



# Model Curriculum

QP Name: Finisher and Packer (Divyangjan) - SHI

QP Code: PWD/AMH/Q2255

QP Version: 4.0

NSQF Level: 2.5

Model Curriculum Version: 4.0

Expository: Speech and Hearing Impairment (E004)

Skill Council for Person with Disability || Address: 501-City Centre, Plot No 5,  
Sector -12, Dwarka, New Delhi-110076

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## Training Parameters

<b>Sector</b>	<b>Apparels</b>
<b>Sub-Sector</b>	Apparel, Made-Ups & Home Furnishing
<b>Occupation</b>	Finisher & Packer
<b>Country</b>	India
<b>NSQF Level</b>	2.5
<b>Aligned to NCO/ISCO/ISIC Code</b>	NCO-2015/NIL
<b>Minimum Educational Qualification and Experience</b>	<p>Grade 9 with No Experience required            8th grade pass with 3 year relevant experience            5th grade pass with 6 year relevant experience            Ability to read and write with 5 year relevant experience            Previous relevant Qualification of NSQF Level 2 with 3 year relevant experience</p> <p><b>*8th grade pass with no experience- in addition to Notional Hours, OJT of 12 months</b>  <b>*5th grade pass with no experience- in addition to Notional Hours, OJT of 24 months</b>  <b>* Ability to read and write with no experience- in addition to Notional Hours, OJT of 20 months</b>  <b>*Previous relevant Qualification of NSQF Level 2 with no experience- in addition to Notional Hours, OJT of 12 months</b></p>
<b>Pre-Requisite License or Training</b>	NA
<b>Minimum Job Entry Age</b>	
<b>Last Reviewed On</b>	01-11-2023
<b>Next Review Date</b>	01-11-2027
<b>NSQC Approval Date</b>	13-02-2026
<b>QP Version</b>	4.0
<b>Model Curriculum Creation Date</b>	01-11-2023
<b>Model Curriculum Valid Up to Date</b>	01-11-2027
<b>Model Curriculum Version</b>	4.0
<b>Minimum Duration of the Course</b>	430
<b>Maximum Duration of the Course</b>	430

## 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	OJT Duration (Mandatory)	OJT Duration (Recommended)	Total Duration
<b>Bridge Modules PWD/M/SHI/01 V1.0</b>	<b>60:00</b>	<b>30:00</b>	–	–	<b>120:00</b>
Learn Basic Indian Sign Language (ISL) Bridge Module (PwD) <b>PWD/M/SHI/01 V1.0</b>	15:00	12:00	–	–	27:00
Use Basic English Bridge Module (PwD) <b>PWD/M/SHI/01 V1.0</b>	27:00	12:00	–	–	39:00
Personal and Social Skill Bridge Module (PwD) <b>PWD/M/SHI/01 V1.0</b>	09:00	03:00	–	–	12:00
Professional & Ethical Behaviour in the	09:00	03:00	–	–	12:00
<b>AMH/N2255 Plan and organize Finishing &amp; packing processes NOS Version- 4.0 NSQF Level- 2.5</b>	<b>45.00</b>	<b>45.00</b>	<b>NA</b>	<b>NA</b>	<b>90.00</b>
<b>Module Name 1: Introduction and Orientation- Bridge Module and Soft Skills</b>	03.00	00.00	<b>NA</b>	<b>NA</b>	03.00
<b>Module Name 2: Plan and organize Finishing &amp; packing processes</b>	42:00	45:00	<b>NA</b>	<b>NA</b>	87:00
<b>AMH/N2256 Perform finishing &amp; Packing operations NOS Version- 4.0 NSQF Level- 2.5</b>	<b>25.00</b>	<b>65.00</b>	<b>NA</b>	<b>NA</b>	<b>90.00</b>
<b>Module Name 3: Carry out the process of Finishing &amp; packing Operations</b>	25.00	65.00	NA	NA	90.00
<b>AMH/N2257 Maintain health, safety and security in the washing department with Gender &amp; PwD Sensitization NOS Version- 4.0 NSQF Level- 2.5</b>	<b>15:00</b>	<b>15:00</b>	<b>NA</b>	<b>NA</b>	<b>30:00</b>

