &amp; Use of the appropriate tools &amp; materials for drafting</p> <p>PC3. Mark the measurements of a garment on a piece of paper or pattern with the help of the tools and make the standard patterns for reference</p> <p>PC4. Cut the paper pattern as per the measurement requirement</p> <p>PC5. Place the cut components of paper pattern for cutting the cloth</p> <p>PC6. Select the appropriate tools &amp; materials for cutting</p> <p>PC7. Measure and confirm the length and width of the material/fabric before starting to cut</p> <p>PC8. Check &amp; Ensure there are no defects on the material</p> <p>PC9. Lay the fabric on the table in accordance with fabric grain line, designs, checks or Plains, etc.</p> <p>PC10. Cut the various garment components with precision with the help of Pattern Paper</p>

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	<p>PC11. Ensure the fabric/material wastage is minimum while cutting</p> <p>PC12. Organize cut components in a suitable bundle tied together to ensure there is no mixup.</p>
<b>Means of assessment 1</b>	Assessment online and Tab based
<b>Means of assessment 2</b> Add boxes as required.	Offline Assessment(with equipment required)
<b>Pass/Fail</b>	

<b>Outcomes to be assessed/NOSs to be assessed</b>	<b>Assessment criteria for the outcome</b>
Sewing components into full products (dress and/or common household items of textiles)	<p>PC1. Set machines according to machine manufacturer's instructions and sewing requirements and garment requirements.</p> <p>PC2. Set machine controls for the materials being stitched for the garment.</p> <p>PC3. Perform a test run to ensure machine is operating correctly as per requirement</p> <p>PC4. Join cut components by stitching all panels together.</p> <p>PC5. Carry out hand sewing if required (kaj making, button fixing, hemming, or basic embroidery etc.)</p> <p>PC6. Make a final cost sheet for the making bill.</p>
<b>Means of assessment 1</b>	Assessment online and Tab based
<b>Means of assessment 2</b> Add boxes as required.	Offline Assessment(with equipment required)
<b>Pass/Fail</b>	

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Outcomes to be assessed/NOSs to be assessed	Assessment criteria for the outcome
Final checking after stitching, identify alteration needs and corrections for fittings	<p>PC1. Check fitting of the dress materials onto the customers or check the measurement.</p> <p>PC2. Record required alteration needs and instructions on tags or labels and attach them to garments.</p> <p>PC3. Carry out alterations as per records and requirement of customer.</p>
<b>Means of assessment 1</b>	Assessment online and Tab based
<b>Means of assessment 2</b> Add boxes as required.	Offline Assessment(with equipment required)
<b>Pass/Fail</b>	

Outcomes to be assessed/NOSs to be assessed	Assessment criteria for the outcome
Maintenance of health, safety and security with Gender & PwD Sensitization in the workplace	<p>PC1. Keep looking for potential risks and threats associated with shop and it's like fire, theft, etc and comply with health, safety gender and PwD (People with disability) related instructions applicable to the workplace</p> <p>PC2. Handle tools and equipments like sewing machines, scissors, shears, etc. safely and securely &amp; Install basic safety signage in the shop for customer knowledge as well</p> <p>PC3. Keep alert in the shop and during work processes to avoid potential risks and threats and complaint with Gender sensitivity Procedures and Practices.</p> <p>PC4. Ability to reflect on own gender identity and gender role. &amp; Practice, acceptance &amp; internalization of gender &amp; Its concepts and actively participate in mock drills/ evacuation procedures; group discussions, training sensitization programs for gender and PwD awareness organized at the workplace</p> <p>PC5. Undertake first-aid, fire-fighting and emergency response training Also engage &amp; participate to end gender discrimination &amp;</p>

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	communicate in gender inclusive terms.
<b>Means of assessment 1</b>	Assessment online and Tab based
<b>Means of assessment 2</b> Add boxes as required.	Offline Assessment(with equipment required)
<b>Pass/Fail</b>	

