Model Curriculum

QP Name: Self Employed Tailor

QP Code: AMH/Q1947

QP Version: 3.0

NSQF Level: 3

Model Curriculum Version: 3.0

Apparel,Made-ups & Homefurnishing Sector Skill Council |Flat No. A312 To A323, Third Floor Somdatt Chamber –I Bikhaji Cama Place, Africa Avenue New Delhi-110066.

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Training Parameters

Sector	Apparels
Sub-Sector	Apparel
Occupation	Tailoring
Country	India
NSQF Level	3
Aligned to NCO/ISCO/ISIC Code	NCO-2015/7531.0100
Minimum Educational Qualification and Experience	- Grade 9 with No Experience (OR) - Grade 8 pass and pursuing 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
Pre-Requisite License or Training	
Minimum Job Entry Age	14 Years
Last Reviewed On	17-11-2022
Next Review Date	18-11-2025
NSQC Approval Date	17-11-2022
QP Version	3.0
Model Curriculum Creation Date	09/09/2022
Model Curriculum Valid Up to Date	17-11-2025
Model Curriculum Version	3.0
Minimum Duration of the Course	420
Maximum Duration of the Course	420

Program Overview

This section summarizes the end objectives of the program along with its duration.

Training Outcomes

At the end of the program, the learner should have acquired the listed knowledge and skills.

- Draft and cut the fabric.
- Carry out the process of sewing for dress materials and common household items of textiles.
- Carry out inspections and alterations to adjust corrections for fittings.
- Maintain health, safety and security in the tailoring shop.
- Maintain work area, tools and machines.
- Comply with industry, regulatory and organizational requirements.

Compulsory Modules

The table lists the modules, their duration and mode of delivery.

NOS and Module Details	Theory Duration	Practical Duration	On-the-Job Training Duration (Mandatory)	On-the-Job Training Duration (Recommended)	Total Duration
Module 1 Introduction and Orientation- Bridge Module and Soft Skills	15:00	15:00	NA	NA	30:00
Module 2 Maintain work area, tools and machines **AMH/N0102: Maintain work area, tools and machines**	15:00	15:00	NA	NA	30:00
Module 3 Comply with industry, regulatory and organizational requirements and Greening of Job Roles **AMH/N0104: Comply with industry, regulatory and organizational requirements and Greening of Job Roles**	15:00	15:00	NA	NA	30:00
Module 4 Drafting the fabric **AMH/N1947: Drafting and Cutting the Fabric**	12:00	24:00	NA	NA	36:00
Module 5 Cutting the fabric **AMH/N1947: Drafting and Cutting the Fabric**	09:00	15:00	NA	NA	24:00
Module 6 Preparation for sewing the dress materials and common household textiles **AMH/N1948: Carry out the process of sewing for dress materials and common household items of textiles**	09:00	30:00	NA	NA	39:00

Module 7 Sewing the dress materials and common household items of textiles **AMH/N1948: Carry out the process of sewing for dress materials and common household items of textiles**	15:00	66:00	NA	NA	81:00
Module 8 Carry out inspections and alterations to adjust corrections for fittings **AMH/N1949: Carry out inspections and alterations to adjust corrections for fittings**	21:00	39:00	NA	NA	60:00
Module 9 Maintain health, safety and security in tailoring shop with Gender & PwD Sensitization **AMH/N1950: Maintain health, safety and security in tailoring shop with Gender & PwD Sensitization**	15:00	15:00	NA	NA	30:00
Module 10 Employability Skills	24:00	36:00	NA	NA	60:00
	150:00	270:00			420:00

Module Details

Module Name 1: Introduction and Orientation to Self Employed Tailor

Mapped to Bridge Module

Terminal Outcomes:

- Describe the outline of the Apparel industry in India
- Recognize various employment opportunities for a 'Self Employed Tailor' in the apparel industry.
- Identify apparel production process and the role that the 'Self Employed Tailor' plays in the process.

