



Model Curriculum

QP Name: Fashion Designer (Divyangjan)

QP Code: PWD/AMH/Q1201

QP Version: 2.0

NSQF Level: 5

Model Curriculum Version: 2.0

Expository: Locomotor Disability (E001)

Skill Council for Person with Disability | | Address: 501-City Centre, 12/5 Dwarka New Delhi –
110075

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Training Parameters

Sector	Apparels
Sub-Sector	Apparel
Occupation	Designing
Country	India
NSQF Level	5
Aligned to NCO/ISCO/ISIC Code	NCO-2015/7532.0100
Minimum Educational Qualification and Experience	2nd year UG pass OR Pursuing 2nd year UG and continuous education OR Completed 2 year diploma after 12 th OR 12th Class + 2 yrs of relevant experience OR 3 year Diploma after 10th with 1 yr of relevant experience OR NSQF Level 4 with 3 years of experience as Assistant Designer
Pre-Requisite License or Training	NA
Minimum Job Entry Age	18 Years
Last Reviewed On	31/12/2021
Next Review Date	31/01/2024
NSQC Approval Date	31/01/2023
QP Version	2.0
Model Curriculum Creation Date	10/12/2021
Model Curriculum Valid Up to Date	31/01/2024
Model Curriculum Version	2.0
Minimum Duration of the Course	810 hours
Maximum Duration of the Course	810 hours

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.

- Conduct research to create design collection.
- Creation of design for collection.
- Prepare tech pack.
- Create pattern of the garment.
- Construct the prototype garment for the collection.
- Evaluate design development processes.
- Make correction in the garment
- Maintain the work area, tools, machines and computers
- Maintain health, safety and security at workplace

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
Bridge Module	15:00	15:00	NA	NA	30:00
Module 1 Introduction and Orientation- Bridge Module	5:00	5:00	NA	NA	14:00
Module 2 Soft Skills (Bridge Module)	10:00	10:00	NA	NA	16:00
AMH/N0103: Maintain health, safety and security at work place with Gender and PwD Sensitization	15:00	15:00	NA	NA	30:00
Module 3 Maintain health, safety and security at work place with Gender and PwD Sensitization	10:00	20:00	NA	NA	30:00
AMH/N1204: Maintain the work area, tools, machines and computers and greening of job roles	20:00	10:00	NA	NA	30:00
Module 4 Maintain the work area, tools, machines and computers and greening of job roles	20:00	10:00	NA	NA	30:00

AMH/N1201: Prepare to make a design collection	30:00	60:00	NA	NA	90:00
Module 5 Conduct research to create design collection	30:00	60:00	NA	NA	90:00
AMH/N1201: Prepare to make a design collection	20:00	100:00	NA	NA	120:00
Module 6 Creation of design for collection	20:00	100:00	NA	NA	120:00
AMH/N1202: Prepare prototype garments for the collection	10:00	20:00	NA	NA	30:00
Module 7 Prepare tech pack	10:00	20:00	NA	NA	30:00
AMH/N1202: Prepare prototype garments for the collection	20:00	70:00	NA	NA	90:00
Module 8 Create pattern of the garment	20:00	70:00	NA	NA	90:00
AMH/N1202: Prepare prototype garments for the collection	20:00	70:00	NA	NA	90:00
Module 9 Construct the prototype garment for the collection	20:00	70:00	NA	NA	90:00
AMH/N1203: Evaluate Design Development Processes	30:00	90:00	NA	NA	120:00
Module 10 Evaluate design development processes	30:00	90:00	NA	NA	120:00
AMH/N1203: Evaluate Design Development Processes	30:00	90:00	NA	NA	120:00
Module 11 Make correction in the garment	30:00	90:00	NA	NA	120:00
Employability Skills	60:00	00:00	0:00	0:00	60:00
Introduction to Employability Skills	1.5	0:00	0:00	0:00	1.5
Constitutional values – Citizenship	1.5	0:00	0:00	0:00	1.5
Becoming a Professional in the 21st Century	2.5	0:00	0:00	0:00	2.5
Basic English Skills	10	0:00	0:00	0:00	10
Career Development & Goal Setting	2	0:00	0:00	0:00	2