<b>Outcomes to be assessed/NOSs to be assessed</b>	<b>Assessment criteria for the outcome</b>
<ul style="list-style-type: none"> <li>• Introduction to Employability Skills</li> <li>• Constitutional values - Citizenship</li> <li>• Becoming a Professional in the 21st Century</li> <li>• Basic English Skills</li> <li>• Career Development &amp; Goal Setting</li> <li>• Communication Skills</li> <li>• Inclusion, Gender Sensitivity, PWD etc.</li> <li>• Financial and Legal Literacy</li> <li>• Essential Digital Skills</li> <li>• Entrepreneurship</li> <li>• Customer Service</li> <li>• Getting ready for apprenticeship &amp; Jobs</li> </ul>	<p>PC1. Understand the significance of employability skills in meeting the current job market requirement and future of work</p> <p>PC2. identify and explore learning and employability relevant GOI portals such as ASEEM, Bharat Skills, NIMI</p> <p>PC3 follow personal values and ethics such as honesty, integrity, respecting others, responsibility towards the society etc.,</p> <p>PC4. practice the 21st Century Skills such as Self-Awareness, Behavior Skills, Positive attitude, self - motivation in personal and professional life</p> <p>PC5. apply problem solving, decision making and time management techniques in professional and personal life</p> <p>PC6. adopt a learning mindset for personal and professional development</p> <p>PC7. use basic English phrases and expressions, with clearly articulated speech, in areas of personal, social and professional domains</p> <p>PC8. speak over the phone in basic English, in an audible manner, using appropriate greetings, opening, and closing statements both on personal and work front</p> <p>PC9. read and understand routine information, instructions, mails, letters etc. written in basic English</p> <p>PC10. research to understand the job market, trends, and the required skills</p>

	<p>PC11. identify career goals based on the skills, interests, knowledge, and personal attributes</p> <p>PC12. prepare a career development plan with short- and long-term goals.</p> <p>PC13. keep abreast with the latest skills as per the market requirement</p> <p>PC14. follow verbal and non-verbal communication etiquette while communicating in professional and public settings</p> <p>PC15. use a range of techniques to overcome barriers to effective communication Techniques: e.g., minimize distractions, use repetition, clarify, and ask questions, reconfirm messages, highlight important information, use supportive and consistent gestures, etc.</p> <p>PC16. use active listening techniques for effective communication</p> <p>PC17. use negotiation strategies at work and in the marketplace</p> <p>PC18. use conflict resolution techniques to address disagreements and deadlock situations</p> <p>PC19. Identify the signs of sexual harassment at workplace</p> <p>PC20. Follow the POSH Act to escalate any issues related to sexual harassment at workplace</p> <p>PC21. Respond appropriately to the resistance shown by the opposite gender</p> <p>PC22. Use inclusive, gender sensitive language</p> <p>PC23. identify the need for various types of financial products and services for different purposes. Needs: Saving, Insurance, Loan, etc. Purposes: Education Wedding, Home, Emergencies, Business, etc</p> <p>PC24. select reliable institutions for the relevant financial products and services they offer, to meet own requirements Financial Service Institutions: Banks, Post Office, Micro-Finance Institutions, etc. Financial Services: Deposits (Fixed Deposit, Saving</p>
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	<p>Deposit, Recurring Deposit); other Investment (Monthly Investment Scheme, National Saving Certificate, Kisan Vikas Patra), Insurance, Loans, Tax returns, etc.</p> <p>PC25. identify common components of salary on a salary slip</p> <p>PC26. Use the appropriate rights and laws to fight against legal exploitation</p> <p>PC27. Apply appropriate legal aids in various situations</p> <p>PC28. identify different types of digital devices, their features, and components e.g., hardware &amp; software</p> <p>PC29. operate digital devices, and secure them</p> <p>PC30. Fill online forms appropriately as per requirement</p> <p>PC31. carry out basic procedures in documents, spreadsheets and presentations using respective and appropriate applications</p> <p>PC32. carry out basic internet operations</p> <p>PC33. identify different types of Entrepreneurship and Enterprises</p> <p>PC34 use various techniques and approaches to discover opportunities for potential business</p> <p>PC35. undertake competition analysis to assess business opportunities</p> <p>PC36 research and identify sources of funding for the proposed business</p> <p>PC37. use success and failure stories of other Entrepreneurs and ventures to extract relevant lessons for self-development as an Entrepreneur</p> <p>PC38. identify avenues for relevant skills and knowledge development for oneself, in preparation for entrepreneurial activity</p> <p>PC39. identify different types of customer Types: new, regular, previous</p> <p>PC40. identify the customer needs</p> <p>PC41. respond to customer requests and needs in a professional manner Professional manner: timely, efficiently, effectively, politely, calmly, etc</p>
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	<p>PC42. use appropriate tools to collect customer feedback</p> <p>PC43.create a professional Curriculum vitae (Résumé) for oneself</p> <p>PC44create accounts, register, and search suitable jobs on job search portals such as Naukri.com, Times job, LinkedIn etc.,</p> <p>PC45. search jobs through reliable sources like Employment exchange, job fairs, recruitment agencies and centers, newspapers etc.</p> <p>PC46. apply to identified job openings using relevant methods and requirements Methods: Registration, application, posting, requests, online, in-person, apprenticeship etc.</p> <p>PC47.dress neatly and appropriately for the recruitment and selection process</p> <p>PC48 answer questions politely, with clarity and confidence, during recruitment and selection</p> <p>PC49.use various reliable sources to collect information related to the sector/market to identify job/livelihood opportunities across sectors</p> <p>PC50.follow the registration protocols for apprenticeship course or any job portal</p>
<b>Means of assessment 1</b>	Assessment online and Tab based
<b>Means of assessment 2</b> Add boxes as required.	Offline Assessment(with equipment required)
<b>Pass/Fail</b>	

