



Model Curriculum

QP Name: Self Employed Tailor (Divyangjan)- SHI

QP Code: PWD/AMH/Q1947

QP Version: 2.0

NSQF Level: 4

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	Apparel Made-Ups & Home Furnishing
Sub-Sector	Apparel
Occupation	Self Employed Tailor
Country	India
NSQF Level	4
Aligned to NCO/ISCO/ISIC Code	NCO-2015/7531.0100
Minimum Educational Qualification and Experience	<p>12th grade pass</p> <p>OR</p> <p>11th grade pass with 1 year experience</p> <p>OR</p> <p>Completed 2nd year of 3-year diploma (after 10th) and pursuing regular diploma</p> <p>OR</p> <p>10th grade pass plus 1-year NTC/ NAC plus 1 year experience</p> <p>OR</p> <p>10th Grade pass with 2 year NTC (after 10th)</p> <p>OR</p> <p>10th Grade Pass with 2 year relevant experience</p> <p>OR</p> <p>8th grade pass plus 2-year NTC (after 8th) plus 1 Year NAC/CITS with 1 year of relevant experience</p> <p>OR</p> <p>10th grade pass and pursuing continuous schooling</p> <p>OR</p> <p>Previous relevant Qualification of NSQF Level 3.0 with minimum</p>

	education as 8th Grade pass with 3 year of relevant experience
	Min 18 Years
Pre-Requisite License or Training	NA
Minimum Job Entry Age	18 Years
Last Reviewed On	17-11-2022
Next Review Date	17-11-2026
NSQC Approval Date	5-01-2023
QP Version	2.0
Model Curriculum Creation Date	17-11-2022
Model Curriculum Valid Up to Date	17-11-2026
Model Curriculum Version	2.0
Minimum Duration of the Course	570 Hrs.
Maximum Duration of the Course	570 Hrs.

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 will be able to:

- Explain the objectives of the program
- List the career opportunities and projected growth in spa services
- Explain the roles & responsibilities of an Assistant Spa Therapist
- Carry out preparation and maintenance of work area
- Describe the application of health and safety practices at the workplace
- Describe the importance of personal hygiene and grooming while executing task
- Carry out simple spa services and assistive tasks for advanced spa services

Compulsory Modules

The table lists the modules, their duration and mode of delivery.

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 (PwD)	60:00hrs	30:00hrs	–	–	90:00hrs
Module 1. Learn Basic Indian Sign Language (ISL) Bridge Module (PwD)	15:00hrs	12:00hrs	–	–	27:00hrs
Module 2. Use Basic English Bridge Module (PwD)	27:00hrs	12:00hrs	–	–	39:00hrs
Module 3. Personal and Social Skill Bridge Module (PwD)	09:00hrs	03:00hrs	–	–	12:00hrs
Module 4. Professional & Ethical Behaviour in the Workplace	09:00hrs	03:00hrs	–	–	12:00hrs

Bridge Module (PwD)					
Module 5. Introduction and Orientation- Bridge Module	15:00	15:00	NA	NA	30:00
Module 6. Maintain work area, tools and machines AMH/N0102: Maintain work area, tools and machines	10:00	20:00	NA	NA	30:00
Module 7. 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	15:00	15:00	NA	NA	30:00
Module 8. Drafting the fabric AMH/N1947: Drafting and Cutting the Fabric	30:00	30:00	NA	NA	60:00
Module 9. Cutting the fabric AMH/N1947: Drafting and Cutting the Fabric	15:00	15:00	NA	NA	30:00
Module 10. Preparation for sewing the dress materials and common household textiles AMH/N1948: Carry out the process of sewing for dress materials and common household items of textiles	60:00	30:00	NA	NA	90:00
Module 11. Sewing the dress materials and common household items of textiles AMH/N1948: Carry out the process of sewing for dress materials and common household items of textiles	15:00	15:00	NA	NA	30:00