Communication Skills	5	0:00	0:00	0:00	5
Diversity & Inclusion	2.5	0:00	0:00	0:00	2.5
Financial and Legal Literacy	5	0:00	0:00	0:00	5
Essential Digital Skills	10	0:00	0:00	0:00	10
Entrepreneurship	7	0:00	0:00	0:00	7
Customer Service	5	0:00	0:00	0:00	5
Getting Ready for Apprenticeship & Jobs	8	0:00	0:00	0:00	8
Total Duration	270:00	540:00	00:00	00:00	810:00

Module Details

Module Name 1: Introduction and Orientation to Fashion Designer

Mapped to Bridge Module

Terminal Outcomes:

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

Duration: <5:00>	Duration: <5:00>
Theory – Key Learning Outcomes	Practical – Key Learning Outcomes
<ul style="list-style-type: none"> • Describe the size and scope of the apparel industry. • Explain roles and responsibilities of a 'Fashion Designer'. • Describe various employment opportunities for a 'Fashion Designer' in the apparel industry. • Describe the apparel production process and the role that the 'Fashion Designer' plays in the process. 	
Classroom Aids:	
Charts, Models, Flip Chart, White-Board/Smart Board, Marker, Duster	
Tools, Equipment and Other Requirements	
training kit (trainer guide, presentations), Computer, Sticky Keys, Foot Pedals, Access Switches, Wheelchair, Walker, One-Handed Keyboard, Pencil Gripper, Automatic Page Turner, Grab Bars, Speech to Text software	

Module Name 2: Soft Skills

Mapped to (Bridge Module)

Terminal Outcomes:

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

<i>Duration: 10:00</i>	<i>Duration: 10:00</i>
Theory – Key Learning Outcomes	Practical – Key Learning Outcomes
<ul style="list-style-type: none"> • Illustrate the steps followed for personal grooming and hygiene. • Apply organization procedures and maintain personal health and hygiene and avoid habits like gutkha, tobacco etc. • Write your resume 	<ul style="list-style-type: none"> • Prepare for interviews. • Interact effectively in a group. • Identify and follow personal grooming and hygiene. • Demonstrate effective interaction with the group. • Demonstrate time management in the work. • Demonstrate the preparation for the interviews.
Classroom Aids:	
Charts, Models, Flip Chart, White-Board/Smart Board, Marker, Duster	
Tools, Equipment, and Other Requirements	
Basic Stationery, Computer, Sticky Keys, Foot Pedals, Access Switches, Wheelchair, Walker, One-Handed Keyboard, Pencil Gripper, Automatic Page Turner, Grab Bars, Speech to Text software	

Module Name 3: Maintain a healthy, safe and secure working environment with Gender and PwD Sensitization

Mapped to (AMH/N0103)

Terminal Outcomes:

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

Duration: 15:00	Duration: 15:00
Theory – Key Learning Outcomes	Practical – Key Learning Outcomes
<ul style="list-style-type: none"> • 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 • Explain gender equality in apparel industry and methods. • Describe hazards like physical injuries, electric shock, etc. associated with operation and handling of sewing machines. • Describe how to perform emergency procedures such as first-aid and Cardio Pulmonary Resuscitation (CPR). 	<ul style="list-style-type: none"> • Discuss importance of training sensitization programs for gender, and PwD awareness organized at workplace. • Identify signage related to health and safety measures. • Identify the best use of materials to minimize waste. • Carryout running maintenance within agreed schedules. • Carry out maintenance and cleaning of tools and equipment within ones responsibility. • Make sure that the correct machine guards are in place. • Choose the correct posture of working in a comfortable position. • Select cleaning equipment and methods appropriate for the work. • Dispose waste safely in the designated location. • Store cleaning equipment safely after use. • Identify how to use different tools and equipment related to stitching like scissors, thread cutters, etc. safely and securely.
Classroom Aids:	
Charts, Models, Flip Chart, White-Board/Smart Board, Marker, Duster	
Tools, Equipment, and Other Requirements	
Sewing Machines and related equipment, training kit (trainer guide, presentations), Computer, Sticky Keys, Foot Pedals, Access Switches, Wheelchair, Walker, One-Handed Keyboard, Pencil Gripper, Automatic Page Turner, Grab Bars, Speech to Text software	

