



# Model Curriculum

QP Name: Hand Embroiderer (Addawala) (Apparel) (Divyangjan)

QP Code: PWD/AMH/Q1001

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
<b>Occupation</b>	Hand Embroidery(Addawala)
<b>Country</b>	India
<b>NSQF Level</b>	3
<b>Aligned to NCO/ISCO/ISIC Code</b>	NCO-2015/7533.0201
<b>Minimum Educational Qualification and Experience</b>	Ability to Read and Write with 5 years of Experience or 5th Class Pass with 3 year 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 Previousrelevant Qualification of NSQF Level 2 with 1 year experience. *5th class with no experience with OJT/internship of 12 months *8th class pass with no experience with OJT/internship of 4 months
<b>Pre-Requisite License or Training</b>	Training in Sewing operations
<b>Minimum Job Entry Age</b>	18 Years
<b>Last Reviewed On</b>	27/01/2022
<b>Next Review Date</b>	30/12/2025
<b>NSQC Approval Date</b>	25/08/2022
<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>	330 hours
<b>Maximum Duration of the Course</b>	330 hours

## Program Overview

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

### Training Outcomes

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

- Organize the materials for the process of hand embroidery.
- Carry out the process of embroidery as per requirement of the customer.
- Maintain health, safety and security at the embroidery workplace .
- Maintain work area, tools and machines.
- Comply with industry, regulatory and organizational requirements.
- Carry out different types of embroidery stitches – Flat, loop and knotted stitches.
- Embroider decorative designs using a combination of stitches and work styles.
- Contribute to achieve quality in embroidery work.

### 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: Introduction and Orientation- Bridge Module</b>	03:00	00:00	NA	NA	03:00
<b>Module 2: Organize the materials for the process of hand embroidery</b> <b>AMH/N1010: Plan, Organize and carry out the process of hand embroidery (addawala)</b> <b>NSQF Level 3</b>	20:00	55:00	NA	NA	75:00
<b>Module 3: Embroider decorative designs using a combination of stitches &amp; work styles as per customer requirements</b> <b>AMH/N1011: Embroider decorative designs using a combination of stitches &amp; work styles as per customer requirements</b> <b>NSQF Level 3</b>	20:00	103:00	NA	NA	123:00
<b>Module 4: Contribute to achieve quality in embroidery work</b> <b>AMH/N1003: Contribute to achieve quality in embroidery work</b> <b>NSQF Level 3</b>	17:00	35:00	NA	NA	52:00
<b>Module 5: Maintaining work area, tools and machines</b> <b>AMH/N0102: Maintaining work area, tools and machines</b> <b>NSQF Level 3</b>	8:00	05:00	NA	NA	13:00

<b>Module 6 Comply with industry, regulatory and organizational requirements and greening of jobroles AMH/N0104. Comply with industry, regulatory and organizational requirements and greening of job roles NSQF Level 3</b>	<b>8:00</b>	<b>05:00</b>	<b>NA</b>	<b>NA</b>	<b>13:00</b>
<b>Module 7: Maintain health, safety and security at the embroidery workplace (addawala) with Gender and PwD Sensitization AMH/N0103: Maintain health, safety and security at the embroidery workplace (addawala) with Gender and PwD Sensitization NSQF Level 3</b>	<b>10:00</b>	<b>05:00</b>	<b>NA</b>	<b>NA</b>	<b>15:00</b>
<b>Module 8: Soft Skills (Bridge Module)</b>	<b>04:00</b>	<b>02:00</b>	<b>NA</b>	<b>NA</b>	<b>06:00</b>
<b>Employability Skills (ES)</b>					<b>30</b>
<b>Total</b>	<b>90:00</b>	<b>210:00</b>	<b>NA</b>	<b>NA</b>	<b>330:00</b>

## Module Details

### Module Name 1: Introduction and Orientation to Hand Embroiderer (Addawala)

#### Mapped To Bridge Module

#### Terminal Outcomes:

- Describe the outline of the Apparel industry in India
- Recognize various employment opportunities for a 'Hand embroiderer (Adda wala)' in the apparel industry.
- Identify apparel production process and the role that the 'Hand embroiderer (Adda wala)' plays in the process.

