



# Model Curriculum

**QP Name: Finisher and Packer (Apparel) (Divyangjan)**

**QP Code: PWD/AMH/Q2255**

**QP Version: 2.0**

**NSQF Level: 3**

**Model Curriculum Version: 2.0**

**Expository: Low Vision (E003)**

**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>	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>	600
<b>Maximum Duration of the Course</b>	600

# 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 1: Use Smart Phone (Bridge module-PwD)</b>	03:00	21:00	NA	NA	24:00
<b>Module 2: Learn Basic English (Bridge module-PwD)</b>	21:00	24:00	NA	NA	45:00
<b>Module 3: Learn basic Braille (Bridge module-PwD)</b>	03:00	18:00	NA	NA	21:00
<b>Module Name 4: Introduction and Orientation- Bridge Module</b>	02:00	00:00	NA	NA	02:00
<b>Module Name 5: Plan and organize Finishing &amp; packing processes AMH/N2255 Plan and organize Finishing &amp; packing Processes NSQF level 3</b>	40:00	130:00+ 43:00	NA	NA	213:00
<b>Module Name 6: Carry out the process of Finishing &amp; packing Operations AMH/N2256 Perform finishing &amp; Packing Operations NSQF level 3</b>	35:00	108:00+ 36:00	NA	NA	179:00
<b>Module Name 7: Maintain health,safety and security in the washingdepartment with Gender &amp; PwD Sensitization AMH/N2257 Maintain health, safetyand security in the washing department with Gender &amp; PwD Sensitization NSQF level 3</b>	17:00	10:00+ 04:00	NA	NA	31:00
<b>Module Name 8: Maintain work area, tools and machines AMH/N0102 Maintain work area, tools and machines NSQF level 3</b>	16:00	12:00+ 04:00	NA	NA	32:00

<b>Module Name 9: Comply with industry, regulatory, organizational requirements and Greening of Job Roles</b> <b>AMH/N0104 Comply with industry, regulatory, organizational requirements and Greening of Job Roles</b> <b>NSQF level 3</b>	10:00	05:00+ 02:00	NA	NA	17:00
<b>Module 10: Soft Skills (Bridge Module)</b>	03:00	02:00+ 01:00	NA	NA	06:00
Employability Skills (ES)					30
<b>Total Duration</b>	150:00	420:00	NA	NA	600:00

## Module Details

### Module 1: Use of Smartphone

#### Mapped to: Bridge Module

##### Terminal Outcomes:

- Demonstrate the use of a smartphone to make calls, message, read books & documents, write emails, and web browsing.

<b>Duration: 03:00</b>	<b>Duration: 21:00</b>
<b>Theory: Key Learning Outcomes</b>	<b>Practical: Key Learning Outcomes</b>
<ul style="list-style-type: none"> <li>• Explain the benefits of a smartphone for Persons with Visual Impairment.</li> <li>• Explain the significance and usage of major software Applications for Persons with Visual Impairment (e.g., GPS, Social media Applications and CabBooking Applications).</li> <li>• Discuss the barriers in accessing some Software Applications (like Gaming Application).</li> </ul>	<ul style="list-style-type: none"> <li>• Demonstrate how to use the different functions of the screen such as power on/off, accessing the main menu, home button, volume rocker, power buttons, memory slot and sim tray.</li> <li>• Demonstrate basic operations on the screen by using, “explore by touch”.</li> <li>• Use Talk back, speech, and volume settings.</li> <li>• Use a mobile phone for making calls and for sending and receiving messages.</li> <li>• Use Navigation for accessing context menu, contact list for calling, messaging, and saving new contacts.</li> <li>• Use basic applications like Google Play Store and calculator.</li> <li>• Use book reading apps such as Kota, DaisyReader, and Simply Reading and access Sugamya Pustakalaya and Book Share online library.</li> <li>• Use Google Chrome to browse the web and search using a keyword and operate e-mail accounts from smartphones.</li> <li>• Use advanced applications like Eye-D, Tap Tapsea, colored ID, Text fairy and Google Maps.</li> <li>• Demonstrate how to download apps on a smartphone.</li> </ul>
<b>Classroom Aids</b>	
One smart phone with talkback per trainee	
<b>Tools, Equipment and other requirements</b>	
Optical Character Recognition (OCR), Clear View+ Speech, Zoom Ex, Kurzweil, ABBY Fine Reader, Tesseract, Non-Visual Desktop Access (NVDA), Job Access with Speech (JAWS), DAISY players DAISY (Digital Accessible Information System)	

## Module 2: Learn Basic English

### Mapped to: Bridge Module

#### Terminal Outcomes:

- Apply knowledge of Basic English to interpret information received and respond accordingly.
- Recognize familiar words and basic phrases concerning self, family members, and immediate workplace.
- Read and write simple sentences in English about self, activities planned, and events of the day.