Mapped to Soft Skills
Terminal Outcomes:

- Explain the importance of effective communication.
- Communicate effectively with others.
- Understand the process of interviews

Duration: *<15:00>*	**Duration**: *<15:00>*
Theory – Key Learning Outcomes	**Practical – Key Learning Outcomes**
- Describe the size and scope of the apparel industry. - Explain roles and responsibilities of a '**Self Employed Tailor**. - Describe various employment opportunities for a '**Self Employed Tailor** in the apparel industry. - Describe the apparel production process and the role that the '**Self Employed Tailor** plays in the process.	- Prepare for interviews. - Interact effectively in a group. - Identify and follow personal grooming and hygiene.

Soft Skills

- Explain the importance of effective communication.
- Communicate effectively with others.
- Follow organization procedures and maintain personal health and hygiene and avoid habits like ghutka, tobacco etc.
- Manage time effectively.
- Explain the importance of resume and prepare your resume.

Prepare for interviews.

Classroom Aids:	
Charts, Models, Flip Chart, White-Board/Smart Board, Marker, Duster	
Tools, Equipment and Other Requirements	

Module Name 2 : Maintain work area, tools and machines

Mapped to (AMH/N0102)

Terminal Outcomes:
- Identify how to clean the tools
- Identify how to make safe cleaning of tools
- Identify how to layering spreading process
- Importance of effective communication with colleagues and supervisors.

Duration: *<15:00>*	Duration: *15:00*
Theory – Key Learning Outcomes	**Practical – Key Learning Outcomes**
- Describe safe working practices for the cleaning and maintenance of equipment. - Describe the effects of contamination on products i.e. Machine oil, dirt etc. - Describe various machines used for layering and spreading processes. - Describe various markers and tools that are required for marking. - Describe different types of cutting machines like scissors, straight knife, band knife, laser cutting machine, etc. - List procedures to conduct maintenance of tools and equipment. - Handle materials and tools safely and correctly. - Use cleaning equipment and methods appropriate for the work to be carried out. - Identify common faults with equipment and the method to rectify. - schedules and limits of responsibility. - Carry out safe working practices for the cleaning and maintenance of equipment.	- Identify different types of cleaning equipment and substances and their use. - Use correct lifting and handling procedures. - Carry out regular running maintenance of tools and equipment within agreed timeline. - Identify different ways of minimizing wastage. - Dispose off waste safely in the designated location. - Carry out cleaning according to schedules and limits of responsibility. - Explain the importance of effective communication with colleagues and supervisors. - Identify the lines of communication, authority and reporting procedures. - Identify the importance of complying with written instructions. - Report quality issues to appropriate people.

• Maintain a comfortable position with correct posture while working. • Store cleaning equipment safely at the designated place after use. • Describe the company's quality standards. • Describe the types of records kept and the methods to complete the records. .	• State the importance of keeping accurate records concerning quality. • State safe working practices and organizational procedures. • Identify limits of self-responsibility. • Identify the ways of resolving problems within the work area.

Classroom Aids:

Charts, Models, Flip Chart, White-Board/SmartBoard, Marker, Duster

Tools, Equipment, and Other Requirements

Module Name 3: Comply with industry, regulatory, organizational requirements and Greening of Job Roles

Mapped to (AMH/N0104)

Terminal Outcomes:

• Carry out the activities of E-commerce
• Follow export-related practices
• Maintain product packaging SOPs

Duration: <15:00>	*Duration: <15:00>*
Theory – Key Learning Outcomes	**Practical – Key Learning Outcomes**
• State the importance of having an ethical and value-based approach to governance. • State benefits to self and the organisation due to practice of values and ethics. • State the importance of punctuality and attendance. • State customer specific requirements mandated as a part of the work process. • State country/customer specific regulations for the apparel sector and their importance. • State reporting procedure of the organisation in case of deviations. • State limits of personal responsibility. • Report any possible deviation to regulatory requirements. • Clarify doubts on policies and procedures, from the supervisor or other authorized personnel. • Follow the organisational policies and procedures within limits of self-authority.	• Provide support to the supervisor and team members in enforcing the organisational considerations. • Identify procedures to follow if legal, regulatory and ethical requirements of the organisation are not met. • Interpret correctly legal, regulatory and ethical requirements specific to the apparel industry. • Carry out work functions in accordance with legislation and regulations, organizational guidelines and procedures.