<b>Module Name 4: Maintain health, safety and security in the washing department with Gender &amp; PwD Sensitization</b>	15:00	15:00	NA	NA	30:00
<b>AMH/N0102 Maintain work area, tools and machines</b> NOS Version- 16.0 NSQF Level- 2.5	15:00	15:00	NA	NA	30:00
<b>Module Name 5 : Maintain work area, tools and machines</b>	10:00	20:00	NA	NA	30:00
<b>AMH/N0104 Comply with industry, regulatory, organizational requirements and Greening of Job Roles</b> NOS Version- 22.0 NSQF Level- 2.5	10.00	20.00	NA	NA	30:00
<b>Module Name 6 : Comply with industry, regulatory, organizational requirements and Greening of Job Roles</b>	15.00	15.00	NA	NA	30:00
<b>PWD/N0501: Employability Skills</b> NOS Version No. 1.0 NSQF Level 4	70.00	00.00	NA	NA	70:00
<b>Total Duration</b>	240:00	190:00	NA	NA	430:00

## Module Details

### Module 1: Learn Basic Indian Sign Language (ISL) PWD/M/SHI/01 V1.0

Mapped to: Bridge Module

#### Terminal Outcomes:

- Communicate using basic Indian Sign Language.

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

## Module 2: Use Basic English PWD/M/SHI/01 V1.0

*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.

<b>Duration: 27:00</b>	<b>Duration: 12:00</b>
<b>Theory – Key Learning Outcomes</b>	<b>Practical – Key Learning Outcomes</b>
<ul style="list-style-type: none"> <li>• recognise words and phrases related to formal and informal greetings.</li> <li>• recognise simple personal information about self and others when shared in writing (e.g., name, age, place of residence etc.).</li> <li>• 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.</li> <li>• recognise simple pronouns (he/she/ we / they).</li> <li>• comprehend basic hobby related verbs (like playing, singing, dancing).</li> <li>• recognise common verbs related to movement of transport (e.g., buses run, boats sail).</li> <li>• recognise words related to common feelings and emotions. (e.g., sad, unhappy, depressed, irritated, furious, angry).</li> <li>• 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.).</li> </ul>	<ul style="list-style-type: none"> <li>• write basic personal information about self and others such as names, date of birth, ID numbers, address, nationality, marital status).</li> <li>• use simple words related to common diseases in sentences (e.g., cold, cough, headache, fever, pain etc).</li> <li>• write simple sentences using names of everyday objects, places, directions. (e.g., I live in Delhi.).</li> <li>• write words related to professions. (like vacancy, sale, associate, manager, supervisor, file etc).</li> <li>• write words and short phrases to describe travel, holidays and vacations.</li> <li>• frame written answer to simple questions related to self, food preferences, feelings etc.</li> <li>• 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.</li> <li>• read basic familiar words and phrases to identify areas of work, responsibilities and working relationships.</li> <li>• read and write simple sentences describing activities planned for the next day/week/month etc.</li> </ul>
<b>Sample Classroom Aids</b>	
Laptop, white board, marker, projector	
<b>Tools, Equipment and Other Requirements</b>	
LCD TV, Visual curricula, Assistive Aid/Service, Ai-Live, Captions First, Captions 2020, Closed Capp, Let's Talk	

## Module 3: Personal and Social Skill PWD/M/SHI/01 V1.0

Mapped to: Bridge Module

### Terminal Outcomes:

- Manage Professional and Social behaviour.

<b>Duration: 09:00</b>	<b>Duration: 03:00</b>
<b>Theory – Key Learning Outcomes</b>	<b>Practical – Key Learning Outcomes</b>
<ul style="list-style-type: none"> <li>• Discuss the importance of professional appearance and behaviour at workplace.</li> <li>• Discuss the importance of following social etiquette in formal and informal settings.</li> <li>• Explain the principles of communication.</li> <li>• Discuss the barriers to effective communication and ways to overcome these.</li> <li>• Discuss the importance of managing stress.</li> </ul>	<ul style="list-style-type: none"> <li>• Display professional appearance.</li> <li>• Demonstrate formal and informal communication etiquettes/gestures/body language in dealing with seniors/peers or clients.</li> <li>• Demonstrate ways to manage stress as per choice like breathing exercises/spending time with friends etc.</li> <li>• Create a method for stress management with reference to self by listing techniques/steps.</li> </ul>
<b>Classroom Aids</b>	
Laptop, white board, marker, projector	
<b>Tools, Equipment and Other Requirements</b>	
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 PWD/M/SHI/01 V1.0

Mapped to: Bridge Module

### Terminal Outcomes:

- Maintain professional and ethical behaviour in the work environment.

