

QUALIFICATION FILE – CONTACT DETAILS OF SUBMITTING BODY

Name and address of submitting body:

Skill Council for Persons with Disability
501, City Centre, Plot No 5, Sector -12
Dwarka, New Delhi-110076
011 2808 5058-59
info@scpwd.in

Name and contact details of individual dealing with the submission

Name: Mr. Ravindra Singh

Position in the organization: Chief Executive Officer

Address if different from above: same as above

Tel number(s): + 91-011-28085058-59

Email address: ravindra.singh@scpwd.in

List of documents submitted in support of the Qualification File

1. Guidelines for Persons with **Locomotor Disability** for Assessors.
2. List of Assistive Tools and Trainer Pre-requisites for Persons with **Locomotor Disability**

Model Curriculum attached including the following:

- Indicative list of tools/equipment to conduct the training
- Trainers' qualification
- Distribution of training duration into theory/practical/OJT component

QUALIFICATION FILE SUMMARY

1	Qualification Title	Fashion Designer-(Divyangjan) LD
2	Qualification Code if any	PWD/AMH/Q1201
3	NCO code and occupation	NCO-2015/7532.0100
4	Nature and purpose of the qualification (Please specify whether qualification is short term or long term)	Nature of the qualification a Qualification Pack (QP) The main purpose of the qualification to train the incumbent to assess the functioning of the incubation equipment and decide the specification of the setters
5	Body/bodies which will award the qualification	Skill Council for Persons with Disability (SCPwD)
6	Body which will accredit providers to offer courses leading to the qualification	Skill Council for Persons with Disability (SCPwD)
7	Whether accreditation/affiliation norms are already in place or not, if applicable (if yes, attach a copy)	Yes
8	Occupation(s) to which the qualification gives access	Fashion Designer
9	Job description of the occupation	Fashion Designer should be artistic and creative and have the skills and knowledge to develop fashion design briefs and manage the development of design concepts for commercial production. The Initial process includes conducting market research and trend analysis for the season and identifying a theme for the collection; then creating a mood board and color board based on the theme, develop an entire range according to the business plan and as per the theme board. After finalization on the range with the team, create the techpack for each style. Work with different teams to create a prototype design based on the techpack. Evaluation of the sample and documentation of the same is also done by the designer
10	Licensing requirements	N/A
11	Statutory and Regulatory requirement of the relevant sector (documentary evidence to be provided)	As per domain
12	Level of the qualification in the NSQF	5

13	Anticipated volume of training/learning required to complete the qualification	810hrs. (Theory-270, Practical-540)			
14	Indicative list of training tools required to deliver this qualification	Computer, Sticky Keys, Foot Pedals, Access Switches, Wheelchair, Walker, One-Handed Keyboard, Pencil Gripper, Automatic Page Turner, Grab Bars, Speech to Text software.			
15	Entry requirements and/or recommendations and minimum age	2nd year UG pass OR Pursuing 2nd year UG and continuous education OR Completed 2 year diploma after 12 th OR 12th Class + 2 yrs of relevant experience OR 3 year Diploma after 10th with 1 yr of relevant experience OR NSQF Level 4 with 3 years of experience as Assistant Designer Min. Age: 18 Years			
16	Progression from the qualification (Please show Professional and academic progression)	Fashion Buyer (Vertical) Level 6 Sampling Coordinator (Horizontal) Level 5			
17	Arrangements for the Recognition of Prior learning (RPL)	RPL assessment will be as per defined SCPwD assessment process.			
18	International comparability where known (research evidence to be provided)	To be established			
19	Date of planned review of the qualification	Domain SSC –31/01/2024 SCPwD – 31/01/2024			
20	Formal Structure of the Qualification				
	Title of the unit or other component (Include any identification code used)	Mandatory/ Optional	Estimated Size (Learning Hrs.)		Level
A	Mandatory Components	Mandatory	Theory	Practical	
	Bridge Module	Mandatory	15	15	5
i)	AMH/N0103: Maintain health, safety and security at work place with Gender and PwD Sensitization	Mandatory	15	15	5
ii)	AMH/N1204: Maintain the work area, tools, machines and computers and greening of job roles	Mandatory	20	10	5

iii)	AMH/N1201: Prepare to make a design collection	Mandatory	50	160	5
iv)	AMH/N1202: Prepare prototype garments for the collection	Mandatory	50	160	5
v)	AMH/N1203: Evaluate Design Development Processes	Mandatory	60	180	5
vi)	Employability NOS	Mandatory	60	0	
	Sub Total (A)		270	540	
	Sub Total (A+B)		270	540	
	Total			810	

