



# Model Curriculum

QP Name: Finisher & Packer (Apparel) (Divyangjan)

QP Code: PWD/AMH/Q2255

QP Version: 2.0

NSQF Level: 3

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

<b>Sector</b>	<b>Apparels</b>
<b>Sub-Sector</b>	Apparel, Made-Ups & Home Furnishing
<b>Occupation</b>	Finisher & Packer
<b>Country</b>	India
<b>NSQF Level</b>	3
<b>Aligned to NCO/ISCO/ISIC Code</b>	NCO-2015/NIL
<b>Minimum Educational Qualification and Experience</b>	Ability to Read and Write with 5 years of Experience or 5th Class Pass with 3 years of Experience or 8th class pass with 1 year Experience or 8th class Pass +ITI or 8th Class Pass pursuing continuous regular schooling or 10th Class Pass with no experience or Previous relevant Qualification of NSQF Level 2 with 1 year experience. * For 5th class with no experience- OJT/internship of 12 months * For 8th class pass with no experience –OJT/internship of 4 months
<b>Pre-Requisite License or Training</b>	NA
<b>Minimum Job Entry Age</b>	18 Years
<b>Last Reviewed On</b>	31/12/2021
<b>Next Review Date</b>	30/12/2025
<b>NSQC Approval Date</b>	25/8/2022
<b>QP Version</b>	2.0
<b>Model Curriculum Creation Date</b>	10/12/2021
<b>Model Curriculum Valid Up to Date</b>	30/12/2025
<b>Model Curriculum Version</b>	2.0
<b>Minimum Duration of the Course</b>	420
<b>Maximum Duration of the Course</b>	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.

- Introduction to Finisher and Packer
- Identify the steps in finishing and packing.
- Perform various processes of finishing.
- Demonstrate maintenance of health, safety and security in the finishing department.
- Carry out the task of maintaining work area, tools and machines.
- Follow industry, regulatory and organizational requirements.
- Soft Skills: Bridge Module

## 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
<b>Module Name 1: Introduction and Orientation- Bridge Module</b>	02:00	00:00	NA	NA	02:00
<b>Module Name 2: Plan and organize Finishing &amp; packing processes AMH/N2255</b> Plan and organize Finishing & packing Processes NSQF level 3	45:00	130:00	NA	NA	175:00
<b>Module Name 3: Carry out the process of Finishing &amp; packing Operations AMH/N2256</b> Perform finishing & Packing Operations NSQF level 3	30:00	108:00	NA	NA	138:00
<b>Module Name 4: Maintain health,safety and security in the washingdepartment with Gender &amp; PwD Sensitization AMH/N2257</b> Maintain health, safetyand security in the washing department with Gender & PwD Sensitization NSQF level 3	17:00	10:00	NA	NA	27:00
<b>Module Name 5: Maintain work area, tools and machines AMH/N0102</b> Maintain work area, tools and machines NSQF level 3	13:00	15:00	NA	NA	28:00
<b>Module Name 6: Comply with industry, regulatory, organizationalrequirements and Greening of Job Roles AMH/N0104</b> Comply with industry, regulatory, organizational requirements and Greening of Job Roles NSQF level 3	10:00	05:00	NA	NA	15:00

<b>Module 7: Soft Skills (Bridge Module)</b>	03:00	02:00	NA	NA	05:00
<b>Employability Skills (ES)</b>					30:00
<b>Total Duration</b>	120:00	270:00	NA	NA	420:00

# Module Details

## Module Name 1: Introduction and Orientation to Finisher & Packer

### Mapped to Bridge Module

#### Terminal Outcomes:

- Plan and prepare for process of pattern making as per techpack received.
- Explain roles and responsibilities of a Finisher & Packer.
- Describe various employment opportunities for a 'Finisher & Packer' in the apparel industry.