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

## Module Name 5: Introduction and Orientation- Bridge Module and Soft Skills

### 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.

### Mapped to Soft Skills

#### Terminal Outcomes:

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

Duration: <03:00>	Duration: <00:00>
<b>Theory – Key Learning Outcomes</b> <ul style="list-style-type: none"> <li>• Describe the size and scope of the apparel industry.</li> <li>• Explain the roles and responsibilities of a Finisher &amp; Packer. Describe various employment opportunities for a 'Finisher &amp; Packer' in the apparel industry.</li> <li>• Describe the apparel production process and the role that the Finisher &amp; Packer plays in the process.</li> </ul>	<b>Practical – Key Learning Outcomes</b>
<b>Soft Skills</b> <ul style="list-style-type: none"> <li>• Explain the importance of effective communication.</li> <li>• Communicate effectively with others.</li> <li>• Follow organization procedures and maintain personal health and hygiene and avoid habits like ghutka, tobacco etc.</li> <li>• Manage time effectively.</li> <li>• Explain the importance of resume and prepare your resume.</li> </ul>	
<b>Classroom Aids:</b>	
<b>Charts, Models, Flip Chart, White-Board/Smart Board, Marker, Duster</b>	
<b>Tools, Equipment and Other Requirements</b>	
<b>White /black Board With Marker &amp; Chalk, Duster</b>	

## Module Name 6: Plan and organize Finishing & packing processes

*Mapped to AMH/N2255 V 4.0*

### 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.

Duration: 42:00	Duration: 45:00
Theory – Key Learning Outcomes	Practical – Key Learning Outcomes
<ul style="list-style-type: none"> <li>• Describe how to organize processes related to finishing that support building organizational overall performance.</li> <li>• Describe measurement procedure of garments and its tolerance limits in measurement.</li> <li>• Describe basic principles of operating and handling of finishing machines and equipments like washing machine, tagging, packing etc.</li> <li>• Explain basic characteristics of solvents and chemicals, their shelflife, etc.</li> <li>• Explain effect of different chemicals on product types, colour fastness, etc. with respect to stain removing.</li> <li>• Describe customer defined and/or organization norms and tolerance for packing standards and its conformance.</li> <li>• Describe how to organize processes for efficient operation and to build overall performance of the organization.</li> <li>• Describe various garment styles and assortments related to packing.</li> <li>• Describe different types and sizes of cartons.</li> <li>• Describe various types of packing methods like poly packing, hanger packing, etc.</li> <li>• Define a checklist for different tasks within specified area of packing.</li> </ul>	<ul style="list-style-type: none"> <li>• Identify finishing operation required to finish the desired product.</li> <li>• Review orders received from the supervisor as per style/product category/class.</li> <li>• Organize processes or subprocesses of finishing like thread cutting, spotting, etc. in a defined sequence to ensure productivity and quality.</li> <li>• Split finishing operations for a particular style of product category into discrete processes or subprocesses (thread cutting, spotting, ironing, washing, dry cleaning etc.)</li> <li>• State customer defined norms and/or organization norms related to finishing.</li> <li>• Ensure availability of materials, resources, tools and equipment as needed for execution of task as per process sequence.</li> <li>• State tolerance considerations for quality.</li> <li>• Report to the supervisor in case of any doubt or shortage of materials.</li> <li>• Identify tasks required to perform packing operation.</li> <li>• Arrange various materials and accessories as per requirement to do the task of packing.</li> <li>• Explain operation and handling of packing tools and equipment like sealing equipment, poly packing, tagging, labelling, specialty packing modes etc.</li> <li>• Interpret the job card to understand packing mode and styles as per product category/class/customer instructions.</li> </ul>

### Classroom Aids:

Charts, Models, Flip Chart, White-Board/SmartBoard, 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.