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Outcomes to be assessed/NOSs to be assessed	Assessment criteria for the outcome
<ul style="list-style-type: none"> <li>• Introduction to Employability Skills</li> <li>• Constitutional values - Citizenship</li> <li>• Becoming a Professional in the 21st Century</li> <li>• Basic English Skills</li> <li>• Career Development &amp; Goal Setting</li> <li>• Communication Skills</li> <li>• Diversity and Inclusion,</li> <li>• Financial and Legal Literacy</li> <li>• Essential Digital Skills</li> <li>• Entrepreneurship</li> <li>• Customer Service</li> <li>• Getting ready for apprenticeship &amp; Jobs</li> </ul>	<p>Introduction to Employability Skills</p> <p>To be competent, the individual must be able to:</p> <p>PC1. Identify employability skills required for jobs in various industries</p> <p>PC2. Identify and explore learning and employability portals</p> <p>Constitutional values – Citizenship</p> <p>PC3. Recognize the significance of constitutional values, including civic rights and duties, citizenship, responsibility towards society etc. and personal values and ethics such as honesty, integrity, caring and respecting others, etc.</p> <p>PC4. Follow environmentally sustainable practices</p> <p>Becoming a Professional in the 21st Century</p> <p>PC5. Recognize the significance of 21st Century Skills for employment</p> <p>PC6. Practice the 21st Century Skills such as Self-Awareness, Behavior Skills, time management, critical and adaptive thinking, problem-solving, creative thinking, social and cultural awareness, emotional awareness, learning to learn for continuous learning etc. in personal and professional life</p> <p>Basic English Skills</p> <p>PC7. Use basic English for everyday conversation in different contexts, in person and over the telephone</p> <p>PC8. Read and understand routine information, notes, instructions, mails, letters etc. written in English</p> <p>PC9. Write short messages, notes, letters, e-mails etc. in English</p> <p>Career Development &amp; Goal Setting</p> <p>PC10. Understand the difference between job and career</p> <p>PC11. Prepare a career development plan with short-</p>

