



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: 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
Occupation	Hand Embroidery(Addawala)
Country	India
NSQF Level	3
Aligned to NCO/ISCO/ISIC Code	NCO-2015/7533.0201
Minimum Educational Qualification and Experience	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 Previous relevant 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
Pre-Requisite License or Training	Training in Sewing operations
Minimum Job Entry Age	18 Years
Last Reviewed On	27/01/2022
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	420 hours
Maximum Duration of the Course	420 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
Bridge Modules	60:00	30:00	NA	NA	90:00
Learn Basic Indian Sign Language (ISL) Bridge Module (PwD)	15:00	12:00	NA	NA	27:00
Use Basic English Bridge Module (PwD)	27:00	12:00	NA	NA	39:00
Personal and Social Skill Bridge Module (PwD)	09:00	03:00	NA	NA	12:00
Professional & Ethical Behaviour in the Workplace Bridge Module (PwD)	09:00	03:00	NA	NA	12:00
Introduction and Orientation- Bridge Module	03:00	00:00	NA	NA	03:00
Organize the materials for the process of hand embroidery AMH/N1010: Plan, Organize and carry out the process of hand embroidery (addawala) NSQF level 3	18:00	55:00	NA	NA	73:00

Embroider decorative designs using a combination of stitches & work styles as per customer requirements AMH/N1011: Embroider decorative designs using a combination of stitches & work styles as per customer requirements NSQF level 3	18:00	103:00	NA	NA	121:00
Contribute to achieve quality in embroidery work AMH/N1003: Contribute to achieve quality in embroidery work NSQF level 3	20:00	35:00	NA	NA	55:00
Maintaining work area, tools and machines AMH/N0102: Maintaining work area, tools and machines NSQF level 3	8:00	05:00	NA	NA	13:00
Comply with industry, regulatory and organizational requirements and greening of job roles AMH/N0104. Comply with industry, regulatory and organizational requirements and greening of job roles NSQF level 3	8:00	05:00	NA	NA	13:00
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	11:00	05:00	NA	NA	16:00
Soft Skills (Bridge Module)	04:00	02:00	NA	NA	06:00
Employability Skills (ES)					30
Sub Total	150:00	240:00	NA	NA	420:00

Module Details

Module Name 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 Name 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, neighbourhoods, 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 Name 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 Name 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 prioritising given tasks. • Demonstrate effective team behaviour to accomplish a given task. • List activities/write application to seek 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 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.

Duration: <03:00>	Duration: <00:00>
Theory – Key Learning Outcomes	Practical – Key Learning Outcomes
<ul style="list-style-type: none"> • Identify the scenario of apparel sector in India • Identify roles and responsibilities of a hand embroiderer (Adda wala) 	
Classroom Aids:	
Charts, Models, Flip Chart, White-Board/Smart Board, Marker, Duster	
Tools, Equipment and Other Requirements	
Training kit (trainer guide, presentations) , LCD TV, Visual curricula, Assistive Aid/Service, Ai-Live, Captions First, Captions 2020, Closed Capp, Let's Talk	

Module Name 6: 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: 18:00</i>	<i>Duration: 55:00</i>
Theory – Key Learning Outcomes	Practical – Key Learning Outcomes
<ul style="list-style-type: none"> • Select the design to be embroidered. • Check availability of tools and accessories needed for embroidery. • Trace the design on fabric/material to be embroidered if required • Respond appropriately if the embroidery do not meet product/design specification & take corrective action. 	<ul style="list-style-type: none"> • Identify fabric types, their trade names like georgette, cotton, satin . • Select the fabric to be embroidered. • Transfer the design on the khakha by tracing the design or direct sketching . • Check the tracing lines on the khakha. • Make holes in the khakha using pins or machine. • Prepare the fabric to be embroidered by fixing it on the adda/frame. • Check that the fabric is free from any defect like stains , holes. • Check the fabric is fixed on the frames with requisite amount of tension or tautness
Classroom Aids:	
Charts, Models, Flip Chart, White-Board/SmartBoard, Marker, Duster	
Tools, Equipment, and Other Requirements	
<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 & 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, LCD TV, Visual curricula, Assistive Aid/Service, Ai-Live, Captions First, Captions 2020, Closed Capp, Let's Talk</p>	