Module Name 4: Comply with industry, regulatory and organizational requirements and Greening of Job roles

Mapped to (AMH/N1204)

Terminal Outcomes:

- Importance of Green jobs in orgination
- Optimize usage of material and resources at workplace.
- Describe how to accommodate employees with disabilities; etiquette to adhere to and proper language and terminology
- Describe how to communicate, offer help, respecting space, parking etc. for people with disabilities or special needs.

<i>Duration: 20:00</i>	<i>Duration: 10:00</i>
<p>Theory – Key Learning Outcomes</p> <ul style="list-style-type: none"> • Discuss the significance of specified usage of resources at work area • Evaluate the different ways to conserve energy in Apparel sector • State the importance of having an ethical and value-based approach to governance. • State benefits to self and the organisation due to the practice of values and ethics. • Describe how to create the backup of the design created. • Describe how to store the soft copies as per the instructions provided. • Identify and report any possible deviation to regulatory requirements. • Seek and obtain clarifications on policies and procedures, from the supervisor or other authorized personnel. • Dispose the waste material in the dustbin. 	<p>Practical – Key Learning Outcomes</p> <ul style="list-style-type: none"> • Identify different ways of minimizing wastage. • Discussed the importance of energy • Discussed how to save energy • Switch of the machine when not in use. • Carrying out work functions in accordance with organizational standards, greening solutions, procedures, policies, legislation and regulations. • Demonstrate the method of handling and storage of waste materials such as paper, sketches, colouring tools, electronic waste, etc • Identify procedures to follow if legal, regulatory and ethical requirements of theorganisation are not met. • Maintain tools and equipment. • Demonstrate cleaning of sewing machine and other tools. • Demonstrate the method of working in a correct posture. • Carry out work functions in accordance with legislation and regulations, organizational guidelines and procedures.
<p>Classroom Aids:</p> <p>Charts, Flip Chart, White-Board/Smart Board, Marker, Duster</p>	
<p>Tools, Equipment, and Other Requirements</p> <p>First Aid kit, Fire Extinguisher, machinery and equipment, Computer, Sticky Keys, Foot Pedals, Access Switches, Wheelchair, Walker, One-Handed Keyboard, Pencil Gripper, Automatic Page Turner, Grab Bars, Speech to Text software</p>	

Module Name 5: Conduct research to create design collection

Mapped to (AMH/N1201)

Terminal Outcomes:

- Understand the organizations policies, procedures, guidelines, and standards for dealing with buyers/clients
- Describe the importance to communication
- Describe to make arrangement for research