	<p>and long-term goals, based on aptitude</p> <p><b>Communication Skills</b></p> <p>PC12. Follow verbal and non-verbal communication etiquette and active listening techniques in various settings</p> <p>PC13. Work collaboratively with others in a team</p> <p><b>Diversity &amp; Inclusion</b></p> <p>PC14. Communicate and behave appropriately with all genders and PwD</p> <p>PC15. Escalate any issues related to sexual harassment at workplace according to POSH Act</p> <p><b>Financial and Legal Literacy</b></p> <p>PC16. Select financial institutions, products and services as per requirement</p> <p>PC17. Carry out offline and online financial transactions, safely and securely</p> <p>PC18. Identify common components of salary and compute income, expenses, taxes, investments etc</p> <p>PC19. Identify relevant rights and laws and use legal aids to fight against legal exploitation</p> <p><b>Essential Digital Skills</b></p> <p>PC20. Operate digital devices and carry out basic internet operations securely and safely</p> <p>PC21. Use e- mail and social media platforms and virtual collaboration tools to work effectively</p> <p>PC22. Use basic features of word processor, spreadsheets, and presentations</p> <p><b>Entrepreneurship</b></p> <p>PC23. Identify different types of Entrepreneurship and Enterprises and assess opportunities for potential business through research</p> <p>PC24. Develop a business plan and a work model, considering the 4Ps of Marketing Product, Price, Place and Promotion</p>
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	<p>PC25. Identify sources of funding, anticipate, and mitigate any financial/ legal hurdles for the potential business opportunity</p> <p>Customer Service</p> <p>PC26. Identify different types of customers</p> <p>PC27. Identify and respond to customer requests and needs in a professional manner.</p> <p>PC28. Follow appropriate hygiene and grooming standards</p> <p>Getting ready for apprenticeship &amp; Jobs</p> <p>PC29. Create a professional Curriculum vitae (Résumé)</p> <p>PC30. Search for suitable jobs using reliable offline and online sources such as Employment exchange, recruitment agencies, newspapers etc. and job portals, respectively</p> <p>PC31. Apply to identified job openings using offline /online methods as per requirement</p> <p>PC32. Answer questions politely, with clarity and confidence, during recruitment and selection</p> <p>PC33. Identify apprenticeship opportunities and register for it as per guidelines and requirements</p>
<b>Means of assessment 1</b>	Assessment online and Tab based
<b>Means of assessment 2</b> Add boxes as required.	Offline Assessment(with equipment required)
<b>Pass/Fail</b>	

<b><u>Job Role:</u></b> Self Employed Tailor
<b><u>Qualification Pack:</u></b> AMH/Q1947 v3.0
<b><u>Sector Skill Council:</u></b> Apparel, Made-ups & Home Furnishing Sector Skill Council (AMHSSC)
<b><u>Assessment Guidelines:</u></b>
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.

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2. The assessment for the theory part will be based on knowledge bank of questions created by the SSC
3. Assessment will be conducted for all compulsory NOS, and where applicable, on the selected elective/option NOS/set of NOS. examination/training center(as per assessment criteria below)
4. Individual assessment agencies will create unique question papers for theory part for each candidate at each.
5. Individual assessment agencies will create unique evaluations for skill practical for every student at each examination/training center based on this criterion.
6. To pass the Qualification Pack, every trainee should score a minimum of 70% aggregate in QP.
7. In case of unsuccessful completion, the trainee may seek reassessment on the Qualification Pack.

### AMH/N0103: Maintain health, safety and secure work place with Gender and PwD Sensitization

PC	Assessment Criteria for Outcomes	Theory Marks	Practical Marks	Project Marks	Viva Marks
		14	49	-	7
PC1	Handle materials, machinery, equipment and tools safely and correctly to maintain a clean and hazard free working area	3	5	-	1
PC2	Use correct lifting and handling procedures	2	5	-	1
PC3	Use materials efficiently to minimize wastage and dispose off waste safely at the designated location.	2	3	-	1
PC4	Carry out running maintenance and/or cleaning within one's responsibility and agreed schedules	2	10	-	1
PC5	Report any unsafe or damaged equipment and other dangerous occurrences to the authorized personnel	1	3	-	0.5

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PC6	Ensure that the correct machine guards are in place	2	3	-	1
PC7	Work in a comfortable position and maintain correct posture	1	10	-	0.5
PC8	Use cleaning equipment and methods appropriate for the work to be carried out	1	10	-	1
	<b>NOS Total</b>	<b>14</b>	<b>49</b>	<b>-</b>	<b>7</b>

