



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: Speech and Hearing Impairment (E004)

**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, Made-Ups & Home Furnishing
Occupation	Finisher & Packer
Country	India
NSQF Level	3
Aligned to NCO/ISCO/ISIC Code	NCO-2015/NIL
Minimum Educational Qualification and Experience	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
Pre-Requisite License or Training	NA
Minimum Job Entry Age	18 Years
Last Reviewed On	31/12/2021
Next Review Date	30/12/2025
NSQC Approval Date	25/8/2022
QP Version	2.0
Model Curriculum Creation Date	10/12/2021
Model Curriculum Valid Up to Date	30/12/2025
Model Curriculum Version	2.0
Minimum Duration of the Course	510
Maximum Duration of the Course	510

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
Module 1: Learn Basic Indian Sign Language (ISL)- Bridge Module (PwD)	15:00	12:00	NA	NA	27:00
Module 2: Use Basic English- Bridge Module (PwD)	27:00	12:00	NA	NA	39:00
Module 3: Personal and Social Skill- Bridge Module (PwD)	09:00	03:00	NA	NA	12:00
Module 4: Professional & Ethical Behaviour in the Workplace-Bridge Module (PwD)	09:00	03:00	NA	NA	12:00
Module 5: Introduction and Orientation- Bridge Module	02:00	00:00	NA	NA	02:00
Module 6: Plan and organize Finishing & packing processes AMH/N2255 Plan and organize Finishing & packing processes NSQF level 3	40:00	130:00	NA	NA	170:00
Module 7: Carry out the process of Finishing & packing Operations AMH/N2256 Perform finishing & Packing operations NSQF level 3	35:00	108:00	NA	NA	143:00
Module 8: Maintain health,safety and security in the washingdepartment with Gender & PwD Sensitization AMH/N2257 Maintain health, safetyand security in the washing department with Gender & PwD Sensitization NSQF level 3	17:00	10:00	NA	NA	27:00

Module 9: Maintain work area, tools and machines AMH/N0102 Maintain work area, tools and machines NSQF level 3	13:00	15:00	NA	NA	28:00
Module 10: Comply with industry, regulatory, organizational requirements and Greening of Job Roles AMH/N0104 Comply with industry, regulatory, organizational requirements and Greening of Job Roles NSQF level 3	10:00	05:00	NA	NA	15:00
Module 11: Soft Skills (Bridge Module)	03:00	02:00	NA	NA	05:00
Employability Skills (ES)					30
Total Duration	180:00	300:00	NA	NA	510:00

Module Details

Module 1: Learn Basic Indian Sign Language (ISL)

Mapped to: Bridge Module

Terminal Outcomes:

- Communicate using basic Indian Sign Language.

Duration: 15:00	Duration: 12:00
Theory – Key Learning Outcomes	Practical – Key Learning Outcomes
<ul style="list-style-type: none"> • Discuss the regional differences in signs used in Indian Sign Language. • Describe ways to greet and respond to others. • Explain significance of facial expressions and gestures in enhancing meaning of signed words. • Discuss the general sentence rules used while signing 	<ul style="list-style-type: none"> • Demonstrate introductions and greetings using Indian Sign language • Demonstrate use of finger spellings in ISL (for example: names, places and abbreviations.) • Express simple actions and feeling using ISL. • Express information related to time, directions, numbers and currency using ISL. • Express information related to self-using ISL. (e.g., name, native place, city, state, family members, work etc.)
Classroom Aids	
Laptop, white board, marker, projector	
Tools, Equipment and Other Requirements	
LCD TV, Visual curricula, Assistive Aid/Service, Ai-Live, Captions First, Captions 2020, Closed Capp, Let's Talk	

Module 2: Use Basic English

Mapped to: Bridge Module

Terminal Outcomes:

- Apply knowledge of basic English to interpret information received and respond accordingly.
- Recognise 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.