Module 12. Carry out inspections and alterations to adjust corrections for fittings AMH/N1949: Carry out inspections and alterations to adjust corrections for fittings	30:00	30:00	NA	NA	60:00
Module 13. Maintain health, safety and security in tailoring shop with Gender & PwD Sensitization AMH/N1950: Maintain health, safety and security in tailoring shop with Gender & PwD Sensitization	15:00	15:00	NA	NA	30:00
Module 14. Soft Skills	15:00	15:00	NA	NA	30:00
Employability Skills DGT/VSQ/N0102	60:00	00:00	00:00	00:00	60:00
Introduction to Employability Skills	1.5	0:00	0:00	0:00	1.5
Constitutional values –Citizenship	1.5	0:00	0:00	0:00	1.5
Becoming a Professional in the 21st Century	2.5	0:00	0:00	0:00	2.5
Basic English Skills	10	0:00	0:00	0:00	10
Career Development & Goal Setting	2	0:00	0:00	0:00	2
Communication Skills	5	0:00	0:00	0:00	5

Diversity & Inclusion	2.5	0:00	0:00	0:00	2.5
Financial and Legal Literacy	5	0:00	0:00	0:00	5
Essential Digital Skills	10	0:00	0:00	0:00	10
Entrepreneurship	7	0:00	0:00	0:00	7
Customer Service	5	0:00	0:00	0:00	5
Getting Ready for Apprenticeship & Jobs	8	0:00	0:00	0:00	8
Total	240:00	330:00	0:00	0:00	570

Module Details

Module 1: Learn Basic Indian Sign Language (ISL)

Mapped to: Bridge Module

Terminal Outcomes:

- Communicate using basic Indian Sign Language

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

Module 2: Use Basic English

Mapped to: Bridge Module

Terminal Outcomes:

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

Duration: 27:00	Duration: 12:00
Theory – Key Learning Outcomes	Practical – Key Learning Outcomes
<ul style="list-style-type: none"> • Recognise words and phrases related to formal and informal greetings. • Recognise simple personal information about self and others when shared in writing (e.g., name, age, place of residence etc.). • Recognise very simple words related to home, 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 3: Personal and Social Skill

Mapped to: Bridge Module

Terminal Outcomes:

- Manage Professional and Social behaviour.

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

Module 4: Professional & Ethical Behavior in the Workplace

Mapped to: Bridge Module

Terminal Outcomes:

- Maintain professional and ethical behavior 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

Mapped to Bridge Module

Terminal Outcomes:

- Describe the outline of the Apparel industry in India
- Recognize various employment opportunities for a 'Self Employed Tailor' in the apparel industry.
- Identify apparel production process and the role that the 'Self Employed Tailor' plays in the process.

Duration: <15:00>	Duration: <15:00>
Theory – Key Learning Outcomes	Practical – Key Learning Outcomes
<ul style="list-style-type: none"> • Describe the size and scope of the apparel industry. • Explain roles and responsibilities of a 'Fabric Checker'. • Describe various employment opportunities for a 'Fabric Checker' in the apparel industry. • Describe the apparel production process and the role that the 'Fabric Checker' plays in the process. 	
Classroom Aids:	
Charts, Models, Flip Chart, White-Board/Smart Board, Marker, Duster	
Tools, Equipment and Other Requirements	

Module Name 6 : Maintain work area, tools and machines

Mapped to (AMH/N0102) V2.0

Terminal Outcomes:

- Identify how to clean the tools
- Identify how to make safe cleaning of tools
- Identify how to layering spreading process
- Importance of effective communication with colleagues and supervisors.

Duration: <10:00>	Duration: <20:00>
<p>Theory – Key Learning Outcomes</p> <ul style="list-style-type: none"> • Describe safe working practices for the cleaning and maintenance of equipment. • Describe the effects of contamination on products i.e. Machine oil, dirt etc. • Describe various machines used for layering and spreading processes. • Describe various markers and tools that are required for marking. • Describe different types of cutting machines like scissors, straight knife, band knife, laser cutting machine, etc. • List procedures to conduct maintenance of tools and equipment. • 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. • schedules and limits of responsibility. • Carry out safe working practices for the cleaning and maintenance of equipment. • Maintain a comfortable position with correct posture while working. • Store cleaning equipment safely at the designated place after use. • Describe the company's quality standards. • Describe the types of records kept and the methods to complete the records. 	<p>Practical – Key Learning Outcomes</p> <ul style="list-style-type: none"> • Identify different types of cleaning equipment and substances and their use. • Use correct lifting and handling procedures. • Carry out regular running maintenance of tools and equipment within agreed timeline. • Identify different ways of minimizing wastage. • Dispose off waste safely in the designated location. • Carry out cleaning according to schedules and limits of responsibility. • Explain the importance of effective communication with colleagues and supervisors. • Identify the lines of communication, authority and reporting procedures. • Identify the importance of complying with written instructions. • Report quality issues to appropriate people. • State the importance of keeping accurate records concerning quality. • State safe working practices and organizational procedures. • Identify limits of self-responsibility. • Identify the ways of resolving problems within the work area.
<p>Classroom Aids:</p>	
<p>Charts, Models, Flip Chart, White-Board/SmartBoard, Marker, Duster</p>	
<p>Tools, Equipment, and Other Requirements</p>	