NSQC Approved

SECTION 1

ASSESSMENT

21	<p>Name of Assessment Agency (AA):</p> <p>The Assessment agencies empaneled with SCPwD will carry out the assessments which includes:</p> <ul style="list-style-type: none"> • Diversified Business Solutions Pvt. Ltd. • Eduvantage Pvt. Ltd. • Mercer Mettl • Radiant Infonet Pvt. Ltd. • SHL India Pvt. Ltd. • Skills Mantra Edutech Consulting India Pvt Ltd • SP Institute of Workforce Development Pvt Ltd (SPIWD) • Trendsetters Skill Assessors Private Limited • TAG Assessors Guild Pvt. Ltd. <p>The list of Assessment Agencies is not limited to above and can extend basis their empanelment with SCPwD and having certified Assessor for the Job role from Domain SSC as well as SCPwD</p>
22	<p>How will RPL assessment be managed and who will carry it out?</p> <p>RPL will be based on the same approved Qualification Pack and Assessment Criteria mentioned in the Qualification Pack. RPL assessment is carried out in the same way as the assessment for fresh training.</p>
23	<p>ASSESSMENT PROCESS</p> <p>ASSESSMENT PROCESS NOTE: SCPwD adopts the Criteria of the Domain SSC and Assessment is conducted by the AA's which are approved by the Domain SSC as well as empaneled with SCPwD. SCPwD develops Assessment guidelines for Persons with Blindness, Low vision, Speech and Hearing Impairment and Locomotor Disability to assist the assessors during assessment of the candidate. SCPwD conducts Training of Assessors (ToA) and provide them Disability Orientation and Sensitization.</p> <p>Process followed by SCPwD for assessments: Being a Horizontal Council, the prerequisites to the assessment process shared by the Domain SSC is followed mandatorily by the Assessment Agencies. Additionally, they must also follow the guidelines of SCPwD. Below is the assessment process in brief:</p> <p>Assessment Strategy of SCPwD</p> <p>Pre-Assessment Phase-</p> <ol style="list-style-type: none"> 1. Batch allocated to the Assessment Agency by SCPwD through Portal/

Email.

2. Assessment Agency to connect with Training Provider and communicate/confirm the date of assessment through email.
3. Assessment Agency to share requisite lab infrastructure & checklist with TP and discuss about the availability through email.
4. Assessment Agency aligns the Assessor for the assessment (Assessor should be Dual Certified by THSC as well as SCPwD, and the certification should be valid).
5. Prepare the Assessment link, formats and share with the Assessor over an email.
6. Share the Assessment demo link with the Training Partner over an email.

Assessment Phase-

1. The Assessor verifies the identity and disability through Aadhar Card and Disability Certificate and reports to SCPwD in-case of any discrepancy [*In case of J&K and NE Voter ID & Pan Card also allowed for Candidates Identification*].
2. The candidates are briefed on the assessment process (Prior to starting of the assessment).
3. The Assessor verifies the lab equipment and reports to SCPwD in-case of any variance.
4. Post validation of photo Id proof for each candidate, attendance of candidate is captured according to the scheme's requirement. i.e., under PMKVY, attendance of the candidates is captured through Aadhar Enabled Assessor Application, however, under other schemes candidates sign the attendance sheet.
5. The candidates attempt the assessment on TAB/Computer System.
6. The Assessor takes the photos and videos of respective activities and completes the documentation formalities.

Post Assessment Phase-

1. The Assessment Agency prepares the result based on responses captured in the server.
2. The Assessment Agency shares the result with SCPwD in the prescribed format.

Guidelines for assessment:

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 this 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.

PASSING MARKS: Every trainee should score minimum 70% aggregate on the Qualification Pack.

