



# Model Curriculum

QP Name: Sewing Machine Operator

QP Code: PWD/AMH/Q0301

QP Version: 2.0

NSQF Level: 3

Model Curriculum Version: 2.0

Expository: Speech and Hearing Impairment (E004)

Skill Council for Person with Disability || Address: 501-City Centre, 12/5 Dwarka New Delhi – 110075

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## Training Parameters

<b>Sector</b>	Apparels
<b>Sub-Sector</b>	Apparel, Made-Ups & Home Furnishing
<b>Occupation</b>	Sewing
<b>Country</b>	India
<b>NSQF Level</b>	3
<b>Aligned to NCO/ISCO/ISIC Code</b>	NCO-2015/8153.0101
<b>Minimum Educational Qualification and Experience</b>	5th Class Pass with 3 year of Experience or 8th class pass with 1 year Experience or 8th class Pass +ITI with no experience or 8th Class Pass pursuing continuous regular schooling with no experience or 10th Class Pass with no experience or Previous relevant Qualification of NSQF Level 2 with 1 year experience. *For 5th class with No experience- OJT/internship of 12 months * For 8th class pass with no experience –OJT/internship of 4 months
<b>Pre-Requisite License or Training</b>	NA
<b>Minimum Job Entry Age</b>	18 Years
<b>Last Reviewed On</b>	28/03/2022
<b>Next Review Date</b>	30/09/2025
<b>NSQC Approval Date</b>	28/04/2022
<b>QP Version</b>	2.0
<b>Model Curriculum Creation Date</b>	27/08/2021
<b>Model Curriculum Valid Up to Date</b>	30/09/2025
<b>Model Curriculum Version</b>	2.0
<b>Minimum Duration of the Course</b>	390
<b>Maximum Duration of the Course</b>	390

## 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.

Prepare for stitching operations.

- Stitch components to produce apparels.
- Contribute to achieve product quality in stitching operations.
- Maintain the work area, tools and machines.
- Maintain health, safety and security at the workplace.
- Comply with the industry, regulatory and organizational requirements.

### Compulsory Modules

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

NOS and Module Details	Theory Duration	Practical Duration	On-the-Job Training Duration (Mandatory)	On-the-Job Training Duration (Recommended)	Total Duration
<b>Module 1: Learn Basic Indian Sign Language (ISL)</b>	15:00	12:00	NA	NA	27:00
<b>Module 2: Use Basic English</b>	27:00	12:00	NA	NA	39:00
<b>Module 3: Personal and Social Skill</b>	09:00	03:00	NA	NA	12:00
<b>Module 4: Professional &amp; Ethical Behaviour in the Workplace</b>	09:00	03:00	NA	NA	12:00
<b>Module 5 Introduction and Orientation-Bridge Module</b>	02:00	0:00	NA	NA	02:00
<b>Module 6</b> Maintain work area, tools and machines <b>AMH/N0102: Maintain work area, tools and machines</b>	05:00	16:00	NA	NA	21:00
<b>Module 7</b> Maintain health, safety and security at work place with Gender and PwD Sensitization <b>AMH/N0103: Maintain health, safety and security at work place with Gender and PwD Sensitization</b>	20:00	12:00	NA	NA	32:00

<b>Module 8</b> Comply with industry, regulatory and organizational requirements and Greening of Job roles <b>AMH/N0104: Comply with industry, regulatory and organizational requirements and Greening of Job roles</b>	05:00	10:00	NA	NA	15:00
<b>Module 9</b> Preparation for stitching operations <b>AMH/N0301: Carry out stitching activities using machine or by hand</b>	20:00	45:00	NA	NA	65:00
<b>Module 10</b> Stitch components to produce apparels <b>AMH/N0301: Carry out stitching activities using machine or by hand</b>	20:00	80:00	NA	NA	100:00
<b>Module 11</b> Contribute to achieve product quality in stitching operations <b>AMH/N0302: Contribute to achieve product quality in stitching operations</b>	15:00	45:00	NA	NA	60:00
<b>Module 12 Soft Skills</b>	03:00	02:00	NA	NA	05:00
<b>Total</b>	150:00	240:00	NA	NA	390:00

# Module Details

## Module Name 1: Learn Basic Indian Sign Language (ISL)

### Mapped to Bridge Module

### Terminal Outcomes:

- Communicate using basic Indian Sign Language

<b>Duration:</b> <15:00>	<b>Duration:</b> <12:00>
<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>	
Charts, Models, Flip Chart, White-Board/Smart Board, Marker, Duster	
<b>Tools, Equipment and Other Requirements</b>	
training kit (trainer guide, presentations) LCD TV, Visual curricula, Assistive Aid/Service, Ai-Live, Captions First, Captions 2020, Closed Capp, Let's Talk	