Module Name 7: Comply with industry, regulatory, organizational requirements and Greening of Job Roles

Mapped to (AMH/N0104)V2.0

Terminal Outcomes:

- Carry out the activities of E-commerce
- Follow export-related practices
- Maintain product packaging SOPs

<i>Duration: <15:00></i>	<i>Duration: <15:00></i>
Theory – Key Learning Outcomes	Practical – Key Learning Outcomes
<ul style="list-style-type: none"> • State the importance of having an ethical and value-based approach to governance. • State benefits to self and the organisation due to practice of values and ethics. • State the importance of punctuality and attendance. • State customer specific requirements mandated as a part of the work process. • State country/customer specific regulations for the apparel sector and their importance. • State reporting procedure of the organisation in case of deviations. • State limits of personal responsibility. • Report any possible deviation to regulatory requirements. • Clarify doubts on policies and procedures, from the supervisor or other authorized personnel. • Follow the organisational policies and procedures within limits of self-authority. 	<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 legislation and regulations, organizational guidelines and procedures.
Classroom Aids:	
Charts, Models, Flip Chart, White-Board/SmartBoard, Marker, Duster	
Tools, Equipment, and Other Requirements	
Basic Stationery	

Module Name 8: Drafting the fabric

Mapped to (AMH/N1947)V2.0

Terminal Outcomes:

- Identify the fashion vogue
- Identify deferent types of fabric
- Identify the deress form
- Identify the correct handling of measuring equipment
- Identify the basics of drafting and use of tools required and fabric cutting

<i>Duration: <:30:00></i>	<i>Duration: <:30:00></i>
Theory – Key Learning Outcomes	Practical – Key Learning Outcomes
<ul style="list-style-type: none"> • Describe the various types of fabrics such as woven, knits; cotton, silk, georgette, crepe. • Describe the standard size chart for women, men and children. • Describe the process of paper drafting. • Take body measurement of the customer or the product. • Select the appropriate tools & materials for drafting. • Describe the methods of calculating the number of components required. • Describe the main characteristics of the materials and how to identify them. • Describe the concept of fabric shrinkage. • Describe various types of trims and accessories such as buttons, zippers, sequins, beads, etc. 	<ul style="list-style-type: none"> • Identify customer requirements with respect to style and fashion in vogue. • Identify various characteristics of fabrics such as softness, drape, stretchability etc. • Identify various marking tools and equipment like L-scale, leg curve scale, measuring tape, tracing wheel, etc. • Cut the paper pattern as per the measurement. • Mark the measurements of a garment on a piece of paper with the help of the tools and make the standard patterns for reference. • Place the cut components of paper for cutting the cloth.
Classroom Aids:	
Charts, Models, Flip Chart, White-Board/SmartBoard, Marker, Duster	
Tools, Equipment, and Other Requirements	
<p>Domestic Sewing Machines, Bobbin, Bobbin Case, Fabric, good quality muslin mandatory, other types optional for stitching and embroidery, qnt may vary), Fabric/Trims And Accessories/seams types Swatch File, First Aid Box, Cutting Table/Pattern Table, Small screw driver with screws, Overlock Machine , Sewing Kit Includes thread clipper/ thumb trimmer ,seam ripper , tracing wheel etc, Garments , Made Ups And Home Furnishing Articles, each, Iron And Iron Table, Types Of Scales: normal straight big ruler, hip curve, leg shaper, pattern master, French curve , Tailors Chalk , Basic Stationary, Calculator, Documents set like Spec Sheet, size chart, Mannequin(Male or female Size M), Dexterity Test Kit, Other books and Documents samples, Students Book/Manual, Dustbin , Baskets/Boxes For Storing,Hanger, Cleaning Cloth, Sewing Threads (Surplus thread is used for stitching .The quantity, thread packaging, variety may vary as per requirement), , Hand Needle, various sizes for embroidery and hemming, Machine Needle, various sizes, Embroidery frame, Dress Maker's Pin ,Pins & Safety Pins, Pin Cushion, Students Stools For Sewing, Teachers Table, Teacher's Chair, First Aid Box, White /Black Board , Labels And Stickers, Board Eraser And Marker/Chalk, Fire Extinguisher, Students Chairs With Table Arms, Pattern Papers &tracing paper, Trims And Accessories like laces, buttons, zippers (assortment), Machine Folders with Attachments, Machine Oils, Fusing, embroidery thread, Paper Cutting Scissors, packing materials, measuring tape, Fabric Cutting Scissors, Computer, and Computer Peripherals and projector</p>	