Classroom Aids:

Charts, Models, Flip Chart, White-Board/SmartBoard, Marker, Duster

Tools, Equipment, and Other Requirements

Basic Stationery

Module Name 4: Drafting the fabric

Mapped to (AMH/N1947)

Terminal Outcomes:

- Identify the fashion vogue
- Identify different types of fabric
- Identify the dress form
- Identify the correct handling of measuring equipment
- Identify the basics of drafting and use of tools required and fabric cutting

Duration: <12:00>	*Duration: <24:00>*
Theory – Key Learning Outcomes	**Practical – Key Learning Outcomes**
- Describe the various types of fabrics such as woven, knits; cotton, silk, georgette, crepe. - Describe the standard size chart for women, men and children. - Describe the process of paper drafting. - Take body measurement of the customer or the product. - Select the appropriate tools & materials for drafting. - Describe the methods of calculating the number of components required. - Describe the main characteristics of the materials and how to identify them. - Describe the concept of fabric shrinkage. - Describe various types of trims and accessories such as buttons, zippers, sequins, beads, etc.	- Identify customer requirements with respect to style and fashion in vogue. - Identify various characteristics of fabrics such as softness, drape, stretchability etc. - Identify various marking tools and equipment like L-scale, leg curve scale, measuring tape, tracing wheel, etc. - Cut the paper pattern as per the measurement. - Mark the measurements of a garment on a piece of paper with the help of the tools and make the standard patterns for reference. - Place the cut components of paper for cutting the cloth.

Classroom Aids:

Charts, Models, Flip Chart, White-Board/SmartBoard, Marker, Duster

Tools, Equipment, and Other Requirements

Domestic Sewing Machines, Bobbin, Bobbin Case, Fabric, good quality muslin mandatory, other types optional for stitching and embroidery, qnt may vary), Fabric/Trims And Accessories/seams types Swatch File, First Aid Box, Cutting Table/Pattern Table, Small screw driver with screws, Overlock Machine , Sewing Kit Includes thread clipper/ thumb trimmer ,seam ripper , tracing wheel etc, Garments , Made Ups And Home Furnishing Articles, each, Iron And Iron Table, Types Of Scales: normal straight big ruler, hip curve, leg shaper, pattern master, French curve , Tailors Chalk , Basic Stationary, Calculator, Documents set like Spec Sheet, size chart, Mannequin(Male or female Size M), Dexterity Test Kit, Other books and Documents samples, Students Book/Manual, Dustbin , Baskets/Boxes For Storing, Hanger, Cleaning Cloth, Sewing Threads (Surplus thread is used for stitching .The quantity, thread packaging, variety may vary as per requirement), , Hand Needle, various sizes for embroidery and hemming, Machine Needle, various sizes, Embroidery frame, Dress Maker's Pin ,Pins & Safety Pins, Pin Cushion, Students Stools For Sewing, Teachers Table, Teacher's Chair, First Aid Box, White /Black Board , Labels And Stickers, Board Eraser And Marker/Chalk, Fire Extinguisher, Students Chairs With Table Arms, Pattern Papers &tracing paper, Trims And Accessories like laces, buttons, zippers (assortment), Machine Folders with Attachments, Machine Oils, Fusing, embroidery thread, Paper Cutting Scissors, packing materials, measuring tape, Fabric Cutting Scissors, Computer, and Computer Peripherals and projector

Module Name 5: Cutting the fabric

Mapped to (AMH/N1947)

Terminal Outcomes:

- Identify the Cutting tools
- Identify the use of cutting tools
- Identify the different type of cutting technique
- Describe how to reduce wastage material during cutting