<i>Duration: 30:00</i>	<i>Duration: 60:00</i>
Theory – Key Learning Outcomes	Practical – Key Learning Outcomes
<ul style="list-style-type: none"> • Describe the various types of fiber, their properties, and textiles processes. • Follow compliance requirements related to usage of various types of dyes such as azo free dyes and garment construction process. • Identify various design elements. • Identify swatches of the fabrics (print, embroidery, dyed etc.), trims and accessories that are required for design development. 	<ul style="list-style-type: none"> • Plan market research using various tools of research such as forecast magazines, fashion shows, market analysis etc. • Identify the business process to be followed while creation of product range. • Conduct market research for trends and forecast from various sources such as forecasting sites like WGSN, forecast catalogues, etc. for garment design. • Develop a mood/theme board based on the marketresearch. • Extract the key elements from the mood board which is intended to be put in the garment design as per the instructions given and the clientele.
Classroom Aids:	
Charts, Models, Flip Chart, White-Board/Smart Board, Marker, Duster	
<p>Tools, Equipment, and Other Requirements</p> <p>Computer with Computer Table And Chairs and peripherals, Projector/LCD, Printer, Dexterity Test Kit, Display Board, Garment sample (various types), lab dips, pit loom and strike off samples, Tags, Tag pins, Tagging Gun, Dress Form (size medium, male or female), Fabric Cutting Shears, Paper Cutting Scissors, Pinking Shears (The quantity may vary as per requirement), Trims with Accessories (assortment) swatch file, Packing material (The quantity may vary as per requirement), First Aid Box, Dustbin, Student's Chair With Table Arm, Teacher's Table & Chair, Student Notes, Fire Safety Equipment, Checking Table, White/Black Board, Basic stationary, Labels And Stickers (The quantity may vary as per requirement), Highlighter, Paper (printable sheets), Stapler (small and big size), Staple Pins (Small and big size. The quantity may vary), Punching Machine, Files and folders (The quantity may vary as per requirement), Push Pins, Glue Stick/Fevicol/Adhesive (The quantity may vary as per requirement), Cello- tape/ Double Sided Tape (The quantity may vary as per requirement), White Board with Marker, White Board Eraser, Documents set(Tech Pack, Specification Sheet, Buyer Requirement /comment Sheet, Production Order Sheet, purchase order, invoices ,Cost Quotations etc.), fabric swatch file, Theme/mood boards, Types of book (e.g. Fashion Forecasting Books/Journals/Magazines, Company Quality Standards, Product Manufacturing related, Color matching light box, Pantone Shade Cards, grey scale, Computer, Sticky Keys, Foot Pedals, Access Switches, Wheelchair, Walker, One-Handed Keyboard, Pencil Gripper, Automatic Page Turner, Grab Bars, Speech to Text software</p>	

Module Name 6: Creation of design for collection

Mapped to (AMH/N1201)

Terminal Outcomes:

- Identify how to conduct market research
- Describe the compliance process

<i>Duration: 20:00</i>	<i>Duration: 100:00</i>
Theory – Key Learning Outcomes	Practical – Key Learning Outcomes
<ul style="list-style-type: none"> • Identify the requirements of the client. • Identify the quality standards to be followed while creating the design. • Identify various types of garments (shirts, skirts, trousers, etc.) and the types of garment parts such as sleeves, collars, necklines, etc. 	<ul style="list-style-type: none"> • Construct a design using the various elements of design using computer and design software/ hand. • Develop a file of the swatches collected. • Identify various national and international standard sizes. • Identify the intellectual property rights related to designing. • Identify the garment construction technique as per the design created. • Identify the cost components of the garment.
Classroom Aids:	
Charts, Models, Flip Chart, White-Board/Smart Board, Marker, Duster	
Tools, Equipment, and Other Requirements	
<p>Computer with Computer Table And Chairs and peripherals, Projector/LCD, Printer, Dexterity Test Kit, Display Board, Garment sample (various types), lab dips, pit loom and strike off samples, Tags, Tag pins, Tagging Gun, Dress Form (size medium, male or female), Fabric Cutting Shears, Paper Cutting Scissors, Pinking Shears (The quantity may vary as per requirement), Trims with Accessories (assortment) swatch file, Packing material (The quantity may vary as per requirement), First Aid Box, Dustbin, Student's Chair With Table Arm, Teacher's Table & Chair, Student Notes, Fire Safety Equipment, Checking Table, White/Black Board, Basic stationary, Labels And Stickers (The quantity may vary as per requirement), Highlighter, Paper (printable sheets), Stapler (small and big size), Staple Pins (Small and big size. The quantity may vary), Punching Machine, Files and folders (The quantity may vary as per requirement), Push Pins, Glue Stick/Fevicol/Adhesive (The quantity may vary as per requirement), Cello- tape/ Double Sided Tape (The quantity may vary as per requirement), White Board with Marker, White Board Eraser, Documents set(Tech Pack, Specification Sheet, Buyer Requirement /comment Sheet, Production Order Sheet, purchase order, invoices ,Cost Quotations etc.), fabric swatch file, Theme/mood boards, Types of book (e.g. Fashion Forecasting Books/Journals/Magazines, Company Quality Standards, Product Manufacturing related, Color matching light box, Pantone Shade Cards, grey scale, Computer, Sticky Keys, Foot Pedals, Access Switches, Wheelchair, Walker, One-Handed Keyboard, Pencil Gripper, Automatic Page Turner, Grab Bars, Speech to Text software</p>	