Module Name 9: Cutting the fabric

Mapped to (AMH/N1947) V2.0

Terminal Outcomes:

- Identify the Cutting tools
- Identify the use of cutting tools
- Identify the different type of cutting technique
- Describe how to reduce wastage material during cutting

<i>Duration: <15:00></i>	<i>Duration: <15:00></i>
Theory – Key Learning Outcomes	Practical – Key Learning Outcomes
<ul style="list-style-type: none"> • Select the appropriate tools & materials for cutting. • Describe how to measure the length and width of the material/fabric before starting to cut. • Describe the various cutting methods and the means of operations and subsequent operations. • Explain the process of cutting out, trimming, marking up and fitting. • Describe how to avoid fabric/material wastage while cutting. 	<ul style="list-style-type: none"> • Identify various cutting tools and equipment like scissors, shears, etc. • Identify the required fabric cutting technique in order to cut neatly & with precision. • Identify the quantity of material required for a particular garment. • Lay the fabric on the table in accordance with fabric grain line, designs, checks or plaids, etc. • Cut the various garment components with precision. • Avoid fabric/material wastage while cutting. • Organise cut components in a suitable bundle tied together • Ensure there are no defects on the material.
Classroom Aids:	
Charts, Models, Flip Chart, White-Board/SmartBoard, Marker, Duster	
Tools, Equipment, and Other Requirements	
<p>Domestic Sewing Machines, Bobbin, Bobbin Case, Fabric, good quality muslin (mandatory, other types optional for stitching and embroidery, qty may vary), Fabric/Trims And Accessories/seams types Swatch File, First Aid Box, Cutting Table/Pattern Table, Small screw driver with screws, Overlock Machine, Sewing Kit Includes thread clipper/thumb trimmer, seam ripper, tracing wheel etc, Garments, Made Ups And Home Furnishing Articles, each, Iron And Iron Table, Types Of Scales: normal straight big ruler, hip curve, leg shaper, pattern master, French curve, Tailors Chalk, Basic Stationary, Calculator, Documents set like Spec Sheet, size chart, Mannequin (Male or female Size M), Dexterity Test Kit, Other books and Documents samples, Students Book/Manual, Dustbin, Baskets/Boxes For Storing, Hanger, Cleaning Cloth, Sewing Threads (Surplus thread is used for stitching. The quantity, thread packaging, variety may vary as per requirement), Hand Needle, various sizes for embroidery and hemming, Machine Needle, various sizes, Embroidery frame, Dress Maker's Pin, Pins & Safety Pins, Pin Cushion, Students Stools For Sewing, Teachers Table, Teacher's Chair, First Aid Box, White /Black Board, Labels And Stickers, Board Eraser And Marker/Chalk, Fire Extinguisher, Students Chairs With Table Arms, Pattern Papers & tracing paper, Trims And Accessories like laces, buttons, zippers (assortment), Machine Folders with Attachments, Machine Oils, Fusing, embroidery thread, Paper Cutting Scissors, packing materials, measuring tape, Fabric Cutting Scissors, Computer, and Computer Peripherals and projector</p>	

Module Name 10: Preparation for sewing the dress materials and common household textiles

Mapped to (AMH/N1948) V2.0

Terminal Outcomes:

- Describe basic embroidery stitches.
- Identify the machine and machine parts
- Identify the customer requirements.