Duration: <02:00>	Duration: <00:00>
Theory – Key Learning Outcomes	Practical – Key Learning Outcomes
<ul style="list-style-type: none"> <li>• Describe the size and scope of the apparel industry.</li> <li>• Explain the roles and responsibilities of a Finisher &amp; Packer. Describe various employment opportunities for a 'Finisher &amp; Packer' in the apparel industry.</li> <li>• Describe the apparel production process and the role that the Finisher &amp; Packer plays in the process.</li> </ul>	
<b>Classroom Aids:</b>	
Charts, Models, Flip Chart, White-Board/Smart Board, Marker, Duster	
<b>Tools, Equipment and Other Requirements</b>	
White /black Board with Marker & Chalk, Duster, Computer, Sticky Keys, Foot Pedals, Access Switches, Wheel Chair, Walker, One-Handed Keyboard, Pencil Gripper, Automatic Page Turner, Grab Bar, Speech to Text software etc.	

## Module Name 2: Plan and organize Finishing & packing processes

Mapped to AMH/N2255

### Terminal Outcomes:

- Describe how to organize processes related to finishing that support building organizational overall performance.
- Identify finishing operation required to finish the desired product.
- Identify tasks required to perform packing operation.
- Arrange various materials and accessories as per requirement to do the task of packing.

<i>Duration: 45:00</i>	<i>Duration: 130:00</i>
<b>Theory – Key Learning Outcomes</b>	<b>Practical – Key Learning Outcomes</b>
<ul style="list-style-type: none"> <li>• Describe how to organize processes related to finishing that support building organizational overall performance.</li> <li>• Describe measurement procedure of garments and its tolerance limits in measurement.</li> <li>• Describe basic principles of operating and handling of finishing machines and equipments like washing machine, tagging, packing etc.</li> <li>• Explain basic characteristics of solvents and chemicals, their shelf life, etc.</li> <li>• Explain effect of different chemicals on product types, colour fastness, etc. with respect to stain removing.</li> <li>• Describe customer defined and/or organization norms and tolerance for packing standards and its conformance.</li> <li>• Describe how to organize processes for efficient operation and to build overall performance of the organization.</li> </ul>	<ul style="list-style-type: none"> <li>• Identify finishing operation required to finish the desired product.</li> <li>• Review orders received from the supervisor as per style/product category/class.</li> <li>• Organize processes or subprocesses of finishing like thread cutting, spotting, etc. in a defined sequence to ensure productivity and quality.</li> <li>• Split finishing operations for a particular style of product category into discrete processes or subprocesses (thread cutting, spotting, ironing, washing, drycleaning etc.)</li> <li>• State customer defined norms and/or organization norms related to finishing.</li> <li>• Ensure availability of materials, resources, tools and equipment as needed for execution of task as per process sequence.</li> <li>• State tolerance considerations for quality.</li> <li>• Report to the supervisor in case of any doubt or shortage of materials.</li> <li>• Identify tasks required to perform packing operation.</li> <li>• Arrange various materials and accessories as per requirement to do the task of packing.</li> <li>• Explain operation and handling of packing tools and equipment like sealing equipment, poly packing, tagging, labelling, specialty packing modes etc.</li> <li>• Describe various garment styles and assortments related to packing.</li> <li>• Interpret the job card to understand packing mode and styles as per product category/class/customer instructions.</li> <li>• Describe different types and sizes of cartons.</li> <li>• Describe various types of packing methods like poly packing, hanger packing, etc.</li> <li>• Define a checklist for different tasks within specified area of packing.</li> </ul>
<b>Classroom Aids:</b>	
Charts, Models, Flip Chart, White-Board/Smart Board, Marker, Duster	
<b>Tools, Equipment, and Other Requirements</b>	

Irons with iron table, Stain Removing Machines & equipment's (spot guns etc.), Protective Equipment's, Types Of Labels, Hangers, scissor (fabric cutting), knife, Trimmer, cleaning brush, Plucker, comb, Types Of Chemicals (various types) Type Of stained fabrics/garments/made ups and home furnishing articles/ stained Fabric, Trims And Accessories sample swath file (Assortment/ any type as per requirement), Cleaning Board, Tagging Machine And Tags, Clips, Pins (quantity may vary as per requirement, First Aid Box, Finishing/Cleaning Table, Small Tub, Trolley, Dustbin, Stool For Trainees, Types Of Stains, Swatches file or samples, stickers, Students Manual/notes, Inventory/Stock Register / or sheet and job card, Trainees Chairs With Table Arms, Trainer's Chair & Table, Fire Extinguisher, Basic Stationary, Projector /LCD, White/Black Board+ Marker+ Duster/Chalk. Computer, Sticky Keys. Foot Pedals, Access Switches, Wheel Chair, Walker, One-Handed Keyboard, Pencil Gripper, Automatic Page Turner,

Grab Bar, Speech to Text software etc.