Module Name 7: Prepare tech pack

Mapped to (AMH/N1202)

Terminal Outcomes:

- Describe the techpack creation
- Describe the design brief
- Explain the type of garments
- Describe the roles of people in various departments

<i>Duration: 10:00</i>	<i>Duration: 20:00</i>
Theory – Key Learning Outcomes	Practical – Key Learning Outcomes
<ul style="list-style-type: none"> • Explain the process of garment construction. • Identify the various key elements covered in a techpack such as specs of the garment, type of fabric, color of fabric, type of trims and accessories, etc. including processes used and materials employed as per the customer's requirement, manufacturing process. 	<ul style="list-style-type: none"> • Analyze the sketches, drawings and samples to illustrate the design requirements. • Prepare the techpack. • Explain the roles of people working in various departments in the industry such as tailor, patternmaker, and merchandiser. • Explain the method of coordinating with various departments. • Explain the method of monitoring the process of creating sample
Classroom Aids:	
Charts, Models, Flip Chart, White-Board/Smart Board, Marker, Duster	
Tools, Equipment, and Other Requirements	
<p>Computer with Computer Table And Chairs and peripherals, Projector/LCD, Printer, Dexterity Test Kit, Display Board, Garment sample (various types), lab dips, pit loom and strike off samples, Tags, Tag pins, Tagging Gun, Dress Form (size medium, male or female), Fabric Cutting Shears, Paper Cutting Scissors, Pinking Shears (The quantity may vary as per requirement), Trims with Accessories (assortment) swatch file, Packing material (The quantity may vary as per requirement), First Aid Box, Dustbin, Student's Chair With Table Arm, Teacher's Table & Chair, Student Notes, Fire Safety Equipment, Checking Table, White/Black Board, Basic stationary, Labels And Stickers (The quantity may vary as per requirement), Highlighter, Paper (printable sheets), Stapler (small and big size), Staple Pins (Small and big size. The quantity may vary), Punching Machine, Files and folders (The quantity may vary as per requirement), Push Pins, Glue Stick/Fevicol/Adhesive (The quantity may vary as per requirement), Cello- tape/ Double Sided Tape (The quantity may vary as per requirement), White Board with Marker, White Board Eraser, Documents set(Tech Pack, Specification Sheet, Buyer Requirement /comment Sheet, Production Order Sheet, purchase order, invoices ,Cost Quotations etc.), fabric swatch file, Theme/mood boards, Types of book (e.g. Fashion Forecasting Books/Journals/Magazines, Company Quality Standards, Product Manufacturing related, Color matching light box, Pantone Shade Cards, grey scale, Computer, Sticky Keys, Foot Pedals, Access Switches, Wheelchair, Walker, One-Handed Keyboard, Pencil Gripper, Automatic Page Turner, Grab Bars, Speech to Text software</p>	

Module Name 8: Create pattern of the garment

Mapped to AMH/N1202

Terminal Outcomes:

- Describe the pattern of the garment construction
- Describe the pattern as per the draping
- Describe the Details of the job role and responsibilities
- Identify the correct mannequin for draping as per the design

Duration: 20:00	Duration: 70:00
Theory – Key Learning Outcomes	Practical – Key Learning Outcomes
<ul style="list-style-type: none"> • Describe the various tools and equipment required for garment construction like sewing machine, pattern making tools, cutting tools. • Describe the method of creating a pattern. • Develop the pattern as per the draping done or using direct measurement. • Complete the pattern after cutting the notches, marking the grain line and writing the garment component's detail. • Write details on the pattern. • Describe various tools and equipment for patternmaking 	<ul style="list-style-type: none"> • Iron the fabric. • Lay the fabric on the cutting table. • Lay the pattern on the fabric. • Cut the garment as per the pattern • Illustrate various techniques of taking body measurement on the live model, sample and mannequin. • Identify the method of draping the mannequin. • Drape the mannequin to construct the pattern in the required design. • Take the measurements from the mannequin to create the pattern • Analyze the finally draped mannequin to create the pattern as per the requirement and the specs. • Identify the method of creating a pattern • Identify the various tools and equipment required for garment construction like sewing machine, pattern making tools, cutting tools.