## Module Name 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.

<b>Duration:</b> <27:00>	<b>Duration:</b> <12:00>
<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, neighborhoods, 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>Classroom Aids:</b>	
Charts, Models, Flip Chart, White-Board/Smart Board, Marker, Duster	
<b>Tools, Equipment and Other Requirements</b>	
training kit (trainer guide, presentations) LCD TV, Visual curricula, Assistive Aid/Service, Ai-Live, Captions First, Captions 2020, Closed Capp, Let's Talk	

## Module Name 3: Personal and Social Skill

### *Mapped to Bridge Module*

#### Terminal Outcomes:

- Manage Professional and Social behaviour.

<b>Duration:</b> <09:00>	<b>Duration:</b> <03:00>
<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>	
Charts, Models, Flip Chart, White-Board/Smart Board, Marker, Duster	
<b>Tools, Equipment and Other Requirements</b>	
training kit (trainer guide, presentations) LCD TV, Visual curricula, Assistive Aid/Service, Ai-Live, Captions First, Captions 2020, Closed Capp, Let's Talk	



## Module Name 4: Professional & Ethical Behaviour in the Workplace

### Mapped to Bridge Module

#### Terminal Outcomes:

- Maintain professional and ethical behaviour in the work environment

<b>Duration:</b> <09:00>	<b>Duration:</b> <03:00>
<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 giventasks.</li> <li>• Demonstrate effective team behaviour to accomplish a given task.</li> <li>• List activities/write to seek application assistance of supervisor/peers.</li> </ul>
<b>Classroom Aids:</b>	
Charts, Models, Flip Chart, White-Board/Smart Board, Marker, Duster	
<b>Tools, Equipment and Other Requirements</b>	
training kit (trainer guide, presentations) LCD TV, Visual curricula, Assistive Aid/Service, Ai-Live, Captions First, Captions 2020, Closed Capp, Let’s Talk	

## Module Name 5: Introduction and Orientation to Sewing Machine Operator

### Mapped to Bridge Module

#### Terminal Outcomes:

- Describe the outline of the Apparel industry in India
- Recognize various employment opportunities for a ‘Sewing Machine operator’ in the apparel industry.
- Identify apparel production process and the role that the ‘Sewing Machine operator’ plays in the process.
- Understand the production process

<b>Duration:</b> <02:00>	<b>Duration:</b> <00:00>
<b>Theory – Key Learning Outcomes</b>	<b>Practical – Key Learning Outcomes</b>
<ul style="list-style-type: none"> <li>• Describe the size and scope of the apparel industry.</li> <li>• Explain the roles and responsibilities of a ‘Merchandiser – Made-ups &amp; Home Furnishing’.</li> <li>• Describe various employment opportunities for a ‘Merchandiser – Made-ups &amp; Home Furnishing’ in the apparel industry.</li> <li>• Describe the apparel production process and the role that the ‘Merchandiser – Made-ups &amp; Home Furnishing’ plays in the process.</li> <li>• Describe the apparel production process and the role that the ‘Merchandiser’ plays in the process.</li> </ul>	
<b>Classroom Aids:</b>	
Charts, Models, Flip Chart, White-Board/Smart Board, Marker, Duster	
<b>Tools, Equipment and Other Requirements</b>	
training kit (trainer guide, presentations) LCD TV, Visual curricula, Assistive Aid/Service, Ai-Live, Captions First, Captions 2020, Closed Capp, Let’s Talk	

## Module Name 6: Maintain work area, tools and machines

**Mapped to (AMH/N0102) V2.0**

**Terminal Outcomes:**

- Importance of tools and machine
- Process of cleaning, equipment
- Handling of machine and equipment
- Comfortable position with during working

<i>Duration: &lt;05:00&gt;</i>	<i>Duration: &lt;16:00&gt;</i>
<b>Theory – Key Learning Outcomes</b>	<b>Practical – Key Learning Outcomes</b>
<ul style="list-style-type: none"> <li>• Describe safe working practices for the cleaning and maintenance of equipment.</li> <li>• Describe the effects of contamination on products i.e., Machine oil, dirt etc.</li> </ul>	<ul style="list-style-type: none"> <li>• Identify different types of cleaning equipment and substances and their use.</li> <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>• 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 the 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> </ul>
<b>Classroom Aids:</b>	
Charts, Models, Flip Chart, White-Board/Smart Board, Marker, Duster	
<b>Tools, Equipment, and Other Requirements</b>	
Training kit (trainer guide, presentations). LCD TV, Visual curricula, Assistive Aid/Service, Ai-Live, Captions First, Captions 2020, Closed Capp, Let’s Talk	