### AMH/N0104: Comply with industry, regulatory, organizational requirements and Greening of Job Roles

PC	Assessment Criteria for Outcomes	Theory Marks	Practical Marks	Project Marks	Viva Marks
		20	10		10
PC1	Carry out work functions in accordance with organizational standards, greening solutions, procedures, policies, legislation and regulations.	2	1	-	1
PC2	Apply and follow these policies and procedures within your work practices and inculcate sustainable consumption practices	2	1	-	1
PC3	Actively get involved in improving the performance of the organization in line with their own role and responsibilities and support adaptation to more environmentally friendly processes.	2	1	-	1
PC4	Handle materials, equipment, computer and software safely and correctly to maintain a clean and hazard free working area and support adaptation to more environmentally friendly processes	3	2	-	2
PC5	Carry out running maintenance and/or cleaning within one's responsibility and agreed schedules and Deal with work interruptions effectively.	3	1	-	1
PC6	Report unsafe equipment and other dangerous occurrences to concerned personnel	2	1	-	1
PC7	Use cleaning equipment and methods appropriate for the work to be carried out	2	1	-	1

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PC8	Request for upgrading of system or software when required for effective working and maintain a backup file when working on various design software	2	1	-	1
PC9	All soft copies of design work to be maintained in files as well for future reference	2	1	-	1
	<b>NOS Total</b>	<b>20</b>	<b>10</b>		<b>10</b>
<b>AMH/N1947: Drafting and Cutting the Fabric</b>					
		<b>20</b>	<b>70</b>	<b>-</b>	<b>10</b>
PC1	Take body measurement of the customer or measurement of the available product	2	8	-	1
PC2	Select & Use of the appropriate tools & materials for drafting	2	2	-	1
PC3	Mark the measurements of a garment on a piece of paper or pattern with the help of the tools and make the standard patterns for reference	2	20	-	1
PC4	Cut the paper pattern as per the measurement requirement	1	5	-	0.5
PC5	Place the cut components of paper pattern for cutting the cloth	1	5	-	0.5
PC6	Select the appropriate tools & materials for cutting	2	1	-	1
PC7	Measure and confirm the length and width of the material/fabric before starting to cut	2	2	-	0.5
PC8	Check & Ensure there are no defects on the material	2	6	-	1
PC9	Lay the fabric on the table in accordance with fabric grain line, designs, checks or plains, etc.	2	5	-	0.5
PC10	Cut the various garment components with precision with the help of Pattern Paper	2	10	-	1
PC11	Ensure the fabric/material wastage is minimum while cutting	1	2	-	1
PC12	Organize cut components in a suitable bundle tied together to ensure there is no mix-up	1	4	-	1

## NSQF QUALIFICATION FILE

	<b>NOS Total</b>	<b>20</b>	<b>70</b>	<b>-</b>	<b>10</b>
<b>AMH/N1948: Carry out the process of sewing for dress materials and common household items of textiles</b>					
		<b>20</b>	<b>70</b>	<b>-</b>	<b>10</b>
PC1	Set machines according to machine manufacturer's instructions and sewing requirements and garment requirements.	1	5	-	1
PC2	Set machine controls for the materials being stitched for the garment.	3	7	-	2
PC3	Perform a test run to ensure machine is operating correctly as per requirement	1	7	-	1
PC4	Join cut components by stitching all panels together.	2	24	-	1
PC5	Carry out hand sewing if required (kaj making, button fixing, hemming, or basic embroidery etc.)	8	17	-	3
PC6	Make a final cost sheet for the making bill.	5	10	-	2
	<b>NOS Total</b>	<b>20</b>	<b>70</b>	<b>-</b>	<b>10</b>
<b>AMH/N1949: Carry out inspections and alterations to adjust corrections for fittings</b>					
		<b>12</b>	<b>42</b>	<b>-</b>	<b>6</b>
PC1	Check fitting of the dress materials onto the customers or check the measurement.	5	12	-	2
PC2	Record required alteration needs and instructions on tags or labels and attach them to garments	2	6	-	1
PC3	Carry out alterations as per records and requirement of customer.	5	24	-	3
	<b>NOS Total</b>	<b>12</b>	<b>42</b>	<b>-</b>	<b>6</b>
<b>AMH/N1950: Maintain health, safety, security in tailoring shop with Gender &amp; PwD Sensitization</b>					
		<b>6</b>	<b>21</b>	<b>-</b>	<b>3</b>
PC1	Keep looking for potential risks and threats associated with shop and its equipments like fire, theft,	0.5	5	-	0.5