Classroom Aids:

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

Tools, Equipment, and Other Requirements

Computer with Computer Table And Chairs and peripherals, Projector/LCD, Printer, Dexterity Test Kit, Display Board, Garment sample (various types), lab dips, pit loom and strike off samples, Tags, Tag pins, Tagging Gun, Dress Form (size medium, male or female), Fabric Cutting Shears, Paper Cutting Scissors, Pinking Shears (The quantity may vary as per requirement), Trims with Accessories (assortment) swatch file, Packing material (The quantity may vary as per requirement), First Aid Box, Dustbin, Student's Chair With Table Arm, Teacher's Table & Chair, Student Notes, Fire Safety Equipment, Checking Table, White/Black Board, Basic stationary, Labels And Stickers (The quantity may vary as per requirement), Highlighter, Paper (printable sheets), Stapler (small and big size), Staple Pins (Small and big size. The quantity may vary), Punching Machine, Files and folders (The quantity may vary as per requirement), Push Pins, Glue Stick/Fevicol/Adhesive (The quantity may vary as per requirement), Cello- tape/ Double Sided Tape (The quantity may vary as per requirement), White Board with Marker, White Board Eraser, Documents set (Tech Pack, Specification Sheet, Buyer Requirement /comment Sheet, Production Order Sheet, purchase order, invoices, Cost Quotations etc.), fabric swatch file, Theme/mood boards, Types of book (e.g. Fashion Forecasting Books/Journals/Magazines, Company Quality Standards, Product Manufacturing related, Color matching light box, Pantone Shade Cards, grey scale, Computer, Sticky Keys, Foot Pedals, Access Switches, Wheelchair, Walker, One-Handed Keyboard, Pencil Gripper, Automatic Page Turner, Grab Bars, Speech to Text software

Module Name 9: Construct the prototype garment for the collection

Mapped to (AMH/N1202) V2.0

Terminal Outcomes:

- Identify the construct cut component
- Identify different types of design
- Identify different types of samples
- Describe costsheet preparation

<i>Duration: 20:00</i>	<i>Duration: 70:00</i>
Theory – Key Learning Outcomes	Practical – Key Learning Outcomes
<ul style="list-style-type: none"> • Describe creation of techpack • Trace the embroidery design on the component/garment. • Describe how to construct the proto samples as per techpack as per the sequence of assembling the components. • Describe the important document required for the the garment collection • Prepare the cost sheet of the style in the given format. 	<ul style="list-style-type: none"> • Identify the various types of garment samples such as proto type sample, fit sample. • Identify the types of seams and stitches. • Stitch the samples of types of seams using different stitches. • Sketch the design for the embroidery on the component/garment. • Construct the cut components and assemble them to form a garment. • Embroider the constructed garment using different embroidery techniques. • Demonstrate different dyeing and printing techniques. • Identify the various types of samples constructed like proto sample, fit sample. • Evaluate the proto sample as per the details Given in the techpack.
Classroom Aids:	
Charts, Models, Flip Chart, White-Board/Smart Board, Marker, Duster	
Tools, Equipment, and Other Requirements	
<p>Computer with Computer Table And Chairs and peripherals, Projector/LCD, Printer, Dexterity Test Kit, Display Board, Garment sample (various types), lab dips, pit loom and strike off samples, Tags, Tag pins, Tagging Gun, Dress Form (size medium, male or female), Fabric Cutting Shears, Paper Cutting Scissors, Pinking Shears (The quantity may vary as per requirement), Trims with Accessories (assortment) swatch file, Packing material (The quantity may vary as per requirement), First Aid Box, Dustbin, Student's Chair With Table Arm, Teacher's Table & Chair , Student Notes, Fire Safety Equipment, Checking Table, White/Black Board, Basic stationary, Labels And Stickers (The quantity may vary as per requirement), Highlighter, Paper (printable sheets), Stapler (small and big size), Staple Pins (Small and big size. The quantity may vary), Punching Machine, Files and folders (The quantity may vary as per requirement), Push Pins, Glue Stick/Fevicol/Adhesive (The quantity may vary as per requirement), Cello- tape/ Double Sided Tape (The quantity may vary as per requirement), White Board with Marker, White Board Eraser, Documents set(Tech Pack, Specification Sheet, Buyer Requirement /comment Sheet, Production Order Sheet, purchase order, invoices ,Cost Quotations etc.), fabric swatch file, Theme/mood boards, Types of book (e.g. Fashion Forecasting Books/Journals/Magazines, Company Quality Standards, Product Manufacturing related, Color matching light box, Pantone Shade Cards, grey scale, Computer, Sticky Keys, Foot Pedals, Access Switches, Wheelchair, Walker, One-Handed Keyboard, Pencil Gripper, Automatic Page Turner, Grab Bars, Speech to Text software</p>	