Duration: <09:00>	*Duration: <15:00>*
Theory – Key Learning Outcomes	**Practical – Key Learning Outcomes**
- Select the appropriate tools & materials for cutting. - Describe how to measure the length and width of the material/fabric before starting to cut. - Describe the various cutting methods and the means of operations and subsequent - operations. - Explain the process of cutting out, trimming, marking up and fitting. - Describe how to avoid fabric/material wastage while cutting.	- Identify various cutting tools and equipment like scissors, shears, etc. - Identify the required fabric cutting technique in order to cut neatly & with precision. - Identify the quantity of material required for a particular garment. - Lay the fabric on the table in accordance with fabric grain line, designs, checks or plaids, etc. - Cut the various garment components with precision. - Avoid fabric/material wastage while cutting. - Organise cut components in a suitable bundle tied together - Ensure there are no defects on the material.

Classroom Aids:

Charts, Models, Flip Chart, White-Board/SmartBoard, Marker, Duster

Tools, Equipment, and Other Requirements

Domestic Sewing Machines, Bobbin, Bobbin Case, Fabric, good quality muslin mandatory, other types optional for stitching and embroidery, qnt may vary), Fabric/Trims And Accessories/seams types Swatch File, First Aid Box, Cutting Table/Pattern Table, Small screw driver with screws, Overlock Machine , Sewing Kit Includes thread clipper/ thumb trimmer ,seam ripper , tracing wheel etc, Garments , Made Ups And Home Furnishing Articles, each, Iron And Iron Table, Types Of Scales: normal straight big ruler, hip curve, leg shaper, pattern master, French curve , Tailors Chalk , Basic Stationary, Calculator, Documents set like Spec Sheet, size chart, Mannequin(Male or female Size M), Dexterity Test Kit, Other books and Documents samples, Students Book/Manual, Dustbin , Baskets/Boxes For Storing, Hanger, Cleaning Cloth, Sewing Threads (Surplus thread is used for stitching .The quantity, thread packaging, variety may vary as per requirement), , Hand Needle, various sizes for embroidery and hemming, Machine Needle, various sizes, Embroidery frame, Dress Maker's Pin ,Pins & Safety Pins, Pin Cushion, Students Stools For Sewing, Teachers Table, Teacher's Chair, First Aid Box, White /Black Board , Labels And Stickers, Board Eraser And Marker/Chalk, Fire Extinguisher, Students Chairs With Table Arms, Pattern Papers &tracing paper, Trims And Accessories like laces, buttons, zippers (assortment), Machine Folders with Attachments, Machine Oils, Fusing, embroidery thread, Paper Cutting Scissors, packing materials, measuring tape, Fabric Cutting Scissors, Computer, and Computer Peripherals and projector

Module Name 6: Preparation for sewing the dress materials and common household textiles

Mapped to (AMH/N1948)

Terminal Outcomes:

- Describe basic embroidery stitches.
- Identify the machine and machine parts
- Identify the customer requirements.

Duration: <09:00>	*Duration: <30:00>*
Theory – Key Learning Outcomes	**Practical – Key Learning Outcomes**
• Describe customer requirements for stitching quality and product design. • Describe how to operate the manual, semi-manual and electrically operated sewing machine. • Set machines according to manufacturers' instructions and sewing requirements. • Set machine controls for the materials being stitched. • Describe how to make the costsheet.	• Perform a test run to ensure the machine is operating correctly. • Identify the sequence of sewing the cut components. • Identify the customer requirements • Identify the final cost of the dress.
Classroom Aids:	
Charts, Models, Video presentation, Flip Chart, White-Board/SmartBoard, Marker, Duster	
Tools, Equipment, and Other Requirements Domestic Sewing Machines, tools and equipment required for embroidery, fabric, trims and accessories, tailor's chalk, documents like cost sheet, sewing kit, measuring tape, bobbin and bobbin case, fabric cutting scissors, cleaning cloth, screws with screwdrivers, fusing, threads, iron and iron table, Dress Maker's Pin, sewing needles, tools and equipment for embroidery	

Module Name 7: Sewing the dress materials and common household items of textiles

Mapped to (AMH/N1948)