<b>Duration:</b> <03:00>	<b>Duration:</b> <00:00>
<b>Theory – Key Learning Outcomes</b>	<b>Practical – Key Learning Outcomes</b>
<ul style="list-style-type: none"> <li>• Identify the scenario of apparel sector in India</li> <li>• Identify roles and responsibilities of a hand embroiderer (Adda wala)</li> </ul>	
<b>Classroom Aids:</b>	
<b>Charts, Models, Flip Chart, White-Board/Smart Board, Marker, Duster</b>	
<b>Tools, Equipment and Other Requirements</b>	
Training kit (trainer guide, presentations), Computer, Sticky Keys, Foot Pedals, Access Switches, Wheel Chair, Walker, One-Handed, Keyboard, Pencil Gripper, Automatic Page, Turner, Grab Bars, Speech to Text software.	

## Module Name 2: Organize the materials for the process of hand embroidery

**Mapped To (AMH/N1010)**

**Terminal Outcomes:**

- Understand the process of embroidery in origination
- Identify the fabric types defrant types of trade
- Understand about khakha and the usage of Khakha
- Respond properly with in the production and desing department

<i>Duration: 20:00</i>	<i>Duration: 55:00</i>
<b>Theory – Key Learning Outcomes</b>	<b>Practical – Key Learning Outcomes</b>
<ul style="list-style-type: none"> <li>• Select the design to be embroidered.</li> <li>• Check availability of tools and accessories needed for embroidery.</li> <li>• Trace the design on fabric/material to be embroidered if required</li> <li>• Respond appropriately if the embroidery do not meet product/design specification &amp; take corrective action.</li> </ul>	<ul style="list-style-type: none"> <li>• Identify fabric types, their trade names like georgette, cotton, satin .</li> <li>• Select the fabric to be embroidered.</li> <li>• Transfer the design on the khakha by tracing the design or direct sketching .</li> <li>• Check the tracing lines on the khakha.</li> <li>• Make holes in the khakha using pins or machine.</li> <li>• Prepare the fabric to be embroidered by fixing it on the adda/frame.</li> <li>• Check that the fabric is free from any defect like stains , holes.</li> <li>• Check the fabric is fixed on the frames with requisite amount of tension or tautness</li> </ul>
<b>Classroom Aids:</b>	
Charts, Models, Flip Chart, White-Board/SmartBoard, Marker, Duster	
<b>Tools, Equipment, and Other Requirements</b>	
Adda For Embroidery Addaemb needle/ aari emb needle (qnt may vary) "Samples , Garments, Made Ups And Home Furnishing and embroidery swatches" Iron and iron table Ink or tracing material Embroidery Thread Various Material . Count And Ply (assortment) Novelty, Fancy Yarns, Metallic yarns (assortment) Fabric yardage Surface Embellishments and sticker tickets(assortment, ) Masking Tape, Embroidery ,Needles (various sizes),Thimbles Design templates Scales, Measuring Tape , Punch Needles, Scissors Fabric Cutting And Paper Cutting Frame for embroidery Tracing Paper ,Carbon Pape,Kerosene, Cotton Swabs /Dabber/roll, Hand Held Thread Trimmer, Seam Ripper, Dexterity Test Kit, Fire Extinguisher, Glue, Basic Stationary, Pick Glass, Students Manual/notes, First Aid Box, Tracing Wheel, Tailor's Chalk, Pins & Safety Pins & Dress Maker's Pins,Pin Cushion, Backing Paper/ fusing, Hand Embroidery Motives Book, Cupboard, Dustbin, Carpet for embroidery as per floor area Student's Chair With Table Arm, White/Black Board, eraser, marker , Computer, Sticky Keys, Foot Pedals, Access Switches, Wheel Chair, Walker, One- Handed, Keyboard, Pencil Gripper, Automatic Page, Turner, Grab Bars, Speech to Text software	

## Module Name 3: Embroider decorative designs using a combination of stitches & work styles as per customer requirements

**Mapped To AMH/N1011**

### Terminal Outcomes:

- Understand the process of embroidery in origination
- Identify the fabric types defrant types of trade
- Protocol and format for reporting work related risks/ problems.
- Knowledge of different types of embroidery; combination of basic stitches & work styles
- Respond properly with in the production and desing department