Module Name 7: 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: 18:00</i>	<i>Duration: 103:00</i>
Theory – Key Learning Outcomes	Practical – Key Learning Outcomes
<ul style="list-style-type: none"> • Follow the instructions & design specifications given for the embroidery to be done and ask questions to obtain more information in case the instructions given are unclear • Report faults in the materials or any damaged work to the authorized personnel 	<ul style="list-style-type: none"> • Transfer the artwork on to the fabric. • Select the type of needle to be used for the design. • Select the thread or other embellishment like sequins, beads for embroidery. • Select the type of the stitches like flat stitches, looped stitches, knotted stitches, or combination of the stitches to be embroidered on the fabric. • Design the fabric using various stitches of embroidery. • Check the embroidered piece for any type of embroidery defects. • Check the embroidered fabric for any type of stains. • Identify the embroidery defects on the fabric embroidered. • Rectify any type of embroidery • Place the khakha on the fabric.defect.
Classroom Aids:	
Charts, Models, Flip Chart, White-Board/SmartBoard, Marker, Duster	
Tools, Equipment, and Other Requirements	
<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 & 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, LCD TV, Visual curricula, Assistive Aid/Service, Ai-Live, Captions First, Captions 2020, Closed Capp, Let's Talk</p>	

Module Name 8: 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: 20:00</i>	<i>Duration: 35:00</i>
Theory – Key Learning Outcomes	Practical – Key Learning Outcomes
<ul style="list-style-type: none"> • Complete and maintain relevant documentation • Maintain the documents properly. • Describe the team work 	<ul style="list-style-type: none"> • Identify the modifiable embroidery defects. • Rectify the defects. • Maintain the flow of work • Test, sort, track the work in progress. • Apply the allowed tolerances. • Adjust promptly to ensure the embroidery work matches the specifications • Maintain the required productivity, quality levels and documents. • Identify the methods to maintain the documents. • Use materials based on the specifications. • Inspect the embroidery at specified intervals according to the instructions • Select creased, stained, damaged and incorrectly made up components parts. • Mark / segregate /replace rejects or components part that do not match the specification, in the designated locations
Classroom Aids:	
Charts, Models, Flip Chart, White-Board/SmartBoard, Marker, Duster	
Tools, Equipment, and Other Requirements	
Embroidery frames, needles, threads, design sheet, LCD TV, Visual curricula, Assistive Aid/Service, Ai-Live, Captions First, Captions 2020, Closed Capp, Let's Talk	

Module Name 9: 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>
Theory – Key Learning Outcomes	Practical – Key Learning Outcomes
<ul style="list-style-type: none"> • Apply and follow these policies and procedures within your work practices and inculcate sustainable consumption practices • Request for upgrading of system or software when required for effective working and maintain a backup file when working on various design software • All soft copies of design work to be maintained in files as well for future reference • Demonstrate the cleaning of tools and equipment. • Repair the fault in equipment, tools if possible. • Demonstrate the correct method of storage of tools and equipment. • Maintain a clean and hazard free working area. • Carry out running maintenance of the equipment at regular interval. 	<ul style="list-style-type: none"> • Explain different ways of minimizing waste. • Dispose the waste at the correct place and in a correct manner. • Explain the methods of storing the equipment safely • Explain the method of reporting about faulty equipment. • Demonstrate carrying out the work in correct posture. • Demonstrate correct handling tools and equipment. • Explain the method of keeping clean and hazard free working area.
Classroom Aids:	
Charts, Models, Flip Chart, White-Board/SmartBoard, Marker, Duster	
<u>Tools, Equipment, and Other Requirements</u>	
Embroidery frames, needles, threads, design sheet, LCD TV, Visual curricula, Assistive Aid/Service, Ai-Live, Captions First, Captions 2020, Closed Capp, Let's Talk	