Terminal Outcomes:

- Understand the various embroidery
- Understand the various types of stitches
- Identify how to joint the components

Duration: <15:00>	Duration: <66:00>
Theory – Key Learning Outcomes	**Practical – Key Learning Outcomes**
- Describe various types of basic embroidery stitches. - Describe the full component of garment. - Describe how to joint the garment.	- Explain the basic principles of costing. - Make a final cost sheet. - Join cut components by stitching. - Carry out hand sewing (kaj making, button fixing, hemming, or basic embroidery etc.)
Classroom Aids:	
Charts, Models, Flip Chart, White-Board/SmartBoard, Marker, Duster	
Tools, Equipment, and Other Requirements Domestic Sewing Machines, tools and equipment required for embroidery, fabric, trims and accessories, tailor's chalk, documents like cost sheet, sewing kit, measuring tape, bobbin and bobbin case, fabric cutting scissors, cleaning cloth, screws with screwdrivers, fusing, threads, iron and iron table, Dress Maker's Pin, sewing needles, tools and equipment for embroidery	

Module Name 8: Carry out inspections and alterations to adjust corrections for fittings

Mapped to (AMH/N1949)

Terminal Outcomes:

- Identify the correct tools reuired for changes in garment
- Identify how to make the alter the garment as per the reord
- Identify the process of final checking of garment

Duration: <21:00>	Duration: <39:00>
Theory – Key Learning Outcomes	**Practical – Key Learning Outcomes**
• Describe the skills, tools and equipment required for incorporating changes in garments as per alteration needs. • Check size and fit of the dress materials from the customers. • Describe handling of a seam ripper. • Make a record to alter the garment	• Carry out alterations as per records. • Record required alteration measurements and instructions on tags or labels and attach them to garments.

Classroom Aids:
Charts, Models, Flip Chart, White-Board/Smart Board, Marker, Duster
Tools, Equipment and Other Requirements   Domestic Sewing Machines, tools and equipment required for embroidery, fabric, trims and accessories, tailor's chalk, documents like cost sheet, sewing kit, measuring tape, bobbin and bobbin case, fabric cutting scissors, cleaning cloth, screws with screwdrivers, fusing, threads, iron and iron table, Dress Maker's Pin, sewing needles, tools and equipment for embroidery

Module Name 9: Maintain health, safety and security in tailoring shop with Gender & PwD Sensitization

 Mapped to (AMH/N1950)

Terminal Outcomes:

- Demonstrate the process involved to keep up the Safety and secure working environment
- Discussed the important of PWD & Gender Sensitive

Duration: <15:00>	*Duration: <15:00>*
Theory – Key Learning Outcomes	**Practical – Key Learning Outcomes**
- Explain health and safety related practices applicable at the workplace. - Explain importance of complying with health, safety, gender and PwD related instructions applicable to workplace - Describe safe working practices for the cleaning and maintenance of equipment. - Describe the effects of contamination on products i.e. Machine oil, dirt etc. - Describe various machines used for layering and spreading processes - Describe various markers and tools that are required for marking. - Describe different types of cutting machines like scissors, straight knife, band knife, laser cutting machine, etc. - List procedures to conduct maintenance of tools and equipment. - Identify common faults with equipment and the method to rectify. - Use correct lifting and handling procedures. - Maintain a comfortable position with correct posture while working. - Dispose off waste safely in the designated location. - Carry out cleaning according to schedules and limits of responsibility. - Store cleaning equipment safely at the designated place after use. - Explain the importance of effective communication with colleagues and supervisors. - Describe the company's quality standards. - Describe the types of records kept and the methods to complete the records.	- Discuss importance of training sensitization programs for gender, and PwD awareness organized at workplace. - Identify signage related to health and safety measures. - Identify the lines of communication, authority and reporting procedures.. - Carry out regular running maintenance of tools and equipment within agreed schedules and limits of responsibility. - Carry out safe working practices for the cleaning and maintenance of equipment. - Identify different ways of minimizing wastage. - Identify different types of cleaning equipment and substances and their use. - Handle materials and tools safely and correctly. - Use cleaning equipment and methods appropriate for the work to be carried out.
Classroom Aids:	
Charts, Models, Flip Chart, White-Board/Smart Board, Marker, Duster	
Tools, Equipment and Other Requirements	