## NSQ QUALIFICATION FILE

	etc. and Comply with health, safety gender and PwD (People with disability) related instructions applicable to the workplace				
PC2	Handle tools and equipments like sewing machines, scissors, shears, etc. safely and securely & Install basic safety signage in the shop for customer knowledge as well	1	4	-	0.5
PC3	Keep alert in the shop and during work processes to avoid potential risks and threats and comply with Gender sensitivity Procedures and Practices.	0.5	2	-	0.5
PC4	Ability to reflect on own gender identity and gender role. & Practice, acceptance & internalization of gender & Its concepts and actively participate in mock drills/ evacuation procedures; group discussions, training sensitization programs for gender and PwD awareness organized at the workplace	2	5	-	1
PC5	Undertake first-aid, fire-fighting and emergency response training Also engage & participate to end gender discrimination & communicate in gender inclusive terms	2	5	-	0.5
	<b>NOS Total</b>	<b>6</b>	<b>21</b>	<b>-</b>	<b>3</b>

NG-Lx-ES-00002-2022-v1-DGT EMPLOYABILITY SKILLS (60 Hours)					
PC	Assessment Criteria for Outcomes	Theory Marks	Practical Marks	Project Marks	Viva Marks
	Introduction to Employability Skills	1	1	0	0
PC1	Identify employability skills required for jobs in various industries				
PC2	Identify and explore learning and employability portals				
	Constitutional values – Citizenship	1	1	0	0
PC3	Recognize the significance of constitutional values, including civic rights and duties, citizenship,				

## NSQ QUALIFICATION FILE

	responsibility towards society etc. and personal values and ethics such as honesty, integrity, caring and respecting others, etc.				
PC4	Follow environmentally sustainable practices				
	Becoming a Professional in the 21st Century	2	4	0	0
PC5	Recognize the significance of 21st Century Skills for employment				
PC6	Practice the 21st Century Skills such as Self-Awareness, Behavior Skills, time management, critical and adaptive thinking, problem-solving, creative thinking, social and cultural awareness, emotional awareness, learning to learn for continuous learning etc. in personal and professional life				
	Basic English Skills	2	3	0	0
PC7	Use basic English for everyday conversation in different contexts, in person and over the telephone				
PC8	Read and understand routine information, notes, instructions, mails, letters etc. written in English				
PC9	Write short messages, notes, letters, e-mails etc. in English				
	Career Development & Goal Setting	1	2	0	0
PC10	Understand the difference between job and career				
PC11	Prepare a career development plan with short- and long-term goals, based on aptitude				
	Communication Skills	2	2	0	0
PC12	Follow verbal and non-verbal communication etiquette and active listening techniques in various settings				
PC13	Work collaboratively with others in a team				

## NSQ QUALIFICATION FILE

	Diversity & Inclusion	1	2	0	0
PC14	Communicate and behave appropriately with all genders and PwD				
PC15	Escalate any issues related to sexual harassment at workplace according to POSH Act				
	Financial and Legal Literacy	2	3	0	0
PC16	Select financial institutions, products and services as per requirement				
PC17	Carry out offline and online financial transactions, safely and securely				
PC18	Identify common components of salary and compute income, expenses, taxes, investments etc				
PC19	Identify relevant rights and laws and use legal aids to fight against legal exploitation				
	Essential Digital Skills	3	4	0	0
PC20	Operate digital devices and carry out basic internet operations securely and safely				
PC21	Use e- mail and social media platforms and virtual collaboration tools to work effectively				
PC22	Use basic features of word processor, spreadsheets, and presentations				
	Entrepreneurship	2	3	0	0
PC23	Identify different types of Entrepreneurship and Enterprises and assess opportunities for potential business through research				
PC24	Develop a business plan and a work model, considering the 4Ps of Marketing Product, Price, Place and Promotion				

## NSQC QUALIFICATION FILE

PC25	Identify sources of funding, anticipate, and mitigate any financial/ legal hurdles for the potential business opportunity				
	Customer Service	1	2	0	0
PC26	Identify different types of customers				
PC27	Identify and respond to customer requests and needs in a professional manner.				
PC28	Follow appropriate hygiene and grooming standards				
	Getting ready for apprenticeship & Jobs	2	3	0	0
PC29	Create a professional Curriculum vitae (Résumé)				
PC30	Search for suitable jobs using reliable offline and online sources such as Employment exchange, recruitment agencies, newspapers etc. and job portals, respectively				
PC31	Apply to identified job openings using offline /online methods as per requirement				
PC32	Answer questions politely, with clarity and confidence, during recruitment and selection				
PC33	Identify apprenticeship opportunities and register for it as per guidelines and requirements				
	<b>NOS Total</b>	<b>20</b>	<b>30</b>	<b>0</b>	<b>0</b>