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

### Mapped to (AMH/N0103) V2.0

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

<b>Duration: &lt;20:00&gt;</b>	<b>Duration: &lt;12:00&gt;</b>
<b>Theory – Key Learning Outcomes</b>	<b>Practical – Key Learning Outcomes</b>
<ul style="list-style-type: none"> <li>• Explain health and safety related practices applicable at the workplace.</li> <li>• Explain importance of complying with health, safety, gender and PwD related instructions applicable to workplace</li> <li>• Explain gender equality in apparel industry and methods.</li> <li>• Describe hazards like physical injuries, electric shock, etc. associated with operation and handling of sewing machines.</li> <li>• State compliance requirements related to stitching.</li> <li>• State organizational procedures for safe handling of equipment and machine operations.</li> <li>• Check the workplace and work processes for potential risks and threats like physical injuries from the machine and tools, fire, etc.</li> <li>• Describe various personal protective equipment like nose mask, lock guard, etc.</li> </ul>	<ul style="list-style-type: none"> <li>• Discuss importance of training sensitization programs for gender, and PwD awareness organized at workplace.</li> <li>• Identify signage related to health and safety measures.</li> <li>• Explain the importance of sound health, Hygiene and good habits.</li> <li>• Maintain a healthy lifestyle.</li> <li>• Demonstrate basic first aid.</li> <li>• Identify and correct (if possible) malfunctions in sewing machines and other related equipment like a loose stitch, missing parts, etc.</li> <li>• Participate in mock drills/evacuation procedures organized at the workplace.</li> <li>• Undertake first aid, fire-fighting and emergency response training Use and maintain personal protective equipment as per protocol like nose masks, lock guard, etc.</li> <li>• Identify how to use different tools and equipment related to stitching like scissors, thread cutters, etc. safely and securely.</li> </ul>
<b>Classroom Aids:</b>	
Charts, Models, Flip Chart, White-Board/Smart Board, Marker, Duster	
<b>Tools, Equipment, and Other Requirements</b>	
Personal protective equipment, various types of fire extinguishers LCD TV, Visual curricula, Assistive Aid/Service, Ai-Live, Captions First, Captions 2020, Closed Capp, Let's Talk	

## Module Name 8: Comply with industry, regulatory and organizational requirements and Greening of Job roles

Mapped to AMH/N0104 V2.0

### Terminal Outcomes:

- Importance of Green jobs in orgination
- Optimize usage of material and resources at workplace.

<i>Duration: &lt;05:00&gt;</i>	<i>Duration: &lt;10:00&gt;</i>
<p><b>Theory – Key Learning Outcomes</b></p> <ul style="list-style-type: none"> <li>• Discuss the significance of specified usage of resources at work area</li> <li>• Evaluate the different ways to conserve energy in Apparel sector</li> <li>• State the importance of having an ethical and value-based approach to governance.</li> <li>• State benefits to self and the organisation due to the practice of values and ethics.</li> <li>• State the importance of punctuality and attendance.</li> <li>• Interpret correctly legal, regulatory and ethical requirements specific to the apparel industry.</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>• Follow the organisational policies and procedures within limits of own responsibility.</li> <li>• Provide support to the supervisor and team members in enforcing the organisational considerations</li> </ul>	<p><b>Practical – Key Learning Outcomes</b></p> <ul style="list-style-type: none"> <li>• Identify different ways of minimizing wastage.</li> <li>• Discussed the importance of energy</li> <li>• Discussed how to save energy</li> <li>• Switch off the machine when not in use.</li> <li>• Carrying out work functions in accordance with organizational standards, greening solutions, procedures, policies, legislation and regulations.</li> <li>• Demonstrate the method of handling and storage of waste materials such as paper, sketches, colouring tools, electronic waste, etc</li> <li>• Identify procedures to follow if legal, regulatory and ethical requirements of the organisation are not met.</li> <li>• Carry out work functions in accordance with legislation and regulations, organizational guidelines and procedures.</li> <li>• Identify and report any possible deviation to regulatory requirements.</li> <li>• Seek and obtain clarifications on policies and procedures, from the supervisor or other authorized personnel.</li> </ul>
<p><b>Classroom Aids:</b></p> <p>Charts, Flip Chart, White-Board/Smart Board, Marker, Duster</p>	
<p><b>Tools, Equipment, and Other Requirements</b> (Training kit (trainer guide, presentations).</p>	
<p>LCD TV, Visual curricula, Assistive Aid/Service, Ai-Live, Captions First, Captions 2020, Closed Capp, Let’s Talk</p>	