**Unique Equipment Required:**

Tech Pack/ (buyers requirement sheet for packing) Record Maintenance Sheet Tags Tag Pins Tagging Gun Packing Trims with Accessories (assortment) Dustbin Labels And Stickers sheets (assortment) Stapler (small and big size) Staple Pins (Small and big size. The quantity may vary) Files and folders Push Pins Paper Cutter Glue Stick CelloTape White Board Marker / Chalk Magnetic White Board Eraser Cartons (various sizes) Polybags (assortment in sizes and variety) Reporting Formats Job Card Stool for Trainees Measuring Tape Packing Table Students Chairs with Table Arms Trainers Table, Trainers Chair Student Manual Basic Stationary set White Board/ Black Board Fire Extinguisher First Aid Box Calculator Garments Made Ups And Home Furnishing Articles (qnt may vary)



## Module Name 3: Carry out the process of Finishing & packing Operations

**Mapped to AMH/N2256**

### Terminal Outcomes:

- Describe finishing processes with innovative advices to enhance productivity and reduce wastages.
- Describe mathematical calculations required with respect to the material consumption, wastage, etc. done in the finishing department.
- Describe the various types of customer labels, washing labels, size labels, tags etc.
- Follow checklist defined for packing.

<i>Duration: 30:00</i>	<i>Duration: 108:00</i>
<b>Theory – Key Learning Outcomes</b>	<b>Practical – Key Learning Outcomes</b>
<ul style="list-style-type: none"> <li>• Describe finishing processes with innovative advices to enhance productivity and reduce wastages.</li> <li>• Describe mathematical calculations required with respect to the material consumption, wastage, etc. done in the finishing department.</li> <li>• Describe correction of different types of stains with the help of stain removing chemicals productwise.</li> <li>• Describe the various types of customer labels, washing labels, size labels, tags etc.</li> <li>• Follow checklist defined for packing.</li> <li>• Describe how to do packing as per invoice.</li> <li>• Classify goods as damaged/defective.</li> <li>• Ensure rectification of repairable faults like crease removal, stain removal etc.</li> <li>• Follow supervisor instructions in case of doubts.</li> <li>• Describe different types of customer labels, washing labels, tags etc.</li> <li>• Explain how to mark basic packing details on cartons.</li> <li>• Describe the weighing methods of packed goods.</li> </ul>	<ul style="list-style-type: none"> <li>• Check the products at predefined stages as per customer/company norms and standards.</li> <li>• Identify and rectify (if possible) the defects found.</li> <li>• Ensure there is no accumulation of materials at any process stage.</li> <li>• Ensure standards, reference sample, templates etc. are available at respective process stages.</li> <li>• Coordinate with supervisor who further coordinates with the planning and packing department to ensure</li> <li>• materials are processed and delivered as per priority for delivery schedule.</li> <li>• Adhere to the specifications mentioned in the job card while packing materials.</li> <li>• Identify the final shipment dates.</li> <li>• Identify the importance of in-time support and creative ideas to enhance productivity and reduce wastage.</li> <li>• Escalate damaged/defective goods/pieces to quarantine.</li> </ul>
<b>Classroom Aids:</b>	
Charts, Models, Flip Chart, White-Board/SmartBoard, Marker, Duster	
<b>Tools, Equipment, and Other Requirements</b>	
Chemicals, table, cleaning equipment and material, personal protective equipment	
<b>Unique Equipment Required:</b>	
Tech Pack/ (buyers requirement sheet for packing) Record Maintenance Sheet Tags Tag Pins Tagging Gun Packing Trims with Accessories (assortment) Dustbin Labels And Stickers sheets (assortment) Stapler (small and big size) Staple Pins (Small and big size. The quantity may vary) Files and folders Push Pins Paper Cutter Glue Stick Cello Tape White Board Marker / Chalk Magnetic White Board Eraser Cartons (various sizes) Polybags (assortment in sizes and variety) Reporting Formats Job Card Stool for Trainees Measuring Tape Packing Table Students Chairs with Table Arms Trainers Table, Trainers Chair Student Manual Basic Stationary set White Board/ Black Board Fire Extinguisher First Aid Box Calculator Garments Made Ups And Home Furnishing Articles (qnt may vary), Computer, Sticky Keys. Foot Pedals, Access Switches, Wheel Chair, Walker, One-Handed Keyboard, Pencil Gripper, Automatic Page Turner, Grab Bar, Speech to Text software etc.	