<b>Duration: 21:00</b>	<b>Duration: 24:00</b>
<b>Theory: Key Learning Outcomes</b>	<b>Practical: Key Learning Outcomes</b>
<ul style="list-style-type: none"> <li>• Identify and write Alphabet and Letters.</li> <li>• Identify various vowel and consonant sounds in various words.</li> <li>• Recognize words and phrases related to formal and informal greetings.</li> <li>• Recognize simple personal information about self and others (e.g., name, age, place of residence etc.).</li> <li>• Recognize very simple words related to home, neighborhoods, everyday objects, market place, names of the days of the week, months, time, directions, clothes, food, and drinks.</li> <li>• Recognize simple pronouns (he/she/we/they).</li> <li>• Comprehend basic hobby related verbs (like playing, singing, dancing).</li> <li>• Recognize common verbs related to movement of transport (e.g., buses run, boats sail).</li> <li>• Recognize words related to common feelings and emotions. (e.g., sad, unhappy, depressed, irritated, furious, angry).</li> <li>• Recognize familiar English words and phrases used in the workplace for example instructions related to direction, safety, date and time etc. (vocabulary: stop, close the door).</li> <li>• Differentiate between Spoken and Written English.</li> </ul>	<ul style="list-style-type: none"> <li>• Demonstrate the correct way to pronounce words with the right stress.</li> <li>• Read and write basic personal information about self and others such as names, date of birth, ID numbers, address, nationality, marital status).</li> <li>• Use simple words related to common diseases in sentences (e.g., cold, cough, headache, fever and pain).</li> <li>• Read and write simple sentences using names of everyday objects, places, directions. (e.g., I live in Delhi.).</li> <li>• Read and write words related to professions. (Like vacancy, sale, associate, manager, supervisor, file etc.).</li> <li>• Read and write words and short phrases to describe travel, holidays, and vacations.</li> <li>• Read and frame written answers to simple questions related to self, food preferences, feelings etc.</li> <li>• Identify and read health, safety, and security signage (images/graphics) in English; at work and public places or on gadgets and appliances.</li> <li>• Read and write basic familiar words and phrases to identify areas of work, responsibilities, and working relationships.</li> <li>• Read and write simple sentences describing activities planned for the next day/week/month.</li> <li>• Pronounce words related to professions correctly.</li> </ul>

	<ul style="list-style-type: none"> <li>● Ask and answer questions related to their job correctly.</li> <li>● Discuss activities planned for the next day/week/month at the workplace.</li> <li>● Introduce yourself in English with confidence (such as talk about your job/profession, your educational qualifications).</li> </ul>
<b>Classroom Aids</b>	
Laptop, Computer, OCR Scanner, Screen readers, Digital/Handheld Magnifiers	
<b>Tools, Equipment and other requirements</b>	
Optical Character Recognition (OCR), Clear View+ Speech, Zoom Ex, Kurzweil, ABBY Fine Reader, Tesseract, Non-Visual Desktop Access (NVDA), Job Access with Speech (JAWS), DAISY players DAISY (Digital Accessible Information System)	



## Module 3: Learn Basic Braille

### Mapped to: Bridge Module

#### Terminal Outcomes:

- Read and write basic Braille.

Duration: 03:00	Duration: 18:00
Theory: Key Learning Outcomes	Practical: Key Learning Outcomes
<ul style="list-style-type: none"> <li>• Discuss the history and significance of the invention of Braille.</li> <li>• Describe the concept of Dots and Cells in Braille.</li> <li>• Distinguish between Old and modern Braille slates.</li> </ul>	<ul style="list-style-type: none"> <li>• Read and write text in Braille by using appropriate hand movements.</li> <li>• Recognize Braille characters, words, sentences, paragraphs, and placement of text.</li> <li>• Demonstrate use of Braille equipment (such as Positioning Braille slate, inserting paper in the slate, use of stylus).</li> <li>• Demonstrate correct sitting posture while using Braille devices.</li> <li>• Demonstrate how to use technology to replace manual Braille typing (such as using Orbit 20).</li> </ul>
<b>Classroom Aids</b>	
Braille books. Braille Cubes. Braille Slate and Stylus; Braille Sheets; Braille Typewriter.	
<b>Tools, Equipment and other requirements</b>	
<ul style="list-style-type: none"> <li>• Audio Films on Braille teaching with visual portions described and demonstrated by the trainer on one-to-one basis.</li> <li>• Sheets containing words/ sentences/ paragraphs in local language in open (uncontracted) Braille.</li> <li>• Books in interline and inter point local language in open (uncontracted) Braille.</li> <li>• Computer.</li> <li>• Low-cost Braille note taker.</li> <li>• Stylus and interline and interpoint Braille slate.</li> <li>• Braille writing paper.</li> <li>• Braille Note taker such as Orbit 20.</li> </ul>	

## Module Name 4: 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.</li> <li>• 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>	<ul style="list-style-type: none"> <li>•</li> </ul>
Classroom Aids:	
Charts, Models, Flip Chart, White-Board/Smart Board, Marker, Duster	
Tools, Equipment and Other Requirements	
White /black Board with Marker & Chalk, Duster, Optical Character Recognition (OCR), Clear View+ Speech, Zoom Ex, Kurzweil, ABBY Fine Reader, Tesseract, Non-Visual Desktop Access (NVDA), Job Access with Speech (JAWS), DAISY players DAISY (Digital Accessible Information System)	