## Module Name 9: Preparation for stitching operations

**Mapped to (AMH/N0301) V2.0**

### Terminal Outcomes:

- Understand the process of stitching
- Understand types of fabric
- Understand the parts of apparels
- Understand the common hazards in the work area
- Understand the job card

<i>Duration: &lt;20:00&gt;</i>	<i>Duration: &lt;45:00&gt;</i>
<b>Theory – Key Learning Outcomes</b>	<b>Practical – Key Learning Outcomes</b>
<ul style="list-style-type: none"> <li>• State the organization’s policies and procedures.</li> <li>• on apparels and other related areas.</li> <li>• Describe the range of techniques most suited to the different types of apparel.</li> <li>• Describe various parts of a garment such as pockets, fronts, backs, collars, cuffs, sleeves, etc.</li> <li>• Describe how to assemble various garment parts to make the final product.</li> <li>• or machine stitching.</li> <li>• Optimize the positioning and layout of materials to ensure a smooth and rapid throughput.</li> <li>• Report faults in the materials.</li> <li>• Describe the method of sharing domain related information with team members.</li> </ul>	<ul style="list-style-type: none"> <li>• Identify own responsibilities under health, safety and environmental legislation.</li> <li>• Explain various types of fabrics/apparels and garments.</li> <li>• Explain the use of a specification chart.</li> <li>• Explain the characteristics of the fabric materials and how they differ with each other.</li> <li>• Identify various apparels and their parts.</li> <li>• Identify various sources of updates</li> <li>• Identify the respective types of fabrics/apparels that require stitching by hand</li> <li>• Identify the potential hazards associated with the machines and the safety precautions that must be taken.</li> <li>• Ensure that the work area is free from hazards.</li> <li>• Follow the instructions on the work ticket/ job card in line with the responsibilities of the respective job role.</li> <li>• Agree upon work targets with your supervisor and check for special instructions, if any.</li> <li>• Check with in charge /others when unsure of newproduct details.</li> <li>• Explain common factors which affect stitching.</li> <li>• Conform to company quality standards.</li> <li>• Identify the protocol to obtain more information on work related tasks.</li> <li>• Identify the manufacturer’s instructions for setting up, adjusting and operating the equipment.</li> <li>• Identify various equipment required to stitch an item and their capabilities.</li> <li>• Identify common hazards in the work area and workplace procedures for dealing with them.</li> <li>• Explain various safety precautions to be taken when stitching.</li> <li>• Use the correct tools and equipment.</li> <li>• Select the correct component part for the style being worked on.</li> </ul>

	<ul style="list-style-type: none"> <li>• Check that the materials to be used are free from faults.</li> <li>• Explain various parts of a sewing machine and their application.</li> <li>• Ensure the materials used meet the specification matching within a product and between a pair of products where applicable.</li> <li>• Identify the process for offering/ obtaining work related assistance.</li> <li>• Identify the protocol and format for reporting work related risks/ problems.</li> <li>• Identify the method of obtaining/ giving feedback related to performance.</li> <li>• Identify the importance of teamwork and harmonious working relationships.</li> <li>• Identify the contact person in case of queries on procedure or products and for resolving issues related to defective machines, tools and/or equipment.</li> <li>• Perform a test run to ensure that the machine is operating correctly.</li> <li>• Check that equipment is safe and set up in readiness for use.</li> </ul>
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**Classroom Aids:**