Module Name 10: Evaluate design development processes

Mapped to AMH/N1203

Terminal Outcomes:

- Describe the how to prioritize your workload according to urgency.
- Describe the importance and the benefits of all process of checking
- Identify proto sample
- Describe the Details of the job role and responsibilities

Duration: 30:00	Duration: 90:00
Theory – Key Learning Outcomes	Practical – Key Learning Outcomes
<ul style="list-style-type: none"> • Describe how to Check the proto sample as per the instructions given in the techpack or by the client. • Describe how to Check proto sample for design (woven/print), and attributes like washability, utility, etc. • Describe the process of checking of proto sample for fitting. • Describe the coordination with the other departments in the manufacturing unit like merchandising, production department. • Describe the document design brief, development processes and outcomes 	<ul style="list-style-type: none"> • Check proto sample for design (woven/print), and attributes like wash ability, utility, etc • Identify check the proto sample as per the instructions given in the techpack or by the client. • Identify Check proto sample for fitting. • Identify the prototype for the feasibility of the garment in terms of sourcing fabric and trims available for the span of production. • Identify the important points to be considered for production of garments. • Identify the appropriate timescales for completing the work.
Classroom Aids: Charts, Models, Flip Chart, White-Board/Smart Board, Marker, Duster	
Tools, Equipment, and Other Requirements sewing machines and tools, sewing kit, mannequin, Computer, Sticky Keys, Foot Pedals, Access Switches, Wheelchair, Walker, One-Handed Keyboard, Pencil Gripper, Automatic Page Turner, Grab Bars, Speech to Text software	

Module Name 11: Make correction in the garment

Mapped to AMH/N1203

Terminal Outcomes:

- Describe the Measurement issue
- Identify the defect in garment
- Identify the process of correction in garment as per sample
- Identify measurement issue

Duration: 30:00	Duration: 90:00
Theory – Key Learning Outcomes	Practical – Key Learning Outcomes
<ul style="list-style-type: none"> • Analyze all the corrections to be made with respect to fitting, measurement issues. • Describe how to make corrections in the proto/fitsample as per review inputs. • Describe the evaluation process the prototype for the feasibility of the garment in terms of sourcing of the fabric and the trims available for the span of production 	<ul style="list-style-type: none"> • Explain the method for getting approval of the final sample from the Client • Identify how to make corrections in the proto/fitsample as per review inputs. • Identify the defects in the garment like stitching defects, fitting and • Evaluate the various test results of the garment testing to check its feasibility and acceptance by the customer. • Identify the various tests to be conducted to check the quality standard of the garment. • Prepare the file of the approved sample containing approved fabric swatches, accessories, techpack, cost sheet etc.

Classroom Aids:

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

Tools, Equipment, and Other Requirements

sewing machines and tools, sewing kit, mannequin, Computer, Sticky Keys, Foot Pedals, Access Switches, Wheelchair, Walker, One-Handed Keyboard, Pencil Gripper, Automatic Page Turner, Grab Bars, Speech to Text software