SECTION 2 PERFORMANCE CRITERIA

<p>1</p>	<p>AMH/N0103: Maintain health, safety and secure workplace with Gender and PwD Sensitization</p>	<p><i>Hazards and potential risks associated with the process, guidelines for medical emergencies and evacuation process; gender & PwD sensitization</i></p> <p>To be competent, the user/individual on the job must be able to:</p> <p>PC1. Comply with health, safety gender and PwD (People with disability) related instructions applicable to the workplace.</p> <p>PC2. Actively participate in mock drills/evacuation procedures and group discussions related to a safe and secure workplace.</p> <p>PC3. Training sensitization programs for gender and PwD awareness organized at the workplace.</p> <p>PC4. Use and maintain materials and equipment as per protocol.</p> <p>PC5. Capable to perform first-aid, firefighting or any other emergency response procedures and follow organization procedures for shutdown and evacuation when required</p> <p>PC6. Monitor the workplace and processes for potential risks/ threats to supervisors or other authorized personnel and ensure gender equality and PwD (People with disability) security.</p>
<p>2</p>	<p>AMH/N1201: Prepare to make a design collection</p>	<p><i>Conduct fashion design research & determine key criteria for design brief</i></p> <p>To be competent, the user/individual on the job must be able to:</p> <p>PC1. Conduct research on fashion trends, target market, fashion forecast and identify the theme</p> <p>PC2. Review product range and previous designs developed by the business to assess relevance to current design</p> <p>PC3. Identify business processes, and client goals and quality standards required</p> <p>PC4. Conduct research on, materials, designs, processes and marketing materials required according to the needs of the design</p>

		<p><i>Determine key criteria for design brief</i></p> <p>To be competent, the user/individual on the job must be able to:</p> <p>PC5. Design themes and style requirements of design are determined</p> <p>PC6. Budget, cost points and lead time constraints are identified</p> <p>PC7. Requirements for use of fabrics, materials, suppliers, and production processes are determined</p> <p>PC8. Confirm any special requirements with the client.</p>
<p>3</p>	<p>AMH/N1202: Prepare prototype garments for the collection</p>	<p><i>Confirm design brief</i></p> <p>To be competent, the user/individual on the job must be able to:</p> <p>PC1. Create techspeak with guidelines for development of the sample</p> <p>PC2. Appropriate personnel are consulted with to confirm feasibility and appropriateness of techspeak</p> <p>PC3. Sketches, drawings, and samples are used to illustrate design requirements, as appropriate</p> <p>PC4. Tech packs on the range to be finalized</p> <p><i>Specify design processes</i></p> <p>To be competent, the user/individual on the job must be able to:</p> <p>PC5. Involvement of sampling merchandiser, pattern maker, tailor is identified, finalized and briefed about the collection</p> <p>PC6. Monitoring procedures and checking points are determined</p> <p>PC7. Design development personnel selected are briefed and time constraints met</p> <p>PC8. Construct the prototype and given to concerned dept for better understanding on the product, if required</p>

		<p><i>Implement design processes</i></p> <p>To be competent, the user/individual on the job must be able to:</p> <p>PC9. Development of sample in accordance with budget and time constraints</p> <p>PC10. Problems or inconsistencies in sample are identified and addressed</p> <p>PC11. Evaluate the prototype sample received</p>
4	<p>AMH/N1203: Evaluate Design Development Processes</p>	<p><i>Evaluate design development process</i></p> <p>To be competent, the user/individual on the job must be able to:</p> <p>PC1. Analyze the prototype sample with the design team</p> <p>PC2. Coordinate with design team to check sample against the techpack given to the sampling merchandiser, the look and feel and fit of the sample</p> <p>PC3. Evaluate the prototype for the feasibility of the garment in terms of sourcing of the fabric and the trims available for the span of production</p> <p>PC4. Identify various product testing required to proceed with prototype</p> <p>PC5. Incorporate modification of the sample until approved for final production</p> <p>PC6. Get approval on the prototype/final techpack, agreement finalized with the client</p> <p>PC7. Document design brief, development processes and outcome</p> <p>PC8. Complete documentation processes, including filing and storing</p>
5	<p>AMH/N1204: Maintain the work area, tools, machines and computers and greening of job roles</p>	<p><i>Maintain the work area, tools, machines, and computers</i></p> <p>To be competent, the user/individual on the job must be able to:</p> <p>PC1. Handle materials, drawing and pattern drafting tools, measuring devices, equipment and the system for computer designing with care to maintain a clean and hazard free working area</p>