<i>Duration: 20:00</i>	<i>Duration: 103:00</i>
<b>Theory – Key Learning Outcomes</b>	<b>Practical – Key Learning Outcomes</b>
<ul style="list-style-type: none"> <li>• Follow the instructions &amp; design specifications given for the embroidery to be done and ask questions to obtain more information in case the instructions given are unclear</li> <li>• Report faults in the materials or any damaged work to the authorized personnel</li> </ul>	<ul style="list-style-type: none"> <li>• Transfer the artwork on to the fabric.</li> <li>• Select the type of needle to be used for the design.</li> <li>• Select the thread or other embellishment like sequins, beads for embroidery.</li> <li>• Select the type of the stitches like flat stitches, looped stitches, knotted stitches, or combination of the stitches to be embroidered on the fabric.</li> <li>• Design the fabric using various stitches of embroidery.</li> <li>• Check the embroidered piece for any type of embroidery defects.</li> <li>• Check the embroidered fabric for any type of stains.</li> <li>• Identify the embroidery defects on the fabric embroidered.</li> <li>• Rectify any type of embroidery</li> <li>• Place the khakha on the fabric.defect.</li> </ul>
<b>Classroom Aids:</b>	
Charts, Models, Flip Chart, White-Board/SmartBoard, Marker, Duster	
<b>Tools, Equipment, and Other Requirements</b>	
<p>Adda For Embroidery Addaemb needle/ aari emb needle (qnt may vary) "Samples , Garments, Made Ups And Home Furnishing and embroidery swatches" Iron and iron table Ink or tracing material Embroidery Thread Various Material . Count And Ply (assortment) Novelty, Fancy Yarns, Metallic yarns (assortment) Fabric yardage Surface Embellishments and sticker tickets(assortment, ) Masking Tape, Embroidery ,Needles (various sizes),Thimbles Design templates Scales, Measuring Tape , Punch Needles, Scissors Fabric Cutting And Paper Cutting Frame for embroidery Tracing Paper ,Carbon Pape,Kerosene, Cotton Swabs /Dabber/roll, Hand Held Thread Trimmer, Seam Ripper, Dexterity Test Kit, Fire Extinguisher, Glue, Basic Stationary, Pick Glass, Students Manual/notes, First Aid Box, Tracing Wheel, Tailor's Chalk, Pins &amp; Safety Pins &amp; Dress Maker's Pins,Pin Cushion, Backing Paper/ fusing, Hand Embroidery Motives Book, Cupboard, Dustbin, Carpet for embroidery as per floor area Student's Chair With Table Arm, White/Black Board, eraser, marker ,Computer, Sticky Keys, Foot Pedals, Access Switches, Wheel Chair, Walker, One-Handed, Keyboard,Pencil Gripper, Automatic Page, Turner, Grab Bars, Speech to Text software.</p>	



## Module Name 4: Contribute to achieve quality in embroidery work

**Mapped To AMH/N1003**

**Terminal Outcomes:**

- Types of decorative stitches, embroidery styles & techniques
- Different types of defects
- Reasons for keeping stitched/embroidered items away from contamination
- The importance of marking and segregating rejects
- Inspect embroidered products as per specifications and/or standard inspection methods
- Identify, mark and place rejects in the design at the designated locations

<i>Duration: 17:00</i>	<i>Duration: 35:00</i>
<b>Theory – Key Learning Outcomes</b>	<b>Practical – Key Learning Outcomes</b>
<ul style="list-style-type: none"> <li>• Complete and maintain relevant documentation</li> <li>• Maintain the documents properly.</li> <li>• Describe the team work</li> </ul>	<ul style="list-style-type: none"> <li>• Identify the modifiable embroidery defects.</li> <li>• Rectify the defects.</li> <li>• Maintain the flow of work</li> <li>• Test, sort, track the work in progress.</li> <li>• Apply the allowed tolerances.</li> <li>• Adjust promptly to ensure the embroidery work matches the specifications</li> <li>• Maintain the required productivity, quality levels and documents.</li> <li>• Identify the methods to maintain the documents.</li> <li>• Use materials based on the specifications.</li> <li>• Inspect the embroidery at specified intervals according to the instructions</li> <li>• Select creased, stained, damaged and incorrectly made up components parts.</li> <li>• Mark / segregate /replace rejects or components part that do not match the specification, in the designated locations</li> </ul>
<b>Classroom Aids:</b>	
Charts, Models, Flip Chart, White-Board/SmartBoard, Marker, Duster	
<b><u>Tools, Equipment, and Other Requirements</u></b>	
Embroidery frames, needles, threads, design sheet, Computer, Sticky Keys, Foot Pedals, Access Switches, Wheel Chair, Walker, One- Handed, Keyboard, Pencil Gripper, Automatic Page, Turner, Grab Bars, Speech to Text software.	

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

**Mapped To AMH/N0102**

**Terminal Outcomes:**

- The importance of taking action when problems are identified
- The importance of running maintenance and regular cleaning and Maintenance procedures
- Effects of contamination on products i.e., Machine oil, dirt and different ways of minimizing waste.
- Common faults with equipment and the method to rectify.