Employability Skills **DGT/VSQ/N0102**

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
Key Learning Outcomes
<p>Introduction to Employability Skills Duration: 1.5 Hours</p> <p>After completing this programme, participants will be able to:</p> <ol style="list-style-type: none"> 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 <p>Constitutional values - Citizenship Duration: 1.5 Hours</p> <ol style="list-style-type: none"> 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. <p>Becoming a Professional in the 21st Century Duration: 2.5 Hours</p> <ol style="list-style-type: none"> 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. <p>Basic English Skills Duration: 10 Hours</p> <ol style="list-style-type: none"> 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 <p>Career Development & Goal Setting Duration: 2 Hours</p> <ol style="list-style-type: none"> 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

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/Smart Board, 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	
Diploma/Graduation/ Post graduate diploma/Post Graduate Degree in relevant trade or sector	Fashion Designer	1 Year Diploma= 4 Years/2 Years Diploma= 3 Years/3 Years Diploma or Degree= 2 Years/Post Graduate Diploma or Post Graduate degree= 1 year	Fashion Designer	Minimum experience can be 0	Fashion Designer	The candidate should possess good knowledge and experience of using sewing machines (eg: industrial single needle lock stitch machine etc) needles and their operations, stitching garments etc. The candidate should be able to communicate in English and local language.

Trainer Certification		
Domain Certification	Platform Certification	Disability specific Top Up training
Certificate for Job Role: "Fashion Designer" mapped to QP: "AMH/Q1201"	Certified for Job Role: "Trainer" (VET & Skills) mapped to QP: "MEP/Q2601"; V:2.0	The Inclusive Trainer should be certified in Disability Specific Top Up training PWD/Q0101, v1.0 Trainer-PwD conducted by SCPwD with minimum accepted score of 80% as per SCPwD guidelines.

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/Postgraduate diploma/Postgraduate Degree in relevant trade or sector	Fashion Designer	ITI=4 years/1 Year Diploma =4 Years/2 Years Diploma =3 Years/3 Years Diploma or Degree= 2 Years/Post Graduate Diploma or Post Graduate degree= 1 year	Fashion Designer		Fashion Designer Sewing	The candidate should possess good communication skills with good knowledge of made ups & home furnishing products, merchandising process, merchandise documents, equipment, tools, material, inspection techniques of garments, computer knowledge, Safety, Health & hygiene and other requirements of relevant job role. The candidate should be able to communicate in English and local language.

Assessor Certification		
Domain Certification	Platform Certification	Disability specific Top Up training
Certificate for Job Role: “ Fashion Designer ” ‘mapped to QP: “AMH/Q1201”	Certified for Job Role: “Assessor (VET & Skills) mapped to QP:“MEP/Q2701; V:2.0	The Inclusive Assessor should be certified in Disability Specific TopUp Training conducted by SCPwD with minimum accepted score of 80% as per SCPwD guidelines.

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.

Guidelines for Trainer

Persons with Locomotor Disability

Characteristics

- Students with physical disabilities may experience limitations in one of the following ways:
- Writing
- Sitting at a standard desk or on the floor.
- Participating in activities where tables and instruments are difficult to access
- Movements within the class and within the school.
- Mobility in spaces that are not user friendly for wheelchair.

Guidelines for Trainers

1. Provide a supportive and welcoming environment by sensitizing other students /staff for creating a sense of responsibility in them.
2. Make the classroom accessible.
3. Sitting plan should include accommodating a Person using Wheelchair in the front row
4. Provide accessible seating arrangement. The height of the table should be accessible for Persons using wheelchair.
5. Make writers available for written work and for tests and exams if the candidate has difficulty in writing owing to upper limb dysfunction.
6. Give additional time for completing assignments/exams
7. Consider alternative to activities involving writing, drawing and other fine motor activities, such as sorting, threading, solving puzzles, etc. for persons whose upper limbs are affected
8. Free movement of learners within the class must be ensured by keeping the classroom environment clutter free. There should be accessible walking space for safe walking with no protruding objects or obstacles in the classroom/laboratory or corridors.
9. Students can use adapted brushes, modified pencils and thick markers that can be gripped easily, for drawing. Alternatively, the candidates can use stamping methods or paste cut outs. The books, papers, brushes etc. can be fixed on the table with the help of tape etc. so that they do not slip down.
10. For assessment, have students present the material orally or if required, with the help of a scribe. Use objective type, multiple type questions using yes/no or true/false answers

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.