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

**Tools, Equipment, and Other Requirements**

- Industrial Single Needle Lock Stitch Sewing Machine set With Needle Guard , 5 thread Over Lock Machine set, Pressing Table, Iron/Press, Computer, Computer Peripherals, Printer, Projector /LCD, Design Patterns template (Quantity and variety may vary), Scissors (paper cutting), Tracing Wheel, Tailor’s Chalk, Pins & Safety Pins , Dress Maker’s Pin, Pin Cushion (One set), Scale, variety (eg: L scale, straight scale, French curve, hip curve, can be used depending on type of garments etc), Bobbin (Good Quality and industrial sewing machine bobbin, Quantity may vary as per requirement), Bobbin Case (Good Quality and industrial sewing machine bobbin, Quantity may vary as per requirement), Personal Protective Equipment (One each type (Nose mask & Goggles)), Mannequin (Male or female , Size M), Hanger, Cleaning Cloth, Sewing
- Threads (Surplus thread is used), thread packaging, variety may vary as per requirement), Hand Needle (Various gauges, the quantity may vary depending on type of fabric, usage, breakage), Machine Needle, (Various Gauges, the quantity may vary depending on type of fabric, usage, breakage. The quantity and sizes may vary), Needle Threader, Garment (various styles, quantity may vary as per requirement), Made-ups Sample (various styles, quantity may vary as per requirement), Home Furnishing Sample (various styles, quantity may vary as per requirement), Fabric Yardages, surplus fabric, good quality muslin mandatory, other optional, quantity may vary), Required Trims/accessory , Machine Folders with Attachments , Students Stools For Sewing, Teacher’s Table, Teacher’s Chair, Dustbin, Small Baskets For storing & Keeping Trims, First Aid Box, Machine Oil, Sewing Kit Includes thread clipper/ thumb trimmer ,seam ripper ,tracing wheel ,measuring tape etc), Small screws with screw drivers, Fire Extinguisher, Stationary Set , Documents set (Tech Pack Sheets, size chart, trim card ,fabric work sheet, style confirmation sheet, fabric consumption chart, fabric requirement sheet, trims requirement sheet, buyers comment sheet, record maintenance sheet etc), Seam Samples
- LCD TV, Visual curricula, Assistive Aid/Service, Ai-Live, Captions First, Captions 2020, Closed Capp, Let’s Talk

## Module Name 10: Stitch components to produce apparels

**Mapped to (AMH/N0301) V2.0**

### Terminal Outcomes:

- Understand the different components of garment
- Importance of checking of equipment's before start stitching
- Adjustment of Machine parts as per the garment
- Deference between two parts of apparel

<i>Duration: &lt;20:00&gt;</i>	<i>Duration: &lt;80:00&gt;</i>
<b>Theory – Key Learning Outcomes</b>	<b>Practical – Key Learning Outcomes</b>
<ul style="list-style-type: none"> <li>• Describe the procedure to follow incase the needle breaks.</li> <li>• Interpret various thread thickness, shade and sizes and parts of needles.</li> <li>• Estimate the expected length of timefor the process role.</li> <li>• Set up the machine (ApparelSewing machine) according to manufacturers' instructions and productionrequirements.</li> <li>• Set machine controls for the materials being stitched.</li> <li>• Describe the actions to take in the event of a machine ceasing to functioncorrectly.</li> <li>• Describe the problems encounteredwhen stitching different types of apparels.</li> <li>• Follow company reporting procedures about defective tools and machines which affect work and report risks/ problems likely to affect services to therelevant person promptly and accurately.</li> <li>• Report any damaged work to the concerned department/ personnel.</li> <li>• Report defective machines, tools and/or equipment to the concerned personnel/department.</li> <li>• Interpret documentation and reporting formats of the organisation.</li> <li>• Complete forms, records and other documentation</li> <li>•</li> </ul>	<ul style="list-style-type: none"> <li>• Operate machines safely and in accordance with guidelines.</li> <li>• Check the equipment prior to stitching, including correct tools, correct attachments, changing needles, changing threads, changing awls, correct timing.</li> <li>• Stitch the correct materials in the rightsequence as required by the product specification.</li> <li>• Ensure stitched product conforms to shapeand size requirement.</li> <li>• Ensurestitched products meet the specification in terms of labels and trimmings.</li> <li>• Inspect stitched products against specifications.</li> <li>• Identify different types of needles.</li> <li>• Explain the importance of machine, needle, foot needle guard and spool checks.</li> <li>• Explain how to adjust the top tension.</li> <li>• Explain the procedure of setting up andadjusting machine controls.</li> <li>• Increase and decrease the foot pressure as applicable.</li> <li>• Explain the procedure to set the stitch size.</li> <li>• Cut the thread appropriately.</li> <li>• Thread the needle in the machine and adjustthe needle as per the requirement.</li> <li>• Describe various attachments used in the machine.</li> <li>• Explain the working of bobbins and its parts and procedures to adjust bobbins.</li> <li>• Identify procedures to use bobbin winder.</li> <li>• Explain how to use a treadle.</li> <li>• Check needles, awls and threads regularly.</li> </ul>



- Sort and place work to assist the next stage of production and minimize the risk of damage.
- Respond accordingly where stitched items do not meet production specification.
- Seek feedback from team mates on work related performance.
- Report risks/ problems likely to affect services to the relevant person promptly and accurately.
- Describe the process of maintenance, adjustment and replacement of worn parts on the machines required for different types of attachment.