**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)

## Module Name 7: Carry out the process of Finishing & packing Operations

**Mapped to AMH/N2256 V 4.0**

### 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: 25:00</i>	<i>Duration:65:00</i>
<b>Theory – Key Learning Outcomes</b>	<b>Practical – Key Learning Outcomes</b>
<ul style="list-style-type: none"> <li>• Describe finishing processes with innovative advices to enhance productivity and reduce wastages.</li> <li>• Describe mathematical calculations required with respect to the material consumption, wastage, etc. done in the finishing department.</li> <li>• Describe correction of different types of stains with the help of stain removing chemicals product wise.</li> <li>• Describe the various types of customer labels, washing labels, size labels, tags etc.</li> <li>• Describe how to do packing as per invoice.</li> <li>• Describe different types of customer labels, washing labels, tags etc.</li> <li>• Explain how to mark basic packing details on cartons.</li> <li>• Describe the weighing methods of packed goods.</li> </ul>	<ul style="list-style-type: none"> <li>• Check the products at predefined stages as per customer/company norms and standards.</li> <li>• Identify and rectify (if possible) the defects found.</li> <li>• Ensure there is no accumulation of materials at any process stage.</li> <li>• Ensure standards, reference sample, templates etc. are available at respective process stages.</li> <li>• Coordinate with supervisor who further coordinates with the planning and packing department to ensure materials are processed and delivered as per priority for delivery schedule.</li> <li>• Adhere to the specifications mentioned in the job card while packing materials.</li> <li>• Identify the final shipment dates.</li> <li>• Identify the importance of in-time support and creative ideas to enhance productivity and reduce wastage.</li> <li>• Escalate damaged/defective goods/pieces to quarantine.</li> <li>• Follow checklist defined for packing.</li> <li>• Ensure rectification of repairable faults like crease removal, stain removal etc.</li> <li>• Follow supervisor instructions in case of doubts.</li> <li>• Classify goods as damaged/defective.</li> </ul>
<b>Classroom Aids:</b>	

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)

## Module Name 8: Maintain health, safety and security in the washing department with Gender & PwD Sensitization

Mapped to AMH/N2257 V 4.0

### 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: 15:00</i>	<i>Duration: 15:00</i>
<b>Theory – Key Learning Outcomes</b>	<b>Practical – Key Learning Outcomes</b>
<ul style="list-style-type: none"> <li>• Describe safe handling procedures of tools and equipment like scissors, knives, etc.</li> <li>• Ensure safety and security in handling of tools and equipment with the help of gloves, nose masks, etc.</li> <li>• Describe hazards related to damage to organization's assets and records.</li> <li>• Explain the importance of potential hazards related to equipment like electric iron for electric shock and heat burn.</li> <li>• Describe potential chemical hazards related to chemicals used in spotting (stain removing) like solvents for touch, smell, eye contact etc.</li> <li>• Describe fire hazards related to volatile solvents used in spotting like white petrol, acetone etc.</li> <li>• Describe MSDS and first aid procedures related to chemicals coming accidentally in contact.</li> </ul>	<ul style="list-style-type: none"> <li>• Participate in mock-drills/evacuation procedures organized at the workplace.</li> <li>• Undertake first-aid, fire-fighting, and emergency response training.</li> <li>• Demonstrate basic first aid.</li> <li>• Demonstrate basic CPR.</li> <li>• Check the workplace and work processes for potential risks and threats like physical injuries/disability if in direct contact with the chemicals, fire, etc.</li> <li>• State product compliance requirements like standards for shade, colour types, chemical permissible tolerance, etc.</li> <li>• Ensure process compliance requirements.</li> <li>• Identify potential risks and threats associated with workplace and equipment like, hot iron, knife, stain removers etc.</li> </ul>
<b>Classroom Aids:</b>	
Charts, Models, Flip Chart, White-Board/SmartBoard, Marker, Duster	
<b>Tools, Equipment, and Other Requirements</b>	
Safety & personal protective equipment like gloves, nose masks, etc	
Training kit (Trainer guide, Presentations), appropriate personal protective equipment (PPE), first aid box with all contents, first aid kit.	