<i>Duration: <60:00></i>	<i>Duration: <30:00></i>
Theory – Key Learning Outcomes	Practical – Key Learning Outcomes
<ul style="list-style-type: none"> • Describe customer requirements for stitching quality and product design. • Describe how to operate the manual, semi- manual and electrically operated sewing machine. • Set machines according to manufacturers' instructions and sewing requirements. • Set machine controls for the materials being stitched. • Describe how to make the costsheet. 	<ul style="list-style-type: none"> • Perform a test run to ensure the machine is operating correctly. • Identify the sequence of sewing the cut components. • Identify the customer requirements • Identify the final cost of the dress.
Classroom Aids:	
Charts, Models, Video presentation, Flip Chart, White-Board/SmartBoard, Marker, Duster	
Tools, Equipment, and Other Requirements	
Domestic Sewing Machines, tools and equipment required for embroidery, fabric, trims and accessories, tailor's chalk, documents like cost sheet, sewing kit, measuring tape, bobbin and bobbin case, fabric cutting scissors, cleaning cloth, screws with screwdrivers, fusing, threads, iron and iron table, Dress Maker's Pin, sewing needles, tools and equipment for embroidery	

Module Name 11: Sewing the dress materials and common household items of textiles

Mapped to (AMH/N1948)V 2.0

Terminal Outcomes:

- Understand the various embroidery
- Understand the various types of stitches
- Identify how to joint the components

<i>Duration: <15:00></i>	<i>Duration: <15:00></i>
Theory – Key Learning Outcomes	Practical – Key Learning Outcomes
<ul style="list-style-type: none"> • Describe various types of basic embroidery stitches. • Describe the full component of garment. • Describe how to joint the garment. 	<ul style="list-style-type: none"> • Explain the basic principles of costing. • Make a final cost sheet. • Join cut components by stitching. • Carry out hand sewing (kaj making, buttonfixing, hemming, or basic embroidery etc.)
Classroom Aids:	
Charts, Models, Flip Chart, White-Board/SmartBoard, Marker, Duster	
Tools, Equipment, and Other Requirements	
<p>Domestic Sewing Machines, tools and equipment required for embroidery, fabric, trims and accessories, tailor's chalk, documents like cost sheet, sewing kit, measuring tape, bobbin and bobbin case, fabric cuttingscissors, cleaning cloth, screws with screwdrivers, fusing, threads, iron and iron table, Dress Maker's Pin, sewing needles, tools and equipment for embroidery</p>	

Module Name 12: Carry out inspections and alterations to adjust corrections for fittings

Mapped to (AMH/N1949)V 2.0

Terminal Outcomes:

- Identify the correct tools required for changes in garment
- Identify how to make the alter the garment as per the record
- Identify the process of final checking of garment

<i>Duration: <30:00></i>	<i>Duration: 30:00></i>
Theory – Key Learning Outcomes	Practical – Key Learning Outcomes
<ul style="list-style-type: none"> • Describe the skills, tools and equipment required for incorporating changes in garments as per alteration needs. • Check size and fit of the dress materials from the customers. • Describe handling of a seam ripper. • Make a record to alter the garment 	<ul style="list-style-type: none"> • Carry out alterations as per records. • Record required alteration measurements and instructions on tags or labels and attach them to garments.
Classroom Aids:	
Charts, Models, Flip Chart, White-Board/Smart Board, Marker, Duster	
Tools, Equipment and Other Requirements	
Domestic Sewing Machines, tools and equipment required for embroidery, fabric, trims and accessories, tailor's chalk, documents like cost sheet, sewing kit, measuring tape, bobbin and bobbin case, fabric cutting scissors, cleaning cloth, screws with screwdrivers, fusing, threads, iron and iron table, Dress Maker's Pin, sewing needles, tools and equipment for embroidery	

Module Name 13: Maintain health, safety and security in tailoring shop with Gender & PwD Sensitization

Mapped to (AMH/N1950)V 2.0

Terminal Outcomes:

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

Duration: <15:00>

Theory – Key Learning Outcomes

- 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
- Describe safe working practices for the cleaning and maintenance of equipment.
- Describe the effects of contamination on products i.e. Machine oil, dirt etc.
- Describe various machines used for layering and spreading processes
- Describe various markers and tools that are required for marking.
- Describe different types of cutting machines like scissors, straight knife, band knife, laser cutting machine, etc.
- List procedures to conduct maintenance of tools and equipment.
- Identify common faults with equipment and the method to rectify.
- Use correct lifting and handling procedures.
- Maintain a comfortable position with correct posture while working.
- Dispose off waste safely in the designated location.
- Carry out cleaning according to schedule and limits of responsibility.
- Store cleaning equipment safely at the designated place after use.
- Explain the importance of effective communication with colleagues and supervisors.
- Describe the company's quality standards.
- Describe the types of records kept and the methods to complete the records.