Duration: 27:00	Duration: 12:00
Theory – Key Learning Outcomes	Practical – Key Learning Outcomes
<ul style="list-style-type: none"> • Recognise words and phrases related to formal and informal greetings. • Recognise simple personal information about self and others when shared in writing (e.g., name, age, place of residence etc.). • Recognise 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. • Recognise simple pronouns (he/she/ we / they). • Comprehend basic hobby related verbs (like playing, singing, dancing). • Recognise common verbs related to movement of transport (e.g., buses run, boats sail). • Recognise words related to common feelings and emotions. (e.g., sad, unhappy, depressed, irritated, furious, angry). • Recognise familiar English words and phrases used in the workplace especially as instructions related to direction, safety instructions, date and time etc. (vocabulary: stop, close the door etc.). 	<ul style="list-style-type: none"> • Write basic personal information about self and others such as names, date of birth, id numbers, address, nationality, marital status). • Use simple words related to common diseases in sentences (e.g., cold, cough, headache, fever, pain etc). • Write simple sentences using names of everyday objects, places, directions. (e.g., i live in Delhi.). • Write words related to professions. (Like vacancy, sale, associate, manager, supervisor, file etc). • Write words and short phrases to describe travel, holidays and vacations. • Frame written answer to simple questions related to self, food preferences, feelings etc. • Identify and read health, safety, security signage in English at works and public places or on gadgets and appliances when accompanied by related images or graphics. • Read basic familiar words and phrases to identify areas of work, responsibilities and working relationships. • Read and write simple sentences describing activities planned for the next Day/ week/month etc.
Sample Classroom Aids	
Laptop, white board, marker, projector	
Tools, Equipment and Other Requirements	
LCD TV, Visual curricula, Assistive Aid/Service, Ai-Live, Captions First, Captions 2020, Closed Capp, Let's Talk	

Module 3: Personal and Social Skill

Mapped to: Bridge Module

Terminal Outcomes

- Manage Professional and Social behaviour.

Duration: 09:00	Duration: 03:00
Theory – Key Learning Outcomes	Practical – Key Learning Outcomes
<ul style="list-style-type: none"> • Discuss the importance of professional appearance and behaviour at workplace. • Discuss the importance of following social etiquette in formal and informal settings. • Explain the principles of communication. • Discuss the barriers to effective communication and ways to overcome these. • Discuss the importance of managing stress. 	<ul style="list-style-type: none"> • Display professional appearance. • Demonstrate formal and informal communication etiquettes/gestures/body language in dealing with seniors/peers or clients. • Demonstrate ways to manage stress as per choice like breathing exercises/ spending time with friends etc. • Create a method for stress management with reference to self by listing techniques/steps.
Classroom Aids	
Laptop, white board, marker, projector	
Tools, Equipment and Other Requirements	
LCD TV, Visual curricula, Assistive Aid/Service, Ai-Live, Captions First, Captions 2020, Closed Capp, Let's Talk	

Module 4: Professional & Ethical Behaviour in the Workplace

Mapped to: Bridge Module

Terminal Outcomes

- Maintain professional and ethical behaviour in the work environment.

Duration: 09:00	Duration: 03:00
Theory – Key Learning Outcomes	Practical – Key Learning Outcomes
<ul style="list-style-type: none"> Discuss the importance of Completing task/assignments on time/ by prioritizing. Discuss the importance and challenges of team work in an organisation to achieve goals. Discuss the importance of seeking assistance from peers and supervisor when required. Outline the importance of maintaining privacy and confidentiality. Discuss situations that may lead to conflict of interest with peers/organization and ways to resolves them. 	<ul style="list-style-type: none"> Prepare a work schedule prioritizing given tasks. Demonstrate effective team behaviour to accomplish a given task. List activities/write to seek application assistance of supervisor/peers.
Classroom Aids	
Laptop, white board, marker, projector	
Tools, Equipment and Other Requirements	
LCD TV, Visual curricula, Assistive Aid/Service, Ai-Live, Captions First, Captions 2020, Closed Capp, Let’s Talk	