Module Name 10 : Employability Skills

Mapped to (Bridge Module)

Terminal Outcomes:

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

Duration: 60:00(Theory 24 Hrs + Practical 36 Hrs)
Key Learning Outcomes

Introduction to Employability Skills Duration: 1.5 Hours
After completing this programme, participants will be able to:
1. Discuss the Employability Skills required for jobs in various industries
2. List different learning and employability related GOI and private portals and their usage

Constitutional values - Citizenship Duration: 1.5 Hours
3. Explain the constitutional values, including civic rights and duties, citizenship, responsibility towards society and personal values and ethics such as honesty, integrity, caring and respecting others that are required to become a responsible citizen
4. Show how to practice different environmentally sustainable practices.

Becoming a Professional in the 21st Century Duration: 2.5 Hours
5. Discuss importance of relevant 21st century skills.
6. Exhibit 21st century skills like Self-Awareness, Behavior Skills, time management, critical and adaptive thinking, problem-solving, creative thinking, social and cultural awareness, emotional awareness, learning to learn etc. in personal or professional life.
7. Describe the benefits of continuous learning.

Basic English Skills Duration: 10 Hours
8. Show how to use basic English sentences for everyday conversation in different contexts, in person and over the telephone
9. Read and interpret text written in basic English
10. Write a short note/paragraph / letter/e -mail using basic English

Career Development & Goal Setting Duration: 2 Hours
11. Create a career development plan with well-defined short- and long-term goals

Communication Skills Duration: 5 Hours
12. Demonstrate how to communicate effectively using verbal and nonverbal communication etiquette.
13. Explain the importance of active listening for effective communication
14. Discuss the significance of working collaboratively with others in a team

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Diversity & Inclusion Duration: 2.5 Hours

15. Demonstrate how to behave, communicate, and conduct oneself appropriately with all genders and PwD

16. Discuss the significance of escalating sexual harassment issues as per POSH act.

Financial and Legal Literacy Duration:5 Hours

17. Outline the importance of selecting the right financial institution, product, and service

18. Demonstrate how to carry out offline and online financial transactions, safely and securely

19. List the common components of salary and compute income, expenditure, taxes, investments etc.

20. Discuss the legal rights, laws, and aids

Essential Digital Skills Duration: 10 Hours

21. Describe the role of digital technology in today's life

22. Demonstrate how to operate digital devices and use the associated applications and features, safely and securely

23. Discuss the significance of displaying responsible online behavior while browsing, using various social media platforms, e-mails, etc., safely and securely

24. Create sample word documents, excel sheets and presentations using basic features

25. utilize virtual collaboration tools to work effectively

Entrepreneurship Duration: 7 Hours

26. Explain the types of entrepreneurship and enterprises

27. Discuss how to identify opportunities for potential business, sources of funding and associated financial and legal risks with its mitigation plan

28. Describe the 4Ps of Marketing-Product, Price, Place and Promotion and apply them as per requirement

29. Create a sample business plan, for the selected business opportunity

Customer Service Duration: 5 Hours

30. Describe the significance of analyzing different types and needs of customers

31. Explain the significance of identifying customer needs and responding to them in a professional manner.

32. Discuss the significance of maintaining hygiene and dressing appropriately

Getting Ready for apprenticeship & Jobs Duration: 8 Hours

33. Create a professional Curriculum Vitae (CV)

34. Use various offline and online job search sources such as employment exchanges, recruitment agencies, and job portals respectively