## NSQF QUALIFICATION FILE

### SECTION 2

#### 25. EVIDENCE OF LEVEL

##### OPTION A

Title/ Name of qualification/ component:			Level: 3
NSQF Domain	Key Requirement of job role	How the outcomes relate to the NSQF level descriptors	NSQF Level
Process	<ul style="list-style-type: none"> <li>The person is required to know the construction of basic garments, cushion covers etc. and do their costing according to the formulated norms of basic industry.</li> </ul>	Self Employed Tailor is trained to get self employed as a professional tailor who can sew and repair garments, made ups and home-furnishing articles as per her customer's requirement and manage her livelihood out of it the person is trained in stitching on manual, semi manual and electrical machines.	3
Professional knowledge	<ul style="list-style-type: none"> <li>The person should be aware of stages of construction (pattern making, cutting, sewing etc) and alteration of basic garments, home furnishing and made-up articles.</li> <li>The person should be aware of procedure of taking measurements, different size charts, the sequence of construction of various style, hemming etc.</li> <li>The person should also have the knowledge of tools, equipment and machineries like threads, bobbin, semi-manual sewing machine, required for garment, and other articles' construction their maintenance, handling and operation</li> </ul>	Self Employed Tailor should have the knowledge of different types of fabrics (woven, non-woven, knits), trims and accessories and their trade names, prices and availability in the market.	3

## NSQF QUALIFICATION FILE

	<p>keeping in mind the safety procedures.</p> <ul style="list-style-type: none"> <li>• The person should also have basic knowledge of cost and budgeting and company's norms.</li> <li>• The person should know the communication skills of dealing with customers.</li> </ul>		
Professional skill	<ul style="list-style-type: none"> <li>• The person plans and organizes the preparatory tasks to meet the target dates and deadlines like pre- stitching work so as to have a smooth and uninterrupted workflow when stitching the dress.</li> <li>• The person manages relationships with customers who may be angry, frustrated or confused build customer understanding of trust and supports by comprehending measurement related inputs proposing solution to customers with suitable amendments to size needed to be adjusted over actual measurement or any other alteration or changes to enhance look and appropriateness.</li> <li>• The person applies domain information About Product, material, Processes and technical specifications to identify area of critical concerns.</li> <li>• The person organizes all the tools and equipment required during stitching beforehand to avoid any disturbance and possess a smooth workflow and identifies</li> </ul>	Self Employed Tailor follows shop rule- based decision making process depending on the capability and capacity of the shop.	3

## NSQF QUALIFICATION FILE

	<p>any faults in them and their rectification.</p> <ul style="list-style-type: none"> <li>• The person keeps work area free from potential hazards like fire, shot circuit, etc.</li> <li>• Plan and organize the health and safety signage that is to be put in the shop and follows the processes pertaining to health and safety and make sure that the customers are made aware of such processes as well.</li> </ul>		
Core Skills	<ul style="list-style-type: none"> <li>• The person maintains records of any incident/accident and the level of damage caused.</li> <li>• Write and document appropriate technical forms, job cards, inspection sheets as required format of the company.</li> <li>• The person reads and comprehend the documents maintained for future reference</li> <li>• , understands and acts accordingly when referring the notes taken down for measurement.</li> <li>• The person also reads and comprehends written instructions about safe working of machines and equipment and follow the safety signage put in the shop, interprets indicators in the machine and operating</li> </ul>	Self Employed Tailor writes measurement data, product details, changes, alterations, for reference in pattern making, stitching and for customer database, in suitable form and sequence clearly in local language as well.	3

## NSQF QUALIFICATION FILE

	manuals, in Basic English.		
Responsibility	<ul style="list-style-type: none"> <li>• Her job involves taking measurement, cutting fabric as per measurement and sewing with the help of ordinary sewing machines.</li> <li>• The person also does alteration works of stitched dress materials to correct and fit as per customer requirements.</li> <li>• The person is responsible for own work and learning.</li> </ul>	Self Employed Tailor is a skilled tailor versed with making customized Indian dresses.	3