Module Name 5: 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"> • Describe the size and scope of the apparel industry. • Explain the roles and responsibilities of a Finisher & Packer. Describe various employment opportunities for a 'Finisher & Packer' in the apparel industry. • Describe the apparel production process and the role that the Finisher & Packer plays in the process. 	
Classroom Aids:	
Charts, Models, Flip Chart, White-Board/Smart Board, Marker, Duster	
Tools, Equipment and Other Requirements	
White /black Board with Marker & Chalk, Duster, LCD TV, Visual curricula, Assistive Aid/Service, Ai-Live, Captions First, Captions 2020, ClosedCapp, Let's Talk	

Module Name 6: 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: 130:00</i>
Theory – Key Learning Outcomes	Practical – Key Learning Outcomes
<ul style="list-style-type: none"> • Describe how to organize processes related to finishing that support building organizational overall performance. • Describe measurement procedure of garments and its tolerance limits in measurement. • Describe basic principles of operating and handling of finishing machines and equipments like washing machine, tagging, packing etc. • Explain basic characteristics of solvents and chemicals, their shelf life, etc. • Explain effect of different chemicals on product types, colour fastness, etc. with respect to stain removing. • Describe customer defined and/or organization norms and tolerance for packing standards and its conformance. • Describe how to organize processes for efficient operation and to build overall performance of the organization. 	<ul style="list-style-type: none"> • Identify finishing operation required to finish the desired product. • Review orders received from the supervisor as per style/product category/class. • Organize processes or subprocesses of finishing like thread cutting, spotting, etc. in a defined sequence to ensure productivity and quality. • Split finishing operations for a particular style of product category into discrete processes or subprocesses (thread cutting, spotting, ironing, washing, dry cleaning etc.) • State customer defined norms and/or organization norms related to finishing. • Ensure availability of materials, resources, tools and equipment as needed for execution of task as per process sequence. • State tolerance considerations for quality. • Report to the supervisor in case of any doubt or shortage of materials. • Identify tasks required to perform packing operation. • Arrange various materials and accessories as per requirement to do the task of packing. • Explain operation and handling of packing tools and equipment like sealing equipment, poly packing, tagging, labelling, specialty packing modes etc. • Describe various garment styles and assortments related to packing. • Interpret the job card to understand packing mode and styles as per product category/class/customer instructions. • Describe different types and sizes of cartons. • Describe various types of packing methods like poly packing, hanger packing, etc. • Define a checklist for different tasks within specified area of packing.
Classroom Aids:	
Charts, Models, Flip Chart, White-Board/Smart Board, Marker, Duster	
Tools, Equipment, and Other Requirements	

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, 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 & 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

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 7: 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: 108:00</i>
Theory – Key Learning Outcomes	Practical – Key Learning Outcomes
<ul style="list-style-type: none"> • 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 correction of different types of stains with the help of stain removing chemicals productwise. • Describe the various types of customer labels, washing labels, size labels, tags etc. • Follow checklist defined for packing. • Describe how to do packing as per invoice. • Classify goods as damaged/defective. • Ensure rectification of repairable faults like crease removal, stain removal etc. • Follow supervisor instructions in case of doubts. • Describe different types of customer labels, washing labels, tags etc. • Explain how to mark basic packing details on cartons. • Describe the weighing methods of packed goods. 	<ul style="list-style-type: none"> • Check the products at predefined stages as per customer/company norms and standards. • Identify and rectify (if possible) the defects found. • Ensure there is no accumulation of materials at any process stage. • Ensure standards, reference sample, templates etc. are available at respective process stages. • Coordinate with supervisor who further coordinates with the planning and packing department to ensure • materials are processed and delivered as per priority for delivery schedule. • Adhere to the specifications mentioned in the job card while packing materials. • Identify the final shipment dates. • Identify the importance of in-time support and creative ideas to enhance productivity and reduce wastage. • Escalate damaged/defective goods/pieces to quarantine.
Classroom Aids:	
Charts, Models, Flip Chart, White-Board/SmartBoard, Marker, Duster	
Tools, Equipment, and Other Requirements	
Chemicals, table, cleaning equipment and material, personal protective equipment	
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 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), LCD TV, Visual curricula, Assistive Aid/Service, Ai-Live, Captions First, Captions 2020, ClosedCapp, Let's Talk	