## Module Name 5: 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: 40:00</i>	<i>Duration: 173:00</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, dry cleaning 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> </ul>

	<ul style="list-style-type: none"> <li>• Describe different types and sizes of cartons.</li> <li>• Describe various types of packing methods like polypacking, 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>	
<p>Irons with iron table, Stain Removing Machines &amp; equipment's (spot guns etc.), Protective Equipment's, Types Of Labels, Hangers, scissor (fabric cutting), knife, Trimmer, cleaning brush, Plücker, 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 &amp; Table, Fire Extinguisher, Basic Stationary, Projector /LCD, White/Black Board+ Marker+ Duster/Chalk. LCD TV, Visual curricula, Assistive Aid/Service, Ai-Live, Captions First, Captions 2020, ClosedCapp, Let's Talk</p>	
<b>Unique Equipment Required:</b>	
<p>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), Optical Character Recognition (OCR), Clear View+ Speech, Zoom Ex, Kurzweil, ABBY Fine Reader, Tesseract, Non-Visual Desktop Access (NVDA), Job Access with Speech (JAWS), DAISY players DAISY (Digital Accessible Information System)</p>	

## Module Name 6: 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: 35:00</i>	<i>Duration: 144:00</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/Smart Board, 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)	

## Module Name 7: 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: 14:00</i>
Theory – Key Learning Outcomes	Practical – Key Learning Outcomes
<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, Optical Character Recognition (OCR), Clear View+ Speech, Zoom Ex, Kurzweil, ABBY Fine Reader, Tesseract, Non-Visual Desktop Access (NVDA), Job Access with Speech (JAWS), DAISY players DAISY (Digital Accessible Information System)	

## Module Name 8: 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: 16:00</i>	<i>Duration: 16:00</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 and correctly.</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,	

## Module Name 9: 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: 07:00</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 inculcate 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, Optical Character Recognition (OCR), Clear View+ Speech, Zoom Ex, Kurzweil, ABBY Fine Reader, Tesseract, Non-Visual Desktop Access (NVDA), Job Access with Speech (JAWS), DAISY players DAISY (Digital Accessible Information System)	



## Module Name 10: 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: 03:00</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>• Manage time 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, Optical Character Recognition (OCR), Clear View+ Speech, Zoom Ex, Kurzweil, ABBY Fine Reader, Tesseract, Non-Visual Desktop Access (NVDA), Job Access with Speech (JAWS), DAISY players DAISY (Digital Accessible Information System)	

## 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. A Diploma in Computer Education (Visual Impairment)-D.C.E. (VI) offered by Rehabilitation Council of India, Ministry of Social Justice and Empowerment is preferred. Minimum 1 years training experience is mandatory for training Persons with Blindness.  The inclusive trainer should have proficiency in related applications such as experience of Orientation and Mobility, Braille and Smart Phone Training. The Inclusive Trainer is expected to have patience, empathy and compassion, sensitivity, strong communication and interpersonal skills, ability to measure and assess the specific needs of Persons with Blindness.

## 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 Low Vision (Visual Impairment)

##### **Characteristics**

- The learning happens through non-visual modes mostly by touch; hence it is recommended to use real, concrete materials.
- Listening will include greater use of detailed and descriptive instructions.
- Training which relates to understanding of smell and taste real & concrete material should be used e.g. job role of pickle-making technician may include training on smell and taste.

##### Guidelines for Trainers

- Low Vision assessment is recommended before training Persons with Low Vision. Low Vision assessment helps to assess the right training requirements for a Person with Low Vision.  
Please note: Low Vision assessment is different from a clinical eye exam. While the clinical procedure focuses on diagnoses and management of the eye disease, the priority in Low Vision assessment is to enable an individual to utilize his or her residual vision to its maximum potential. After the assessment, the person will be clear about the devices (optical or non-optical) that will work the best for her/him. The assessment can be done from any centre that is designated for Low Vision assessment.
- Facilitate the use of existing visual skills wherever/whenever you can by making the candidate sit closer to the board.
- There should be appropriate lighting and contrast colors in the work area.
- Reserve a seat in the front row of the classroom (or, closer to the teacher).
- Keep the passages and available open spaces in the classroom clear.
- When speaking with the student specifically, address her/him by name.
- Modify/adapt assignments.
- Use educational aids like talking books, tape-recorders, use of color, contrast and texture.
- Minimize noise so that students can hear you speak.
- When speaking, face the class.
- If you feel the student is not attentive, touch her/ him on the shoulder or arm to draw attention; this also helps in indicating to the student that you are including her/him in your instructions and discussions.
- Provide large print versions when needed so that the student can follow the classroom's text-based teaching and lessons along with the sighted peers.

## 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.