## Module Name 4: Maintain health, safety and security in the washing department with Gender & PwD Sensitization

**Mapped to AMH/N2257**

### Terminal Outcomes:

- Describe safe handling procedures of tools and equipment like scissors, knives, etc.
- Ensure safety and security in handling of tools and equipment with the help of gloves, nose masks, etc.
- Describe hazards related to damage to organization's assets and records.

<i>Duration: 17:00</i>	<i>Duration: 10:00</i>
<b>Theory – Key Learning Outcomes</b>	<b>Practical – Key Learning Outcomes</b>
<ul style="list-style-type: none"> <li>• Describe safe handling procedures of tools and equipment like scissors, knives, etc.</li> <li>• Ensure safety and security in handling of tools and equipment with the help of gloves, nose masks, etc.</li> <li>• Describe hazards related to damage to organization's assets and records.</li> <li>• Explain the importance of potential hazards related to equipment like electric iron for electric shock and heat burn.</li> <li>• Identify potential risks and threats associated with workplace and equipment like, hot iron, knife, stain removers etc.</li> <li>• Describe potential chemical hazards related to chemicals used in spotting (stain removing) like solvents for touch, smell, eye contact etc.</li> <li>• Describe fire hazards related to volatile solvents used in spotting like white petrol, acetone etc.</li> <li>• Describe MSDS and first aid procedures related to chemicals coming accidentally in contact.</li> </ul>	<ul style="list-style-type: none"> <li>• Participate in mock-drills/evacuation procedures organized at the workplace.</li> <li>• Undertake first-aid, fire-fighting, and emergency response training.</li> <li>• Demonstrate basic first aid.</li> <li>• Demonstrate basic CPR.</li> <li>• Check the workplace and work processes for potential risks and threats like physical injuries/disability if in direct contact with the chemicals, fire, etc.</li> <li>• State product compliance requirements like standards for shade, colour types, chemical permissible tolerance, etc.</li> <li>• Ensure process compliance requirements.</li> </ul>
<b>Classroom Aids:</b>	
Charts, Models, Flip Chart, White-Board/Smart Board, Marker, Duster	
<b>Tools, Equipment, and Other Requirements</b>	
Safety & personal protective equipment like gloves, nose masks, etc	
Training kit (Trainer guide, Presentations), appropriate personal protective equipment (PPE), first aid box with all contents, first aid kit, Computer, Sticky Keys, Foot Pedals, Access Switches, Wheel Chair, Walker, One-Handed Keyboard, Pencil Gripper, Automatic Page Turner, Grab Bar, Speech to Text software etc.	

## Module Name 5: Maintain work area, tools and machines

Mapped to AMH/N0102

### Terminal Outcomes:

- Describe safe working practices for cleaning and maintenance of equipment.
- Describe effects of contamination on products i.e. Machine oil, dirt etc.
- Identify different types of cleaning equipment and substances and their use.
- Describe various machines used for layering and spreading processes
- 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.
- Use correct lifting and handling procedures.