Module Name 8: 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>
Theory – Key Learning Outcomes	Practical – Key Learning Outcomes
<ul style="list-style-type: none"> • 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. • Explain the importance of potential hazards related to equipment like electric iron for electric shock and heat burn. • Identify potential risks and threats associated with workplace and equipment like, hot iron, knife, stain removers etc. • Describe potential chemical hazards related to chemicals used in spotting (stain removing) like solvents for touch, smell, eye contact etc. • Describe fire hazards related to volatile solvents used in spotting like white petrol, acetone etc. • Describe MSDS and first aid procedures related to chemicals coming accidentally in contact. 	<ul style="list-style-type: none"> • Participate in mock-drills/evacuation procedures organized at the workplace. • Undertake first-aid, fire-fighting, and emergency response training. • Demonstrate basic first aid. • Demonstrate basic CPR. • Check the workplace and work processes for potential risks and threats like physical injuries/disability if in direct contact with the chemicals, fire, etc. • State product compliance requirements like standards for shade, colour types, chemical permissible tolerance, etc. • Ensure process compliance requirements.
Classroom Aids:	
Charts, Models, Flip Chart, White-Board/Smart Board, Marker, Duster	
Tools, Equipment, and Other Requirements	
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, LCD TV, Visual curricula, Assistive Aid/Service, Ai-Live, Captions First, Captions 2020, Closed Capp, Let's Talk	

Module Name 9: 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>
Theory – Key Learning Outcomes	Practical – Key Learning Outcomes
<ul style="list-style-type: none"> • Describe safe working practices for cleaning and maintenance of equipment. • Describe effects of contamination 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 • Describe various markers and tools that are required for marking. • Describe different types of cutting machines like scissors, straight knife, band knife, laser cutting machine, etc. • List procedures to conduct maintenance of tools and equipment. • Explain the importance of effective communication with colleagues and supervisors. • Describe the lines of communication, authority and reporting procedures. • Describe the company's quality standards. • Describe the types of records kept and the methods to complete the records. • Describe the importance of keeping accurate quality records. • Describe the importance of complying with written instructions. • Report quality issues to appropriate people. • State the importance of keeping accurate records concerning quality. • State safe working practices and organizational procedures. • Describe limits of self-responsibility. • Describe ways of resolving problems within the work area. 	<ul style="list-style-type: none"> • Handle materials and tools safely • 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. • Carry out regular running maintenance of tools and equipment within agreed schedules and limits of responsibility. • Carry out safe working practices for cleaning and maintenance of equipment. • Maintain a comfortable position with correct posture while working. • Identify different ways of minimizing wastage. • Dispose off waste safely in the designated location. • Carry out cleaning according to schedules and limits of responsibility. • Store cleaning equipment safely at the designated place after use.
Classroom Aids:	
Charts, Models, Flip Chart, White-Board/Smart Board, Marker, Duster	
Tools, Equipment, and Other Requirements	
Tools and equipment, maintenance and cleaning equipment, LCD TV, Visual curricula, Assistive Aid/Service, Ai-Live, Captions First, Captions 2020, ClosedCapp, Let's Talk	