Module Name 10: 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>
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. • Apply legislation and regulations, organizational guidelines and procedures while carrying out work related functions • Apply appropriate methods to seek clarifications pertaining to policies and procedures, from the supervisor or other authorized personnel. • Explain importance of greening solutions, procedures, policies, legislation and regulations • Discuss the significance of specified usage of resources at work area • Evaluate the different ways to conserve energy in Apparel sector • Discussed the importance of switch of the machine when not in use. • Carrying out work functions in accordance with organizational standards, greening solutions, procedures, policies, legislation and regulations. • Demonstrate the method of handling and storage of waste materials such as paper, sketches, colouring tools, electronic waste, etc • Demonstrate the process of segregation of waste 	<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. • Making conscious and sustainable decisions for achieving effective and green workplace. • Follow the organisational policies and procedures within limits of self-authority.
Classroom Aids:	
Charts, Models, Flip Chart, White-Board/SmartBoard, Marker, Duster	
Tools, Equipment, and Other Requirements	
Embroidery frames, needles, threads, design sheet, LCD TV, Visual curricula, Assistive Aid/Service, Ai-Live, Captions First, Captions 2020, Closed Capp, Let's Talk	

Module Name 11 : Maintain a healthy, safe and secure working environment with Gender and PwD Sensitization

Mapped to AMH/N0103

Terminal Outcomes:

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

Duration: 11:00	Duration: 05:00
Theory – Key Learning Outcomes	Practical – Key Learning Outcomes
<ul style="list-style-type: none"> • Explain health and safety related practices applicable at the workplace. • Explain importance of complying with health, safety, gender and PwD related instructions applicable to workplace • Explain gender equality in apparel industry Comply with health, safety gender and PwD (People with disability) related instructions applicable to the workplace. • Describe health and safety related practices applicable at the workplace. • Comply with health and safety related instructions applicable to the workplace. • Describe organizational procedures for safe handling of equipment and machine operations. • Describe potential risks due to own actions and methods to minimize these. • Describe potential hazards, risks and threats based on the nature of operations. • Report hazards and potential risks/ threats to supervisors or other authorized personnel. • Describe the layout of the plant and details of emergency exits, escape routes, emergency equipment and assembly points. • Describe potential accidents and emergencies and response to these in the workplace scenarios. • List the details of personnel trained in first aid, fire-fighting and emergency response. • Follow organization procedures for shutdown and evacuation when required. • Follow organisational procedures or supervisor instructions in the event of fire, emergencies or accidents. • Describe the actions to take in the event of a mock drills/ evacuation procedures or actual accident, emergency or fire. 	<ul style="list-style-type: none"> • Discuss importance of training sensitization programs for gender, and PwD awareness organized at workplace. • Identify signage related to health and safety measures. • Explain the importance of sound health, Hygiene and good habits. • Maintain a healthy lifestyle. • Demonstrate basic first aid. • Demonstrate how to perform basic CPR. • Apply personal protective equipment where required during inspection. • Explain environmental management system related procedures at work. • Explain reporting protocol and documentation required. • Perform own activities in line with approved guidelines and procedures. • Monitor the workplace and work processes for potential risks and threats.
Classroom Aids: Charts, Models, Flip Chart, White-Board/SmartBoard, Marker, Duster	
Tools, Equipment, and Other Requirements First aid kit, fire extinguisher , machinery and equipment, LCD TV, Visual curricula, Assistive Aid/Service, Ai-Live, Captions First, Captions 2020, Closed Capp, Let’s Talk	

Module Name 12: 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>
<p>Theory – Key Learning Outcomes</p> <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. • Prepare for interviews. • Demonstrate effective interaction with the group. 	<p>Practical – Key Learning Outcomes</p> <ul style="list-style-type: none"> • Prepare for interviews. • Interact effectively in a group. • Identify and follow personal grooming and hygiene. • Apply organization procedures and maintain personal health and hygiene and avoid habits like gutkha, tobacco etc
<p>Classroom Aids: Charts, Models, Flip Chart, White-Board/SmartBoard, Marker, Duster</p>	
<p>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</p>	

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: Hand Embroiderer (Addawala) 'mapped to QP: "AMH/Q1001"	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	Merchandise - 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 - 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 - 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 relevant job role. The candidate should be able to communicate in English and local language.

Assessor Certification		
Domain Certification	Platform Certification	Disability specific Top Up training
Certificate for Job Role: “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 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.