35. Discuss the significance of maintaining hygiene and confidence during an interview

36. Perform a mock interview

37. List the steps for searching and registering for apprenticeship opportunities

Classroom Aids:
Charts, Models, Flip Chart, White-Board/SmartBoard, Marker, Duster
Tools, Equipment, and Other Requirements
1.Computer (PC) with latest configurations – and Internet connection with standard operating system and standard word processor and worksheet software (Licensed) (all software should either be latest version or one/two version below) As required 2.UPS As required 3. Scanner cum Printer As required 4. Computer Tables As required 5. Computer Chairs As required 6. LCD Projector As required 7. White Board 1200mm x 900mm As required

Annexure

Trainer Requirements

Trainer Prerequisites						
Minimum Educational Qualification	Specialization	Relevant Industry Experience		Training Experience		Remarks
		Years	*Specialization*	*Years*	*Specialization*	
High School/Senior Secodary School/ITI/Minimum 6 months Diploma/Graduation/ Post graduate diploma/Post Graduate Degree in relevant trade or sector	Fabric Checking	High School=6years/Senior Secondary School or 6 months diploma=4 years/1 Year ITI or 1 Year Diploma or 2 Years Diploma=3 Years/3 Years Diploma or Degree= 2 Years/Post Graduate Diploma or Post Graduate degree= 1 year	Fabric Checking	Minimum experience can be 0	Fabric Checking	The candidate should possess good knowledge of equipment, tools, material,fabric , fabric inspection techniques ,Safety, Health & hygiene and other requirements of relevent jobrole.The candidate should be able to communicate in English and local language.

Trainer Certification	
Domain Certification	Platform Certification
Certificate for Job Role: "Fabric Checker''mapped to QP: "AMH/Q0101"	Certified for Job Role: "Trainer " mapped to QP: "MEP/Q2601"; V:1.0

Trainer Prerequisites Employability Skills					
Minimum Educational Qualification	**Specialization**	**Relevant Industry Experience**		**Training/Assessment Experience**		**Remarks**
		Years	*Specialization*	*Years*	*Specialization*	
Graduate/CITS	Any discipline			2	Teaching experience	Prospective ES trainer should: • have good communication skills • be well versed in English • have digital skills • have attention to detail • be adaptable • have willingness to learn
Current ITI trainers	Employability Skills Training (3 days full-time course done between 2019-2022)					
Certified current EEE trainers (155 hours)	from Management SSC (MEPSC)					
Certified Trainer	Qualification Pack: Trainer (MEP/Q0102)					

Trainer Certification Employability Skills	
Domain Certification	**Platform Certification**
Certified in 60-hour Employability NOS (2022), with a minimum score of 80% OR **Certified in 120-, 90-hour Employability NOS (2022), with a minimum score of** 80%	NA

Master Trainer Prerequisites Employability Skills						
Minimum Educational Qualification	**Specialization**	**Relevant Industry Experience**		**Training/Assessment Experience**		**Remarks**
		Years	*Specialization*	*Years*	*Specialization*	
Graduate/CITS	Any discipline			3	Employability Skills curriculum training experience with an interest to train as well as orient other	Prospective ES Master trainer should: • have good communication skills • be well versed in English • have basic digital skills • have attention to detail • be adaptable • have willingness to learn • be able to grasp concepts fast and is creative with teaching practices and likes sharing back their learning with others
Certified Master Trainer	Qualification Pack: Master Trainer (MEP/Q2602			3	EEE training of Management SSC (MEPSC) (155 hours)	

Master Trainer Certification Employability Skills	
Domain Certification	**Platform Certification**
Certified in 60-hour Employability NOS (2022), with a minimum score of 90%. OR **Certified in 120-, 90-hour Employability NOS (2022), with a minimum score of** 90%	NA