## Module Name 9 : Maintain work area, tools and machines

Mapped to AMH/N0102 V 16.0

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

## Module Name 10: Comply with industry, regulatory, organizational requirements and Greening of Job Roles

**Mapped to AMH/N0102 V 22.0**

### 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:20:00</i>
<b>Theory – Key Learning Outcomes</b>	<b>Practical – Key Learning Outcomes</b>
<ul style="list-style-type: none"> <li>• State the importance of having an ethical and value-based approach to governance.</li> <li>• State benefits to self and the organisation due to practice of values and ethics.</li> <li>• State the importance of punctuality and attendance.</li> <li>• State customer specific requirements mandated as a part of the work process.</li> <li>• State country/customer specific regulations for the apparel sector and their importance.</li> <li>• State reporting procedure of the organisation in case of deviations.</li> <li>• State limits of personal responsibility.</li> <li>• Report any possible deviation to regulatory requirements.</li> <li>• Clarify doubts on policies and procedures, from the supervisor or other authorized personnel.</li> </ul>	<ul style="list-style-type: none"> <li>• Provide support to the supervisor and team members in enforcing the organisational considerations.</li> <li>• Identify procedures to follow if legal, regulatory and ethical requirements of the organisation are not met.</li> <li>• Interpret correctly legal, regulatory and ethical requirements specific to the apparel industry.</li> <li>• Carry out work functions in accordance with organizational standards, greening solutions, procedures, policies, legislation and regulations.</li> <li>• Apply and follow these policies and procedures within your work practices and inculcate sustainable consumption practices</li> <li>• Actively get involved in improving the performance of the organization in line with their own role and responsibilities and support adaptation to more environmentally friendly processes.</li> <li>• Handle materials, equipment, computer and software safely and correctly to maintain a clean and hazard free working area and support adaptation to more environmentally friendly processes</li> <li>• All soft copies of design work to be maintained in files as well for future reference</li> <li>• Follow the organisational policies and procedures within limits of self-authority.</li> <li>• Carry out running maintenance and/or cleaning within one's responsibility and agreed schedules and Deal with work interruptions effectively.</li> <li>• Report unsafe equipment and other dangerous occurrences to concerned personnel</li> <li>• Use cleaning equipment and methods appropriate for the work to be carried out</li> <li>• Request for upgrading of system or software when required for effective working and maintain a backup file when working on various</li> </ul>

design software

**Classroom Aids:**

Charts, Models, Flip Chart, White-Board/SmartBoard, Marker, Duster

**Tools, Equipment, and Other Requirements**

Basic Stationery

## Module Name 11 : **Employability Skills for Persons with Disabilities (70 hours)** (PWD/N0501)

S. No	Module Name	Duration (hours)
1.	Introduction to Employability Skills	3
2.	Constitutional values - Citizenship	2
3.	Becoming a Professional in the 21st Century	3
4.	Basic English Skills	10
5.	Communication Skills	5
6.	Essential Digital Skills	10
7.	Diversity & Inclusion	3
8.	Financial and Legal Literacy	6
9.	Career Development & Goal Setting	5
10.	Customer Service	5
11.	Getting Ready for Apprenticeship & Jobs	10
12.	Disability Specific Skills	5
13.	Entrepreneurship	3
	<b>Total</b>	<b>70</b>

### Key Learning Outcomes

#### Introduction to Employability Skills

**Duration: 3 Hours**

After completing this programme, participants will be able to:

- 1.1 Explain the Importance of Employability Skills
- 1.2 List the benefits of e learning
- 1.3 Explore the Future of Work

#### Constitutional values - Citizenship

**Duration: 2 Hours**

- 2.1 Explain the Constitutional Values, including civic rights and duties, citizenship, responsibility towards society and personal values and ethics such as honesty integrity, caring and respecting others that are required to become a responsible citizen and its Guiding Principles, basic details of RPwD Act 2016, different types of disability, flagship schemes of the Department including Skilling, Scholarship, ADIP and UDID cards
- 2.2 Practice ways to Protect the Environment

#### Becoming a Professional in the 21st Century

**Duration: 3 Hours**

- 3.1 Discuss importance of relevant 21st Century Skills on Employability
- 3.2 Exhibit 21<sup>st</sup> century skills in personal & professional life about self-qualities including abilities & disability,
- 3.3 Describe the benefits of Critical Thinking and Decision-Making

#### Basic English Skills

**Duration: 10 Hours**

- 4.1 Discuss the importance of learning English
- 4.2 Describe words, objects, surroundings, and processes using adjectives
- 4.3 Illustrate benefits of being attentive during communication
- 4.4 Differentiate between response & questions
- 4.5 Use expressions appropriately to convey information to others
- 4.6 List different types of sentences
- 4.7 Apply punctuations appropriately in a sentence
- 4.8 Write simple sentences using correct words order
- 4.9 Read and understand Job descriptions to one's own skills & education
- 4.10 Write applications and cover letters in various contexts