- Check if fabric / Component is correctly marked and pieces cut as required.
- Fabric pieces and linings are pinned or sewn together as required, and appropriately hung in readiness for assembly.
- Carry out test sews.
- Identify the typical faults of stitching machines and methods to rectify them.
- Identify various types of defects.
- Carry out Operations at a rate which maintains workflow and meets production targets.
- Leave work area safe and secure when work is complete.
- Identify the manufacturer's specifications and instructions for maintenance of equipment.
- Clean and make machines safe after use.
- Carry out basic maintenance of own machines.

#### Classroom Aids:

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

#### Tools, Equipment, and Other Requirements

- Industrial Single Needle Lock Stitch Sewing Machine set With Needle Guard , 5 thread Over Lock Machine set, Pressing Table, Iron/Press, Computer, Computer Peripherals, Printer, Projector /LCD, Design Patterns template (Quantity and variety may vary), Scissors (paper cutting), Tracing Wheel, Tailor's Chalk, Pins & Safety Pins , Dress Maker's Pin, Pin Cushion (One set), Scale, variety (eg: L scale, straight scale, French curve, hip curve, can be used depending on type of garments etc), Bobbin (Good Quality and industrial sewing machine bobbin, Quantity may vary as per requirement), Bobbin Case (Good Quality and industrial sewing machine bobbin, Quantity may vary as per requirement), Personal Protective Equipment (One each type (Nose mask & Goggles)), Mannequin (Male or female , Size M), Hanger, Cleaning Cloth, Sewing
- Threads (Surplus thread is used), thread packaging, variety may vary as per requirement), Hand Needle (Various gauges, the quantity may vary depending on type of fabric, usage, breakage), Machine Needle, (Various Gauges, the quantity may vary depending on type of fabric, usage, breakage. The quantity and sizes may vary), Needle Threader, Garment (various styles, quantity may vary as per requirement), Made-ups Sample (various styles, quantity may vary as per requirement), Home Furnishing Sample (various styles, quantity may vary as per requirement), Fabric Yardages, surplus fabric, good quality muslin mandatory , other optional, quantity may vary), Required Trims/accessory , Machine Folders with Attachments , Students Stools For Sewing, Teacher's Table, Teacher's Chair, Dustbin, Small Baskets For storing & Keeping Trims, First Aid Box, Machine Oil, Sewing Kit Includes thread clipper/ thumb trimmer ,seam ripper ,tracing wheel ,measuring tape etc), Small screws with screw drivers, Fire Extinguisher, Stationary Set , Documents set (Tech Pack Sheets, size chart, trim card ,fabric work sheet, style confirmation sheet, fabric consumption chart, fabric requirement sheet, trims requirement sheet, buyers comment sheet, record maintenance sheet etc), Seam Samples  
LCD TV, Visual curricula, Assistive Aid/Service, Ai-Live, Captions First, Captions 2020, Closed Capp, Let's Talk

## Module Name 11: Contribute to achieve product quality in stitching operations

**Mapped to AMH/N0302 V2.0**

### Terminal Outcomes:

- Describe the working practices
- Identify of responsibilities in origination
- Importance of reporting procedure