<i>Duration: 13:00</i>	<i>Duration: 15:00</i>
<b>Theory – Key Learning Outcomes</b>	<b>Practical – Key Learning Outcomes</b>
<ul style="list-style-type: none"> <li>• Describe safe working practices for cleaning and maintenance of equipment.</li> <li>• Describe effects of contamination on products i.e. Machine oil, dirt etc.</li> <li>• Identify different types of cleaning equipment and substances and their use.</li> <li>• Describe various machines used for layering and spreading processes</li> <li>• Describe various markers and tools that are required for marking.</li> <li>• Describe different types of cutting machines like scissors, straight knife, band knife, laser cutting machine, etc.</li> <li>• List procedures to conduct maintenance of tools and equipment.</li> <li>• Explain the importance of effective communication with colleagues and supervisors.</li> <li>• Describe the lines of communication, authority and reporting procedures.</li> <li>• Describe the company's quality standards.</li> <li>• Describe the types of records kept and the methods to complete the records.</li> <li>• Describe the importance of keeping accurate quality records.</li> <li>• Describe the importance of complying with written instructions.</li> <li>• Report quality issues to appropriate people.</li> <li>• State the importance of keeping accurate records concerning quality.</li> <li>• State safe working practices and organizational procedures.</li> <li>• Describe limits of self-responsibility.</li> <li>• Describe ways of resolving problems within the work area.</li> </ul>	<ul style="list-style-type: none"> <li>• Handle materials and tools safely</li> <li>• Use cleaning equipment and methods appropriate for the work to be carried out.</li> <li>• Identify common faults with equipment and the method to rectify.</li> <li>• Use correct lifting and handling procedures.</li> <li>• Carry out regular running maintenance of tools and equipment within agreed schedules and limits of responsibility.</li> <li>• Carry out safe working practices for cleaning and maintenance of equipment.</li> <li>• Maintain a comfortable position with correct posture while working.</li> <li>• Identify different ways of minimizing wastage.</li> <li>• Dispose off waste safely in the designated location.</li> <li>• Carry out cleaning according to schedules and limits of responsibility.</li> <li>• Store cleaning equipment safely at the designated place after use.</li> </ul>
<b>Classroom Aids:</b>	
Charts, Models, Flip Chart, White-Board/Smart Board, Marker, Duster	
<b>Tools, Equipment, and Other Requirements</b>	
Tools and equipment, maintenance and cleaning equipment, Computer, Sticky Keys. Foot Pedals, Access Switches, Wheel Chair, Walker, One-Handed Keyboard, Pencil Gripper, Automatic Page Turner, Grab Bar, Speech to Text software etc.	

## Module Name 6: Comply with industry, regulatory, organizational requirements and Greening of Job Roles

**Mapped to AMH/N0104**

### Terminal Outcomes:

- Carry out work functions in accordance with legislation and regulations, organizational guidelines and procedures.
- 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.
- Follow the organisational policies and procedures within limits of self-authority.

<i>Duration: 10:00</i>	<i>Duration: 05:00</i>
<b>Theory – Key Learning Outcomes</b>	<b>Practical – Key Learning Outcomes</b>
<ul style="list-style-type: none"> <li>• State the importance of having an ethical and value-based approach to governance.</li> <li>• State benefits to self and the organisation due to practice of values and ethics.</li> <li>• State the importance of punctuality and attendance.</li> <li>• State customer specific requirements mandated as a part of the work process.</li> <li>• State country/customer specific regulations for the apparel sector and their importance.</li> <li>• State reporting procedure of the organisation in case of deviations.</li> <li>• State limits of personal responsibility.</li> <li>• Report any possible deviation to regulatory requirements.</li> <li>• Clarify doubts on policies and procedures, from the supervisor or other authorized personnel.</li> <li>• Follow the organisational policies and procedures within limits of self-authority.</li> <li>• Carry out running maintenance and/or cleaning within one's responsibility and agreed schedules and Deal with work interruptions effectively.</li> <li>• Report unsafe equipment and other dangerous occurrences to concerned personnel</li> <li>• Use cleaning equipment and methods appropriate for the work to be carried out</li> <li>• Request for upgrading of system or software when required for effective working and maintain a backup file when working on various design software</li> </ul>	<ul style="list-style-type: none"> <li>• Provide support to the supervisor and team members in enforcing the organisational considerations.</li> <li>• Identify procedures to follow if legal, regulatory and ethical requirements of the organisation are not met.</li> <li>• Interpret correctly legal, regulatory and ethical requirements specific to the apparel industry.</li> <li>• Carry out work functions in accordance with organizational standards, greening solutions, procedures, policies, legislation and regulations.</li> <li>• Apply and follow these policies and procedures within your work practices and inculcates sustainable consumption practices</li> <li>• 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.</li> <li>• 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</li> <li>• All soft copies of design work to be maintained in files as well for future reference</li> </ul>
<b>Classroom Aids:</b>	
Charts, Models, Flip Chart, White-Board/Smart Board, Marker, Duster	
<b>Tools, Equipment, and Other Requirements</b>	
Basic Stationery, Computer, Sticky Keys, Foot Pedals, Access Switches, Wheel Chair, Walker, One-Handed Keyboard, Pencil Gripper, Automatic Page Turner, Grab Bar, Speech to Text software etc.	