<i>Duration: 8:00</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>• Apply and follow these policies and procedures within your work practices and inculcate sustainable consumption practices</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> <li>• All soft copies of design work to be maintained in files as well for future reference</li> <li>• Demonstrate the cleaning of tools and equipment.</li> <li>• Repair the fault in equipment, tools if possible.</li> <li>• Demonstrate the correct method of storage of tools and equipment.</li> <li>• Maintain a clean and hazard free working area.</li> <li>• Carry out running maintenance of the equipment at regular interval.</li> </ul>	<ul style="list-style-type: none"> <li>• Explain different ways of minimizing waste.</li> <li>• Dispose the waste at the correct place and in a correct manner.</li> <li>• Explain the methods of storing the equipment safely</li> <li>• Explain the method of reporting about faulty equipment.</li> <li>• Demonstrate carrying out the work in correct posture.</li> <li>• Demonstrate correct handling tools and equipment.</li> <li>• Explain the method of keeping clean and hazard free working area.</li> </ul>
<b>Classroom Aids:</b>	
Charts, Models, Flip Chart, White-Board/SmartBoard, Marker, Duster	
<b><u>Tools, Equipment, and Other Requirements</u></b>	
Embroidery frames, needles, threads, design sheet, Computer, Sticky Keys, Foot Pedals, Access Switches, Wheel Chair, Walker, One- Handed, Keyboard, Pencil Gripper, Automatic Page, Turner, Grab Bars, Speech to Text software.	

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

Mapped to AMH/N0104

### Terminal Outcomes:

- Importance of Punctuality
- Understand the organizational requirement
- Importance of Green jobs in organization
- Optimize usage of material and resources at workplace.

<i>Duration: 8:00</i>	<i>Duration: 05:00</i>
<p><b>Theory – Key Learning Outcomes</b></p> <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>• Apply legislation and regulations, organizational guidelines and procedures while carrying out work related functions</li> <li>• Apply appropriate methods to seek clarifications pertaining to policies and procedures, from the supervisor or other authorized personnel.</li> <li>• Explain importance of greening solutions, procedures, policies, legislation and regulations</li> <li>• Discuss the significance of specified usage of resources at work area</li> <li>• Evaluate the different ways to conserve energy in Apparel sector</li> <li>• Discussed the importance of switchof the machine when not in use.</li> <li>• Carrying out work functions in accordance with organizational standards, greening solutions, procedures, policies, legislation and regulations.</li> <li>• Demonstrate the method of handling and storage of waste materials such as paper, sketches, colouring tools, electronic waste, etc</li> <li>• Demonstrate the process of segregation of waste</li> </ul>	<p><b>Practical – Key Learning Outcomes</b></p> <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>• Making conscious and sustainable decisions for achieving effective and green workplace.</li> <li>• Follow the organisational policies and procedures within limits of self-authority.</li> </ul>
<p><b>Classroom Aids:</b> Charts, Models, Flip Chart, White-Board/SmartBoard, Marker, Duster</p>	
<p><b>Tools, Equipment, and Other Requirements</b> Embroidery frames, needles, threads, design sheet, Computer, Sticky Keys, Foot Pedals, Access Switches, Wheel Chair, Walker, One- Handed, Keyboard, Pencil Gripper, Automatic Page, Turner, Grab Bars, Speech to Text software.</p>	

## Module Name 7 : Maintain a healthy, safe and secure working environment with Gender and PwD Sensitization

Mapped to AMH/N0103

### Terminal Outcomes:

- Demonstrate the process involved to keep up the Safety and secure working environment
- Discussed the importance of PWD & Gender Sensitivity
- Describe about the importance of gender equality being followed in the organization and policies for reporting any harassment or inappropriate behavior
- Describe about how to accommodate employees with disabilities; etiquette to adhere to and proper language and terminology
- Describe about how to communicate, offer help, respecting space, parking etc. for people with disabilities or special needs.
- Identify about promoting a safe, accessible and healthy workplace for disabled employees.