### OPTION B

Title/ Name of qualification/ component:			Level: 3
NSQF Domain	Key requirements of the Job role	How the Job Roles related to the NSQF Level descriptors	NSQF Level
Process			
Professional knowledge			
Professional skill			
Core Skills			
Responsibility			

## NSQF QUALIFICATION FILE

### SECTION 3

#### EVIDENCE OF NEED

26	<b>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?</b>											
<b>Basis</b>												
Need of the qualification	While collecting data from the companies for the occupational map, we also took feedback from industry, which was collected with respect to roles for which qualification packs development, was to be prioritized. This was largely based on volume of people required, quantitative and qualitative shortfall which the Industry feels they face.											
Industry Relevance	Governing council of AMHSSC gave final approval and endorsement for the same. The number of industries which validated the job role are 15. (Small – 5 , Medium –5 and Large – 5)											
Usage of the qualification	<p>Skills Gap analysis Reports for industry demand and secondary research data, though these do not lend to accurate demand projection.</p> <ul style="list-style-type: none"> <li>• Feedback from industry for demand though again sample size may not lend to accurate figures</li> <li>• Training duration, and current and potential training capacity envisaged</li> <li>• An LMIS development initiative is being put in place to be more precise regarding the demand and supply</li> <li>• The employment in clothing and textile industry will be 21.54 million by 2022 and there is an incremental human resource requirement of 6.31 % from the year 2013 till year 2022. Manufacturing of wearing apparels will require 4.58 million people by the year 2022.</li> </ul>											
Estimated uptake	<table border="1" data-bbox="440 1289 1422 1724"> <thead> <tr> <th data-bbox="440 1289 708 1423">QP/Job Role Name</th> <th data-bbox="708 1289 992 1423">"States where Demand exist</th> <th data-bbox="992 1289 1182 1423">"District where Demand exist</th> <th data-bbox="1182 1289 1422 1423">Projections for the next 3 years</th> </tr> </thead> <tbody> <tr> <td data-bbox="440 1423 708 1724">Self Employed Tailor</td> <td data-bbox="708 1423 992 1724">PANINDIA</td> <td data-bbox="992 1423 1182 1724">Pan India</td> <td data-bbox="1182 1423 1422 1724">1000000</td> </tr> </tbody> </table>				QP/Job Role Name	"States where Demand exist	"District where Demand exist	Projections for the next 3 years	Self Employed Tailor	PANINDIA	Pan India	1000000
QP/Job Role Name	"States where Demand exist	"District where Demand exist	Projections for the next 3 years									
Self Employed Tailor	PANINDIA	Pan India	1000000									
27	<b>Recommendation from the concerned Line Ministry of the Government/Regulatory Body. To be supported by documentary evidences Provided</b>											

## NSQF QUALIFICATION FILE

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? Give justification for presenting a duplicate qualification</b></p> <p>NSDC list of Approved and Under-Development QPs was checked prior to commissioning the work</p> <ul style="list-style-type: none"> <li>• NSDC QRC team also confirmed the same</li> </ul>
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? Specify the review process here</b></p> <p>Agencies have been appointed by the SSC to interact with training providers to gather feedback in implementation.</p> <ul style="list-style-type: none"> <li>• Monitoring of results of assessments</li> <li>• Employer feedback will be sought post-placement</li> <li>• A formal review is scheduled in two year time</li> </ul>

Please attach most relevant and recent documents giving further information about any of the topics above.

Give the titles and other relevant details of the document(s) here. Include page references showing where to find the relevant information.

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

30	<p><b>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?</b></p> <p><b><i>Show the career map here to reflect the clear progression</i></b></p> <p>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?</p> <p>The extent to which a labour is trained and educated affects its mobility. To ensure horizontal and vertical mobility the Qualifications pack have been tailored in a manner that it states all the required skills for a particular job role and ensures increase in developmental level when skills are practiced over time.</p> <p><b><i>Self Employed Tailor can progress as Self Employed Tailor with horizontally mobility</i></b></p>
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