<i>Duration: &lt;15:00&gt;</i>	<i>Duration:&lt;45:00&gt;</i>
<b>Theory – Key Learning Outcomes</b>	<b>Practical – Key Learning Outcomes</b>
<ul style="list-style-type: none"> <li>• describe safe working practices and organizational procedures.</li> <li>• Report and replace identified faulty materials and component parts which do not meet specifications.</li> <li>• Perform work with safety and at a rate which maintains workflow.</li> <li>• State the importance of complying with written instructions.</li> <li>• faults in own/ other processes.</li> <li>• Report to the concerned department/ personnel when the workflow of other production areas disrupts work.</li> <li>• Test, sort, track feed and examine work in progress.</li> <li>• Describe different techniques and methods used to detect faults.</li> <li>• Explain the types of faults which may occur, how they are identified and methods to deal with it.</li> <li>• Fault-find materials and components for creased, stained, damage and incorrectly made up component parts.</li> <li>• Adhere to the allowed tolerance limit.</li> <li>• Report faults in the processes to the concerned department/ personnel.</li> <li>• Describe the consequences of stitching components out of sequence and how to prevent it from occurring.</li> <li>• Describe the effect of seams/hems not sewn to specifications.</li> </ul>	<ul style="list-style-type: none"> <li>• Explain quality systems in sewing processes practiced in the organization.</li> <li>• Identify own responsibilities at work during production.</li> <li>• Interpret equipment operating procedures / manufacturer’s instructions.</li> <li>• Identify the materials required based on the job card/ work ticket.</li> <li>• Explain types of problems with quality and how to report them to appropriate people.</li> <li>• Respond as per organisational procedure when materials do not conform to company quality standards.</li> <li>• Explain the methods to present any ideas for improvement to the line manager.</li> <li>• Identify the limits of personal responsibility.</li> <li>• Identify the reporting procedure in case of</li> <li>• Carry out quality checks at specified intervals according to instructions.</li> <li>• Identify the different types of faults that are likely to be found and how to put them right.</li> <li>• Identify various types of defects.</li> <li>• Identify modifiable defects and rework on them.</li> <li>• Identify faults and take appropriate action for rectification.</li> <li>• Identify various types of seams/hems/finish used and the purpose they serve.</li> <li>• Identify the importance of marking and segregating rejects.</li> <li>• Identify various inspection methods that can be used.</li> <li>• Identify own quality and production targets and the effect of not meeting these on self and/or the team manufacturer’s instructions.</li> </ul>

- Explain the reasons for keeping stitched items out of contamination.
- Carry out alterations to meet customer requirements.
- Pass the stitched item to the next stage in the manufacturing process after validation.
- Interpret viable solutions for particular faults.
- Maintain the required productivity and quality levels.
- Describe the importance of documentation.
- Complete and maintain documentation.

- Identify the consequences of not rectifying problems.
- Explain the types of adjustments suitable for specific types of faults.
- Ensure the adherence of the product to specifications by applying appropriate adjustments.
- Identify mark and place rejects in the designated locations.
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#### Classroom Aids:

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

#### Tools, Equipment, and Other Requirements

- Industrial Single Needle Lock Stitch Sewing Machine set With Needle Guard , 5 thread Over Lock Machine set, Pressing Table, Iron/Press, Computer, Computer Peripherals, Printer, Projector /LCD, Design Patterns template (Quantity and variety may vary), Scissors (paper cutting), Tracing Wheel, Tailor's Chalk, Pins & Safety Pins , Dress Maker's Pin, Pin Cushion (One set), Scale, variety (e.g.: L scale, straight scale, French curve, hip curve, can be used depending on type of garments etc), Bobbin(Good Quality and industrial sewing machine bobbin, Quantity may vary as per requirement), Bobbin Case (Good Quality and industrial sewing machine bobbin, Quantity may vary as per requirement), Personal Protective Equipment (One each type (Nose mask & Goggles)), Mannequin (Male or female , Size M), Hanger, Cleaning Cloth, Sewing
- Threads (Surplus thread is used), thread packaging, variety may vary as per requirement), Hand Needle (Various gauges, the quantity may vary depending on type of fabric, usage, breakage), Machine Needle, (Various Gauges, the quantity may vary depending on type of fabric, usage, breakage. The quantity and sizes may vary), Needle Threader, Garment (various styles, quantity may vary as per requirement), Made-ups Sample (various styles, quantity may vary as per requirement), Home Furnishing Sample (various styles, quantity may vary as per requirement), Fabric Yardages, surplus fabric, good quality muslin mandatory, other optional, quantity may vary), Required Trims/accessory
- , Machine Folders with Attachments , Students Stools For Sewing, Teacher's Table, Teacher's Chair, Dustbin, Small Baskets For storing & Keeping Trims, First Aid Box, Machine Oil, Sewing Kit Includes thread clipper/ thumb trimmer ,seam ripper ,tracing wheel ,measuring tape etc), Small screws withscrew drivers, Fire Extinguisher, Stationary Set , Documents set (Tech Pack Sheets, size chart, trim card ,fabric work sheet, style confirmation sheet, fabric consumption chart, fabric requirement sheet, trims requirement sheet, buyers comment sheet, record maintenance sheet etc), Seam Sample
- LCD TV, Visual curricula, Assistive Aid/Service, Ai-Live, Captions First, Captions 2020, Closed Capp, Let's Talk