		<p>PC2. Use correct handling procedures.</p> <p>PC3. Use materials efficiently to minimize wastage and dispose off waste safely at the designated location.</p> <p>PC4. Carry out running maintenance and/or cleaning within one's responsibility and agreed schedules</p> <p>PC5. Report any unsafe or damaged tools/materials or equipment or other dangerous occurrences to relevant personnel</p> <p>PC6. Work in a comfortable position and maintain correct posture</p> <p>PC7. Use cleaning equipment and methods appropriate for the work to be carried out</p> <p>PC8. Request for up gradation of system or software when required for effective working.</p> <p>PC9. Always maintain a backup file when working on various design software</p> <p>PC10. All soft copies of design work to be maintained in files as well for future</p>
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DGT/VSQ/N0102Employability Skills 60 hours Mapped to DGT/VSQ/N0102, V1.0	
Terminal Outcomes: <ul style="list-style-type: none"> • 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 	
Elements and Performance Criteria	
Introduction to Employability Skills	To be competent, the user/individual on the job must be able to: PC1. identify employability skills required for jobs in various industries PC2. identify and explore learning and employability portals
Constitutional values – Citizenship	To be competent, the user/individual on the job must be able to: PC3. recognize the significance of constitutional values, including civic rights and duties, citizenship, responsibility towards society etc. and personal values and ethics such as honesty, integrity, caring and respecting others, etc. PC4. follow environmentally sustainable practices
Becoming a Professional in the 21st Century	To be competent, the user/individual on the job must be able to: PC5. recognize the significance of 21st PC6. practice the 21st Century Skills such as Self-Awareness, Behavior Skills, time management, critical and adaptive thinking, problem-solving, creative thinking, social and cultural awareness, emotional awareness, learning to learn for continuous learning etc. in personal and professional life Century Skills for employment

Basic English Skills	<p>To be competent, the user/individual on the job must be able to:</p> <p>PC7. use basic English for everyday conversation in different contexts, in person and over the</p> <p>PC8. read and understand routine information, notes, instructions, mails, letters etc. written in English</p> <p>PC9. write short messages, notes, letters, e-mails etc. in English</p>
Career Development & Goal Setting	<p>To be competent, the user/individual on the job must be able to:</p> <p>PC10. understand the difference between job and career</p> <p>PC11. prepare a career development plan with short- and long-term goals, based on aptitude</p>
Communication Skills	<p>To be competent, the user/individual on the job must be able to:</p> <p>various settings</p> <p>PC13. work collaboratively with others in a team</p> <p>PC12. follow verbal and non-verbal communication etiquette and active listening techniques in</p>
Diversity & Inclusion	<p>To be competent, the user/individual on the job must be able to:</p> <p>PC14. communicate and behave appropriately with all genders and PwD</p> <p>PC15. escalate any issues related to sexual harassment at workplace according to POSH Act</p>
Financial and Legal Literacy	<p>To be competent, the user/individual on the job must be able to:</p> <p>PC16. select financial institutions, products and services as per requirement</p> <p>PC17. carry out offline and online financial transactions, safely and securely</p> <p>PC18. identify common components of salary and compute income, expenses, taxes, investments etc.</p> <p>PC19. identify relevant rights and laws and use legal aids to fight against legal exploitation</p>
Essential Digital Skills	<p>To be competent, the user/individual on the</p>

	<p>job must be able to:</p> <p>PC20. operate digital devices and carry out basic internet operations securely and safely</p> <p>PC21. use e- mail and social media platforms and virtual collaboration tools to work effectively</p> <p>PC22. use basic features of word processor, spreadsheets, and presentations</p>
Entrepreneurship	<p>To be competent, the user/individual on the job must be able to:</p> <p>PC23. identify different types of Entrepreneurship and Enterprises and assess opportunities for potential business through research</p> <p>PC24. develop a business plan and a work model, considering the 4Ps of Marketing Product, Price Place and Promotion</p> <p>PC25. identify sources of funding, anticipate, and mitigate any financial/ legal hurdles for the potential business opportunity</p>
Customer Service	<p>To be competent, the user/individual on the job must be able to:</p> <p>PC26. identify different types of customers</p> <p>PC27. identify and respond to customer requests and needs in a professional manner.</p> <p>PC28. follow appropriate hygiene and grooming standards</p>
Getting ready for apprenticeship & Jobs	<p>To be competent, the user/individual on the job must be able to:</p> <p>PC29. create a professional Curriculum vitae (Résumé)</p> <p>PC30. search for suitable jobs using reliable offline and online sources such as Employment exchange, recruitment agencies, newspapers etc. and job portals, respectively</p> <p>PC31. apply to identified job openings using offline /online methods as per requirement</p> <p>PC32. answer questions politely, with clarity and confidence, during recruitment and selection</p> <p>PC33. identify apprenticeship opportunities and register for it as per guidelines and requirement</p>