Module Name 10: 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>
Theory – Key Learning Outcomes	Practical – Key Learning Outcomes
<ul style="list-style-type: none"> • State the importance of having an ethical and value-based approach to governance. • State benefits to self and the organisation due to practice of values and ethics. • State the importance of punctuality and attendance. • State customer specific requirements mandated as a part of the work process. • State country/customer specific regulations for the apparel sector and their importance. • State reporting procedure of the organisation in case of deviations. • State limits of personal responsibility. • Report any possible deviation to regulatory requirements. • Clarify doubts on policies and procedures, from the supervisor or other authorized personnel. • Follow the organisational policies and procedures within limits of self-authority. • Carry out running maintenance and/or cleaning within one's responsibility and agreed schedules and Deal with work interruptions effectively. • Report unsafe equipment and other dangerous occurrences to concerned personnel • Use cleaning equipment and methods appropriate for the work to be carried out • Request for upgrading of system or software when required for effective working and maintain a backup file when working on various design software 	<ul style="list-style-type: none"> • Provide support to the supervisor and team members in enforcing the organisational considerations. • Identify procedures to follow if legal, regulatory and ethical requirements of the organisation are not met. • Interpret correctly legal, regulatory and ethical requirements specific to the apparel industry. • Carry out work functions in accordance with organizational standards, greening solutions, procedures, policies, legislation and regulations. • Apply and follow these policies and procedures within your work practices and inculcate sustainable consumption practices • 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. • 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 • All soft copies of design work to be maintained in files as well for future reference
Classroom Aids:	
Charts, Models, Flip Chart, White-Board/Smart Board, Marker, Duster	
Tools, Equipment, and Other Requirements	
Basic Stationery, LCD TV, Visual curricula, Assistive Aid/Service, Ai-Live, Captions First, Captions 2020, Closed Capp, Let's Talk	

Module Name 11: 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>
Theory – Key Learning Outcomes	Practical – Key Learning Outcomes
<ul style="list-style-type: none"> • Explain the importance of effective communication. • Communicate effectively with others. • Follow organization procedures and maintain personal health and hygiene and avoid habits like ghutka, tobacco etc. • Manage time effectively. • Explain the importance of resume and prepare your resume. 	<ul style="list-style-type: none"> • Prepare for interviews. • Interact effectively in a group. • Identify and follow personal grooming and hygiene.
Classroom Aids:	
Charts, Models, Flip Chart, White-Board/Smart Board, Marker, Duster	
Tools, Equipment, and Other Requirements	
Basic Stationery, LCD TV, Visual curricula, Assistive Aid/Service, Ai-Live, Captions First, Captions 2020, Closed Capp, Let's Talk	

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	<p>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.</p> <p>The Indian Sign Language Interpreter with 2/3 years of experience should be mandatory during the training, counselling and placement of Persons with Speech and Hearing Impairment. A Certification by Indian Sign Language Research and Training Centre (ISLRTC) or Ali Yavar Jung National Institute of Speech and Hearing Disabilities (Divyangjan) (AYJNISHD(D)) will be desirable.</p>

Assessor Requirements

Assessor Prerequisites						
Minimum Educational Qualification	Specialization <i><Specify the areas of specialization that are desirable.></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 Speech and Hearing Impairment

Characteristics

- Use other senses as mediums of learning. (Use gestures, body language, expressions, lip reading etc.).
- Use adapted material such as visual or sight vocabulary to provide first-hand experience.
- Use assistive devices such as hearing aid, loop system etc.
- Teach how to access sound-based information.

Guidelines for Trainers

- Make sure you are aware of the learners' language abilities and preferred learning style to ensure inclusion into the group.
- When you have a student with SHI in the group, reduce background noise or, request for a classroom that is away from noise. Make sure you have the whole group's attention before starting the session.
- Allow SHI students to sit where they wish. SHI students who can read the lip should sit near the front. (Optimum distance for lip-reading is considered to be about 6 feet.).
- Face the SHI student when speaking.
- Use clear speech.
- Make sure the room is well lit to allow the student with SHI to see your facial expression, signing and/or lip read.
- Use assistive device where available, to facilitate teaching-learning in the classroom.
- Arrange the classroom so that students can see each other, e.g., organizing the class in a circle or semicircle allows all students to see each other.
- Use shorter sentences, clearer speech.
- Associate words with real objects, pictures; for example, the colour concept.
- Use pictures (flash cards), real objects, real experiences, dramatization, and activities.
- You can write key points on the board or chart.
- Encourage other people or staff to develop communication strategies so that they can get into the style of students with SHI.

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.