## Module Name 12: Soft Skills

### Mapped to (Bridge Module) V2.0

#### Terminal Outcomes:

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

<i>Duration: &lt;03:00&gt;</i>	<i>Duration: &lt;02:00&gt;</i>
<b>Theory – Key Learning Outcomes</b>	<b>Practical – Key Learning Outcomes</b>
<ul style="list-style-type: none"> <li>• Explain the importance of effective communication.</li> <li>• Communicate effectively with others.</li> <li>• Follow organization procedures and maintain personal health and hygiene and avoid habits like ghutka, tobacco etc.</li> <li>• Manage time effectively.</li> <li>• Explain the importance of resume and prepare your resume.</li> <li>• Prepare for interviews.</li> </ul>	<ul style="list-style-type: none"> <li>• Prepare for interviews.</li> <li>• Interact effectively in a group.</li> <li>• Identify and follow personal grooming and hygiene.</li> </ul>
<b>Classroom Aids:</b>	
Charts, Models, Flip Chart, White-Board/Smart Board, Marker, Duster	
<b>Tools, Equipment, and Other Requirements</b>	
Basic Stationery, LCD TV, Visual curricula, Assistive Aid/Service, Ai-Live, Captions First, Captions 2020, Closed Capp, Let's Talk	

# Annexure

## Trainer Requirements

Trainer Prerequisites						
Minimum Educational Qualification	Specialization	Relevant Industry Experience		Training Experience		Remarks
		Years	Specialization	Years	Specialization	
Diploma/Graduation/Post graduate diploma/Post Graduate Degree in relevant trade or sector	Sewing Machine Operator	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	Sewing Machine Operator	Minimum experience can be 0	Sewing Machine Operator	The candidate should possess good knowledge and experience of using sewing machines (e.g.: industrial single needle lock stitch machine etc) needles and their operations, stitching garments 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.
Trainer Certification						
Domain Certification		Platform Certification		Disability specific Top Up training		
Certificate for Job Role: <b>“Merchandiser - Fashion,Made-Ups &amp; Home Furnishings’ mapped to QP: “AMH/Q0911”</b>		Certified for Job Role: <b>“Trainer” mapped to QP: “MEP/Q2601”; V:1.0</b>		The Inclusive Trainer should be certified in Disability Specific Top Up Training/ PWD/Q0101, v1.0 Trainer-PwD conducted by SCPwD with minimum accepted score of 80% as per SCPwD guidelines.		

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

Assessor Prerequisites						
Minimum Educational Qualification	Specialization <i>&lt;Specify the areas of specialization that are desirable.&gt;</i>	Relevant Industry Experience		Training/Assessment Experience		Remarks
		Years	Specialization	Years	Specialization	
ITI/Diploma/Graduation/Post graduate diploma/Post Graduate Degree in relevant trade or sector	Merchandise r - Fashion, Made-Ups & Home Furnishings	ITI=4 years/1 Year Diploma =4 Years/2 Years Diploma =3 Years/3 Years Diploma or Degree=2 Years/Post Graduate Diploma or Post Graduate degree=1 year	Merchandise - Fashion, Made-Ups & Home Furnishings	ITI=4 years/1 Year Diploma =4 Years/2 Years Diploma =3 Years/3 Years Diploma or Degree=2 Years/Post Graduate Diploma or Post Graduate degree=1 year	Merchandise - Fashion, Made-Ups & Home Furnishings	The candidate should possess good communication skills with good knowledge of made-ups & home furnishing products, merchandising process, merchandising documents, equipment, tools, material, inspection techniques of garments, computer Knowledge, Safety, Health & hygiene and other requirements of relevant Job role. The candidate should be able to communicate in English and local language.

## Assessor Certification

Domain Certification	Platform Certification	Disability specific Top Uptraining
Certificate for Job Role: <b>“Merchandiser - Fashion, Made-Ups &amp; Home Furnishings”</b> ‘mapped to QP: <b>“AMH/Q0911”</b>	Certified for Job Role: <b>“Assessor”</b> mapped to QP: <b>“MEP/Q2701;V:2.0</b>	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.
2. 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
3. The assessment for the theory part will be based on knowledge bank of questions created by the SSC.
4. 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)
5. Individual assessment agencies will create unique question papers for theory part for each candidate at each.
6. Individual assessment agencies will create unique evaluations for skill practical for every student at each examination/training center based on these criteria.
7. To pass the Qualification Pack, every trainee should score a minimum of 70% aggregate in QP. In case of unsuccessful completion, the trainee may seek reassessment on the Qualification Pack.



## 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.