## Module Name 7: Soft Skills

### Mapped to Bridge Module

#### Terminal Outcomes:

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

<i>Duration: 03:00</i>	<i>Duration: 02:00</i>
<b>Theory – Key Learning Outcomes</b>	<b>Practical – Key Learning Outcomes</b>
<ul style="list-style-type: none"> <li>• Explain the importance of effective communication.</li> <li>• Communicate effectively with others.</li> <li>• Follow organization procedures and maintain personal health and hygiene and avoid habits like ghutka, tobacco etc.</li> <li>• Managetime effectively.</li> <li>• Explain the importance of resume and prepare your resume.</li> </ul>	<ul style="list-style-type: none"> <li>• Prepare for interviews.</li> <li>• Interact effectively in a group.</li> <li>• Identify and follow personal grooming and hygiene.</li> </ul>
<b>Classroom Aids:</b>	
Charts, Models, Flip Chart, White-Board/Smart Board, Marker, Duster	
<b>Tools, Equipment, and Other Requirements</b>	
Basic Stationery, Computer, Sticky Keys, Foot Pedals, Access Switches, Wheel Chair, Walker, One-Handed Keyboard, Pencil Gripper, Automatic Page Turner, Grab Bar, Speech to Text software etc.	

# Annexure

## Trainer Requirements

Trainer Prerequisites						
Minimum Educational Qualification	Specialization	Relevant Industry Experience		Training Experience		Remarks
		Years	Specialization	Years	Specialization	
High School/Senior Secondary School/ITI/ Minimum 6 months Diploma/ Graduation /Post graduate diploma/Post Graduate Degree in relevant trade or sector	Finishing	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	Finishing	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	Minimum experience can be 0	The candidate should possess good knowledge and experience of finishing, chemicals, techniques of finishing garments, made ups and home furnishing articles, equipment, tools, material, inspection techniques , Safety, Health & hygiene and other requirements of relevant job role. 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: ‘Finisher and Packer’ mapped to QP: “AMH/Q2255”	Certified for Job Role: “Trainer” mapped to QP: “MEP/Q2601”; V:1.0	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 <i>&lt;Specify the areas of specialization that are desirable.&gt;</i>	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	Finishing	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	Finishing	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	Finishing	The candidate should possess good knowledge of washing equipment's , chemicals and methodology involved in industrial washing of garments, made ups and home furnishing articles. 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: 'Finisher and Packer' mapped to QP: "AMH/Q2255"	Certified for Job Role: "Assessor" mapped to QP:"MEP/Q2701; V:2.0	The Inclusive Assessor should be certified in Disability Specific Top Up 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

### Accommodation Guideline recommended for Inclusive Trainers

#### 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

## Acronyms and Abbreviations

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

## Glossary

<b>Sector</b>	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.
<b>Sub-sector</b>	Sub-sector is derived from a further breakdown based on the characteristics and interests of its components.
<b>Occupation</b>	Occupation is a set of job roles, which perform similar/ related set of functions in an industry.
<b>Job role</b>	Job role defines a unique set of functions that together form a unique employment opportunity in an organization.
<b>Occupational Standards(OS)</b>	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.
<b>Performance Criteria (PC)</b>	Performance Criteria (PC) are statements that together specify the standard of performance required when carrying out a task.
<b>National Occupational Standards (NOS)</b>	NOS are occupational standards which apply uniquely in the Indian context.
<b>Qualifications Pack (QP)</b>	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.
<b>Unit Code</b>	Unit code is a unique identifier for an Occupational Standard, which is denoted by an 'N'
<b>Unit Title</b>	Unit title gives a clear overall statement about what the incumbent should be able to do.
<b>Description</b>	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.
<b>Scope</b>	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.
<b>Knowledge and Understanding (KU)</b>	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.

<b>Organisational Context</b>	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.
<b>Technical Knowledge</b>	Technical knowledge is the specific knowledge needed to accomplish specific designated responsibilities.
<b>Core Skills/ Generic Skills (GS)</b>	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.
<b>Electives</b>	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.
<b>Options</b>	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.