#### Communication Skills

**Duration: 5 Hours**

- 5.1 Discuss importance of Communication, types, and characteristics of effective communication
- 5.2 Write letter, email, resume etc
- 5.3 Practice non-verbal communication appropriately in different contexts
- 5.4 Practice communication effectively (formal and informal)
- 5.5 Use text messaging for effective workplace communication

### Essential Digital Skills

- 6.1 Discuss significance of digital skills in everyday life/work
- 6.2 Recognize parts & functions of a computer & its operation with screen reader software
- 6.3 create MS Word file using all basic features
- 6.4 Discuss significance of Search Engines to find relevant information using keyboards
- 6.5 Operate Social Media platforms safely
- 6.6 Discuss significance of safe search and protection from cyber crime
- 6.7 Use Email effectively for sharing files and other documents
- 6.8 Explain ways to learn using Mobile Applications
- 6.9 Create meeting invite using Online Meeting Tools like google meet/Zoom
- 6.10 Explore Popular Sites for Learning and Career Growth

**Duration: 10 Hours**

### Diversity & Inclusion

- 7.1 Describe value of Diversity in the workplace
- 7.2 Support in creating Inclusive workplace
- 7.3 Follow Prevention of Sexual Harassment in the - Workplace [POSH]

**Duration: 3 Hours**

### Financial and Legal Literacy

- 8.1 Manage income and monthly expenditure
- 8.2 Understand processes & basics of banking like types of accounts, and doing transactions safely using passbooks, cheques, debit, and credit cards
- 8.3 Operate online banking and Digital Transactions
- 8.4 Make online payments securely
- 8.5 Make effective saving plans
- 8.6 Use policies and guidelines of the Government appropriately on requirement

**Duration: 6 Hours**

### Career Development & Goal Setting

- 9.1 Prepare oneself for the World of Work
- 9.2 Match Interests and Abilities with the choice of Career
- 9.3 Create a career pathway
- 9.4 Conduct Market scan for employment opportunities
- 9.5 Implement long term and short term goals in setting career

**Duration: 5 Hours**

### Customer Service

- 10.1 Provide services and build relationship with customer
- 10.2 Deal with different types of Customers
- 10.3 Identify Customer needs
- 10.4 Use simple techniques for communicating with Customers
- 10.5 Close Sales and take Customer feedback

**Duration: 5 Hours**

### Getting Ready for apprenticeship & Jobs

- 11.1 Maintain personal grooming and hygiene
- 11.2 Create resume
- 11.3 Prepare & follow up for an Interview
- 11.4 Decode Interviews in advance
- 11.5 Handle rejection and failure
- 11.6 Participate in Industry Visit: 1 Hour
- 11.7 Make reflections post Industry Visit
- 11.8 Register on portals (Urban company, Helpr, etc) to explore relevant Job opportunities
- 11.9 Apply for Jobs using Online Portals
- 11.10 Enroll as Apprentice on NAPS

**Duration: 10 Hours**

### Disability Specific Skills

- 12.1 Prepare for Livelihood Reality
- 12.2 Identify key abilities and perform at par with others
- 12.3 Create solution-oriented approach towards challenges/barriers
- 12.4 Exhibit skills to gain respect
- 12.5 Create a harmonious work environment at the Workspace

**Duration: 5 Hours**

### Entrepreneurship

- 13.1 Recognize the roles and responsibilities of an entrepreneur
- 13.2 Differentiate between Self-Employment & Entrepreneurship
- 13.3 Conduct an effective Market Scan

**Duration: 3 Hours**

## Annexure

### Trainer Requirements

Trainer Prerequisites						
Minimum Educational Qualification	Specialization	Relevant Industry Experience		Training Experience		Remarks
		Years	Specialization	Years	Specialization	
High School		6 Year	Finishing	0	Finishing	The candidate should possess good knowledge and experience of using Finishing and packing tools and equipments and should be aware of the Finishing and packing processes. etc. The candidate should be able to communicate in English and local language. He /she should have knowledge of equipment, tools, material, Safety, Health & hygiene.
Senior Secondary		5 Year	Finishing	0	Finishing	
Diploma		4 Year	Finishing	0	Finishing	
Graduation		3 Year	Finishing	0	Finishing	
Post graduate diploma		2 Year	Finishing	0	Finishing	
Post Graduate Degree in relevant trade or sector		1 Year	Finishing	0	Finishing	
Trainer Certification						
Domain Certification	Platform Certification	Disability specific Top Up training				
Certified to TOT for Job Role: 'Finisher and Packer' mapped to QP: "AMH/Q2255" Minimum accepted score is 80%	Recommended that the Trainer is certified for the Job Role: "Trainer", mapped to the Qualification Pack: "Master Trainer (VET and Skills) MEP/Q2601 v2.0". Minimum accepted score is 80%.	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. 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.
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## Assessor Requirements