Duration: <15:00>

Practical – Key Learning Outcomes

- Discuss importance of training sensitization programs for gender, and PwD awareness organized at workplace.
- Identify signage related to health and safety measures.
- Identify the lines of communication, authority and reporting procedures..
- Carry out regular running maintenance of tools and equipment within agreed schedules and limits of responsibility.
- Carry out safe working practices for the cleaning and maintenance of equipment.
- Identify different ways of minimizing wastage.
- Identify different types of cleaning equipment and substances and their use.
- Handle materials and tools safely and correctly.
- Use cleaning equipment and methods appropriate for the work to be carried out.

Classroom Aids:

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

Tools, Equipment and Other Requirements

Module Name 14: Soft Skills(Bridge Module)

Terminal Outcomes:

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

<i>Duration: <15:00></i>	<i>Duration: <15:00></i>
Theory – Key Learning Outcomes	Practical – Key Learning Outcomes
<ul style="list-style-type: none"> • Explain the importance of effective communication. • Communicate effectively with others. • Follow organization procedures and maintain personal health and hygiene and avoid habits like ghutka, tobacco etc. • Manage time effectively. • Explain the importance of resume and prepare your resume. 	<ul style="list-style-type: none"> • Prepare for interviews. • Interact effectively in a group. • Identify and follow personal grooming and hygiene.
Classroom Aids:	
Charts, Models, Flip Chart, White-Board/SmartBoard, Marker, Duster	
Tools, Equipment, and Other Requirements	
Basic Stationery	

Module Name 10 : Employability Skills **DGT/VSQ/N0102**

Mapped to (Bridge Module)

Terminal Outcomes:

- Introduction to Employability Skills
- Constitutional values - Citizenship
- Becoming a Professional in the 21st Century
- Basic English Skills
- Career Development & Goal Setting
- Communication Skills
- Diversity & Inclusion
- Financial and Legal Literacy
- Essential Digital Skills
- Entrepreneurship
- Customer Service
- Getting ready for Apprenticeship & Jobs

Duration: 60:00
Key Learning Outcomes
<p>Introduction to Employability Skills Duration: 1.5 Hours</p> <p>After completing this programme, participants will be able to:</p> <ol style="list-style-type: none"> 1. Discuss the Employability Skills required for jobs in various industries 2. List different learning and employability related GOI and private portals and their usage <p>Constitutional values - Citizenship Duration: 1.5 Hours</p> <ol style="list-style-type: none"> 3. 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 4. Show how to practice different environmentally sustainable practices. <p>Becoming a Professional in the 21st Century Duration: 2.5 Hours</p> <ol style="list-style-type: none"> 5. Discuss importance of relevant 21st century skills. 6. Exhibit 21st century skills like Self-Awareness, Behavior Skills, time management, critical and adaptive thinking, problem-solving, creative thinking, social and cultural awareness, emotional awareness, learning to learn etc. in personal or professional life. 7. Describe the benefits of continuous learning. <p>Basic English Skills Duration: 10 Hours</p> <ol style="list-style-type: none"> 8. Show how to use basic English sentences for everyday conversation in different contexts, in person and over the telephone 9. Read and interpret text written in basic English

10. Write a short note/paragraph / letter/e -mail using basic English

Career Development & Goal Setting Duration: 2 Hours

11. Create a career development plan with well-defined short- and long-term goals

Communication Skills Duration: 5 Hours

12. Demonstrate how to communicate effectively using verbal and nonverbal communication etiquette.

13. Explain the importance of active listening for effective communication

14. Discuss the significance of working collaboratively with others in a team

Diversity & Inclusion Duration: 2.5 Hours

15. Demonstrate how to behave, communicate, and conduct oneself appropriately with all genders and PwD

16. Discuss the significance of escalating sexual harassment issues as per POSH act.

Financial and Legal Literacy Duration: 5 Hours

17. Outline the importance of selecting the right financial institution, product, and service

18. Demonstrate how to carry out offline and online financial transactions, safely and securely

19. List the common components of salary and compute income, expenditure, taxes, investments etc.

20. Discuss the legal rights, laws, and aids

Essential Digital Skills Duration: 10 Hours

21. Describe the role of digital technology in today's life

22. Demonstrate how to operate digital devices and use the associated applications and features, safely and securely

23. Discuss the significance of displaying responsible online behavior while browsing, using various social media platforms, e-mails, etc., safely and securely