Assessor Requirements

Assessor Prerequisites						
Minimum Educational Qualification	**Specialization** *<Specify the areas of specialization that are desirable.>*	**Relevant Industry Experience**		**Training/Assessment Experience**		**Remarks**
		Years	*Specialization*	*Years*	*Specialization*	
ITI/Diploma/Graduation/ Post graduate diploma/Post Graduate Degree in relevant trade or sector	Fabric Checking	ITI=4 years/1 Year Diploma= 4 Years/2 Years Diploma= 3 Years/3 Years Diploma or Degree= 2 Years/Po st Graduate Diploma or Post Graduate degree= 1 year	Fabric Checking	ITI=4 years/1 Year Diploma= 4 Years/2 Years Diploma= 3 Years/3 Years Diploma or Degree= 2 Years/Po st Graduate Diploma or Post Graduate degree= 1 year	Fabric Checking	The candidate should possess good knowledge of equipment, tools, material,fabr ic , fabric inspection techniques ,Safety, Health & hygiene and other requirement s of relevent jobrole.The candidate should be able to read basic English and communicat e in local language.

Assessor Certification	
Domain Certification	**Platform Certification**
Certificate for Job Role: "Fabric Checker''mapped to QP: "AMH/Q0101"	Certified for Job Role: "Assessor " mapped to QP: "MEP/Q2701; V:2.0

Assessment Strategy

1. Criteria for assessment for each Qualification Pack will be created by the Sector Skill Council. Each Performance Criteria (PC) will be assigned marks proportional to its importance in NOS. SSC will also lay down proportion of marks for Theory and Skills Practical for each PC
2. The assessment for the theory part will be based on knowledge bank of questions created by the SSC
3. Assessment will be conducted for all compulsory NOS, and where applicable, on the selected elective/option NOS/set of NOS. 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 these criteria.
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.

Acronyms and Abbreviations

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

Glossary

Sector	Sector is a conglomeration of different business operations having similar business and interests. It may also be defined as a distinct subset of the economy whose components share similar characteristics and interests.
Sub-sector	Sub-sector is derived from a further breakdown based on the characteristics and interests of its components.
Occupation	Occupation is a set of job roles, which perform similar/ related set of functions in an industry.

Job role	Job role defines a unique set of functions that together form a unique employment opportunity in an organization.
Occupational Standards (OS)	OS specify the standards of performance an individual must achieve when carrying out a function in the workplace, together with the Knowledge and Understanding (KU) they need to meet that standard consistently. Occupational Standards are applicable both in the Indian and global contexts.
Performance Criteria (PC)	Performance Criteria (PC) are statements that together specify the standard of performance required when carrying out a task.
National Occupational Standards (NOS)	NOS are occupational standards which apply uniquely in the Indian context.
Qualifications Pack (QP)	QP comprises the set of OS, together with the educational, training and other criteria required to perform a job role. A QP is assigned a unique qualifications pack code.
Unit Code	Unit code is a unique identifier for an Occupational Standard, which is denoted by an 'N'
Unit Title	Unit title gives a clear overall statement about what the incumbent should be able to do.
Description	Description gives a short summary of the unit content. This would be helpful to anyone searching on a database to verify that this is the appropriate OS they are looking for.
Scope	Scope is a set of statements specifying the range of variables that an individual may have to deal with in carrying out the function which have a critical impact on quality of performance required.
Knowledge and Understanding (KU)	Knowledge and Understanding (KU) are statements which together specify the technical, generic, professional and organizational specific knowledge that an individual needs in order to perform to the required standard.
Organisational Context	Organisational context includes the way the organisation is structured and how it operates, including the extent of operative knowledge managers have of their relevant areas of responsibility.
Technical Knowledge	Technical knowledge is the specific knowledge needed to accomplish specific designated responsibilities.
Core Skills/ Generic Skills (GS)	Core skills or Generic Skills (GS) are a group of skills that are the key to learning and working in today's world. These skills are typically needed in any work environment in today's world. These skills are typically needed in any work environment. In the context of the OS, these include communication related skills that are applicable to most job roles.

Electives	Electives are NOS/set of NOS that are identified by the sector as contributive to specialization in a job role. There may be multiple electives within a QP for each specialized job role. Trainees must select at least one elective for the successful completion of a QP with Electives.
Options	Options are NOS/set of NOS that are identified by the sector as additional skills. There may be multiple options within a QP. It is not mandatory to select any of the options to complete a QP with Options.