<b>Duration: 10:00</b>	<b>Duration: 05:00</b>
<b>Theory – Key Learning Outcomes</b>	<b>Practical – Key Learning Outcomes</b>
<ul style="list-style-type: none"> <li>• Explain health and safety related practices applicable at the workplace.</li> <li>• Explain importance of complying with health, safety, gender and PwD related instructions applicable to workplace</li> <li>• Explain gender equality in apparel industry Comply with health, safety gender and PwD (People with disability) related instructions applicable to the workplace.</li> <li>• Describe health and safety related practices applicable at the workplace.</li> <li>• Comply with health and safety related instructions applicable to the workplace.</li> <li>• Describe organizational procedures for safe handling of equipment and machine operations.</li> <li>• Describe potential risks due to own actions and methods to minimize these.</li> <li>• Describe potential hazards, risks and threats based on the nature of operations.</li> <li>• Report hazards and potential risks/ threats to supervisors or other authorized personnel.</li> <li>• Describe the layout of the plant and details of emergency exits, escape routes, emergency equipment and assembly points.</li> <li>• Describe potential accidents and emergencies and response to these in the workplace scenarios.</li> <li>• List the details of personnel trained in first aid, fire-fighting and emergency response.</li> <li>• Follow organization procedures for shutdown and evacuation when required.</li> <li>• Follow organisational procedures or supervisor instructions in the event of fire, emergencies or accidents.</li> <li>• Describe the actions to take in the event of a mock drills/ evacuation procedures or actual accident, emergency or fire.</li> </ul>	<ul style="list-style-type: none"> <li>• Discuss importance of training sensitization programs for gender, and PwD awareness organized at workplace.</li> <li>• Identify signage related to health and safety measures.</li> <li>• Explain the importance of sound health, Hygiene and good habits.</li> <li>• Maintain a healthy lifestyle.</li> <li>• Demonstrate basic first aid.</li> <li>• Demonstrate how to perform basic CPR.</li> <li>• Apply personal protective equipment where required during inspection.</li> <li>• Explain environmental management system related procedures at work.</li> <li>• Explain reporting protocol and documentation required.</li> <li>• Perform own activities in line with approved guidelines and procedures.</li> <li>• Monitor the workplace and work processes for potential risks and threats.</li> </ul>
<b>Classroom Aids:</b>	
Charts, Models, Flip Chart, White-Board/SmartBoard, Marker, Duster	
<b>Tools, Equipment, and Other Requirements</b>	
First aid kit, fire extinguisher, machinery and equipment, Computer, Sticky Keys, Foot Pedals, Access Switches, Wheel Chair, Walker, One- Handed, Keyboard, Pencil Gripper, Automatic Page, Turner, Grab Bars, Speech to Text software.	

## Module Name 8: Soft Skills

**Mapped to (Bridge Module)**

**Terminal Outcomes:**

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

<i>Duration: 04:00</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>• Manage time effectively.</li> <li>• Explain the importance of resume and prepare your resume.</li> <li>• Prepare for interviews.</li> <li>• Demonstrate effective interaction with the group.</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> <li>• Apply organization procedures and maintain personal health and hygiene and avoid habits like gutkha, tobacco etc</li> </ul>
<b>Classroom Aids:</b>	
Charts, Models, Flip Chart, White-Board/SmartBoard, 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 Bars, Speech to Text software.	

## Annexure

### Trainer Requirements

Trainer Prerequisites						
Minimum Educational Qualification	Specialization	Relevant Industry Experience		Training Experience		Remarks
		Years	Specialization	Years	Specialization	
High School/Senior Secodary School/ITI/Minimum 6 months Diploma/Graduation/Post graduate diploma/Post Graduate Degree in relevant trade or sector	Embroiderery	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 various hand embroidery techniques using tools like needles, aari etc.The candidate should be able to communicate in English and local language. The candidate should have knowledge of equipment, tools, material, Safety, Health & hygiene.

Trainer Certification		
Domain Certification	Platform Certification	Disability specific Top Up training
Certificate for Job Role: <b>Hand Embroiderer</b> (Addawala) 'mapped to QP: "AMH/Q1001"	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	Merchandise r - Fashion, Made-Ups & Home Furnishings	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	Merchandiser - Fashion, Made-Ups & Home Furnishings	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	Merchandise r - Fashion, Made-Ups & Home Furnishings	The candidate should possess good communication skills with good knowledge of made-ups & homefurnishing products, merchandising process,merchandising documents ,equipment, tools, material, inspection techniques of garments, computer knowledge ,Safety, Health & hygiene and other requirements of relevent jobrole.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: "Certificate for Job Role: Hand Embroiderer (Addawala) 'mapped to QP: "AMH/Q1001	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 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.
10. For assessment, have students present the material orally or if required, with the help of a scribe. Use objective type, multiple type questions using yes/no/true/false answers.

## 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.