24. Create sample word documents, excel sheets and presentations using basic features

25. utilize virtual collaboration tools to

work effectively Entrepreneurship Duration: 7 Hours

26. Explain the types of entrepreneurship and enterprises

27. Discuss how to identify opportunities for potential business, sources of funding and associated financial and legal risks with its mitigation plan

28. Describe the 4Ps of Marketing-Product, Price, Place and Promotion and apply them as per requirement

29. Create a sample business plan, for the selected business opportunity

Customer Service Duration: 5 Hours

30. Describe the significance of analyzing different types and needs of customers

31. Explain the significance of identifying customer needs and responding to them in a professional manner.
32. Discuss the significance of maintaining hygiene and dressing appropriately

Getting Ready for apprenticeship & Jobs Duration: 8 Hours 33. Create a professional Curriculum Vitae (CV)

34. Use various offline and online job search sources such as employment exchanges, recruitment agencies, and job portals respectively
35. Discuss the significance of maintaining hygiene and confidence during an interview
36. Perform a mock interview
37. List the steps for searching and registering for apprenticeship opportunities

Classroom Aids:

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

Tools, Equipment, and Other Requirements

1. Computer (PC) with latest configurations – and Internet connection with standard operating system and standard word processor and worksheet software (Licensed) (all software should either be latest version or one/two version below) As required
2. UPS As required
3. Scanner cum Printer As required
4. Computer Tables As required
5. Computer Chairs As required
6. LCD Projector As required
7. White Board 1200mm x 900mm As required

Annexure

Trainer Requirements

Trainer Prerequisites						
Minimum Educational Qualification	Specialization	Relevant Industry Experience		Training Experience		Remarks
		Years	Specialization	Years	Specialization	
High School/Senior Secondary School/ITI/Minimum 6 months Diploma/Graduation/ Post graduate diploma/Post Graduate Degree in relevant trade or sector	Fabric Checking	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	Fabric Checking	Minimum experience can be 0	Fabric Checking	The candidate should possess good knowledge of equipment, tools, material, fabric , fabric inspection techniques ,Safety, Health & hygiene and other requirements of relevant jobrole.The candidate should be able to communicate in English and local language.

Trainer Certification

Domain Certification	Platform Certification	Disability specific Top Up training
Certificate for Job Role: "Fabric Checker" mapped to QP: "AMH/Q0101"	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 Prerequisites

Minimum Educational Qualification	Specialization <Specify the areas of specialization that are desirable.>	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	Fabric Checking	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	Fabric Checking	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	Fabric Checking	The candidate should possess good knowledge of equipment, tools, material, fabric, fabric inspection techniques, Safety, Health & hygiene and other requirements of relevant jobrole. The candidate should be able to read basic English and

							communicate in local language.
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Assessor Requirements

Assessor Certification		
Domain Certification	Platform Certification	Disability specific Top Up training
Certificate for Job Role: “Fabric Checker” mapped to QP: “AMH/Q0101”	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.

Acronyms and Abbreviations

NOS	National Occupational Standard(s)
NSQF	National Skills Qualifications Framework
QP	Qualifications Pack
TVET	Technical and Vocational Education and Training

Guidelines for Trainer

Accommodation Guideline recommended for Inclusive Trainers **Persons with Speech and Hearing Impairment**

Characteristics

Students with physical disabilities may experience limitations in one of the following ways:

- 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.

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.

<p>Organisational Context</p>	<p>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.</p>
<p>Technical Knowledge</p>	<p>Technical knowledge is the specific knowledge needed to accomplish specific designated responsibilities.</p>
<p>Core Skills/ Generic Skills (GS)</p>	<p>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.</p>
<p>Electives</p>	<p>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.</p>
<p>Options</p>	<p>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.</p>