Assessor Prerequisites						
Minimum Educational Qualification	Specialization	Relevant Industry Experience		Training Experience		Remarks
		Years	Specialization	Years	Specialization	
ITI		4 Year	Finishing	0	Finishing	The candidate should possess good knowledge and experience of using Finishing and packing tools and equipments and should be aware of the Finishing and packing processes. etc. The candidate should be able to communicate in English and local language. He /she should have knowledge of equipment, tools, material, Safety, Health & hygiene.
Diploma		4 Year	Finishing	0	Finishing	
Graduation		3 Year	Finishing	0	Finishing	
Post graduate diploma		2 Year	Finishing	0	Finishing	
Post Graduate Degree in relevant trade or sector		1 Year	Finishing	0	Finishing	
Assessor Certification						
Domain Certification	Platform Certification		Disability specific Top Up training			
Certified to T O A f o r Job Role: Finisher and Packer' mapped to QP: "AMH/Q2255" Minimum accepted score is 80%	Recommended that the Assessor is certified for the Job Role: "Assessor", mapped to the Qualification Pack: "Assessor (VET and Skills) MEP/Q2701 v2.0". Minimum accepted % as per respective SSC guidelines is 80%.		The Inclusive Assessor should certified in Disability Specific Top Up Training conducted by SCPwD with minimum accepted score of 80% as per SCPwD guidelines.			

### Trainer Prerequisites Employability Skills

Minimum Educational Qualification	Specialization	Relevant Industry Experience		Training/Assessment Experience		Remarks
		Years	Specialization	Years	Specialization	
<b>Graduate/CITS</b>	Any discipline			2	Teaching experience	Prospective ES trainer should: <ul style="list-style-type: none"> <li>• have good communication skills</li> <li>• be well versed in English</li> <li>• have digital skills</li> <li>• have attention to detail</li> <li>• be adaptable</li> <li>• have willingness to learn</li> </ul>
<b>Current ITI trainers</b>	Employability Skills Training (3 days full-time course done between 2019-2022)					
<b>Certified current EEE (155 hours) trainers</b>	from Management SSC (MEPSC)					
<b>Certified Trainer</b>	Qualification Pack: Trainer (MEP/Q0102)					

### Trainer Certification Employability Skills

Domain Certification	Platform Certification
<b>Certified in 60-hour Employability NOS (2022), with a minimum score of 80%</b> OR <b>Certified in 120-, 90-hour Employability NOS (2022), with a minimum score of 80%</b>	NA

Master Trainer Prerequisites Employability Skills						
Minimum Educational Qualification	Specialization	Relevant Industry Experience		Training/Assessment Experience		Remarks
		Years	Specialization	Years	Specialization	
Graduate/CITS	Any discipline			3	Employability Skills curriculum training experience with an interest to train as well as orient other	Prospective ES Master trainer should: <ul style="list-style-type: none"> <li>• have good communication skills</li> <li>• be well versed in English</li> <li>• have basic digital skills</li> </ul>
Certified Master Trainer	Qualification Pack: Master Trainer (MEP/Q2602			3	EEE training of Management SSC (MEPSC) (155 hours)	<ul style="list-style-type: none"> <li>• have attention to detail</li> <li>• be adaptable</li> <li>• have willingness to learn</li> <li>• be able to grasp concepts fast and is creative with teaching practices and likes sharing back their learning with others</li> </ul>

Master Trainer Certification Employability Skills	
Domain Certification	Platform Certification
<p><b>Certified in 60-hour Employability NOS (2022), with a minimum score of 90%.</b> OR <b>Certified in 120-, 90-hour Employability NOS (2022), with a minimum score of 90%</b></p>	NA

## 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

<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.