PERFORMACE CERITERIA

AMH/N0103: Maintain health, safety and secure work place with Gender and PwD Sensitization					
PC	Assessment Criteria for Outcomes	Theory Marks	Practical Marks	Project Marks	Viva Marks
		22	12	-	6
PC1	Comply with health, safety gender and PwD (People with disability) related instructions applicable to the workplace.	4	2	-	1
PC2	Actively participate in mock drills/evacuation procedures and	4	2	-	1
	group discussions related to a safe and secure work place.				
PC3	Training sensitization programs for gender and PwD awareness organized at the workplace.	4	2	-	1
PC4	Use and maintain materials and equipment as per protocol.	3	2	-	1
PC5	Capable to perform first-aid, firefighting or any other emergency response procedures and follow organization procedures for shutdown and evacuation when required	4	2	-	1
PC6	Monitor the work place and processes for potential risks/ threats to supervisors or other authorized personnel and ensure gender equality and PwD (People with disability) security.	3	2	-	1
	NOS Total	22	12	-	6
AMH/N1201: Prepare to make a design collection					
PC	Assessment Criteria for Outcomes	Theory Marks	Practical Marks	Project Marks	Viva Marks
	<i>Conduct fashion design research & Determine key criteria for design brief</i>	11	33	-	6

PC1	Conduct research on fashion trends, target market, fashion forecast and identify the theme	5	10	-	2
PC2	Review product range and previous designs developed by the business to assess relevance to current design	2	10	-	1
PC3	Identify business processes, client goals and quality standards required	2	5	-	1
PC4	Conduct research on, materials, designs, processes and marketing materials required according to the needs of the design	2	8	-	2
	<i>Determine key criteria for design brief</i>	9	37	-	4
PC5	Design themes and style requirements of design are determined	2	10	-	1
PC6	Budget, cost points and lead time constraints are identified	3	10	-	1
PC7	Requirements for use of fabrics, materials, suppliers and production processes are determined.	3	15	-	1
PC8	Confirm any special requirements with the client	1	2	-	1
	NOS Total	20	70	-	10
AMH/N1202: Prepare prototype garments for the collection					
	<i>Confirm design brief</i>	8	30	-	4
PC1	Create techpack with guidelines for development of the sample	4	15	-	1
PC2	Appropriate personnel are consulted to confirm feasibility and appropriateness of techpack	1	1	-	1
PC3	Sketches, drawings and samples are used to illustrate design requirements, as appropriate	2	8	-	1
PC4	Tec packs on the range to be finalised	1	6	-	1
	<i>Specify design processes</i>	6	29	-	4

PC5	Involvement of sampling merchandiser, patternmaker, tailor is identified, finalised and briefed about the collection	1	1	-	1
PC6	Monitoring procedures and checking points are determined	1	2	-	1
PC7	Design development personnel selected are briefed and time constraints met	1	1	-	1
PC8	Construct the prototype and give to concerned depth for better understanding on the product, if required	3	25	-	1
	<i>Implement design processes</i>	9	22	-	3
PC9	Development of sample in accordance with budget and time constraints	1	2	-	1
PC10	Problems or inconsistencies in sample are identified and addressed.	4	8	-	1
PC11	Evaluate the prototype sample received.	4	12	-	1
	NOS Total	23	81	-	11
AMH/N1203: Evaluate Design Development Processes					
	<i>Evaluate design development process</i>	13	42	-	7
PC1	Analyze the prototype sample with the design team	3	6	-	1
PC2	Coordinate with design team to check sample against the techpack given to the sampling merchandiser, the look and feel and fit of the sample	1	5	-	1
PC3	Evaluate the prototype for the feasibility of the garment in terms of sourcing of the fabric and the trims available for the span of production	2	5	-	1
PC4	Identify various product testing required to proceed with prototype	4	10	-	2
PC5	Incorporate modification of the sample until approved for final production	2	14	-	1
PC6	Get approval on the prototype/final techpack, agreement finalized with the client	1	2	-	1
	<i>Complete documentation</i>	7	28	-	3

PC7	Document design brief, development processes and outcomes	3	14	-	2
PC8	Complete documentation processes, including filing and storing	4	14	-	1
	NOS Total	20	70	-	10
AMH/N1204: Maintain the work area, tools, machines and computers and greening of job roles					
		9	31	-	5
PC1	Handle materials, drawing and pattern drafting tools, measuring devices, equipment and the system for computer designing with care to maintain a clean and hazard free working area	2	5	-	0.5
PC2	Use correct handling procedures.	1	3	-	0.5
PC3	Use materials efficiently to minimize wastage and dispose off waste safely at the designated location.	1	1	-	0.5
PC4	Carry out running maintenance and/or cleaning within one's responsibility and agreed schedules	0.5	4	-	0.5
PC5	Report any unsafe or damaged tools/materials or equipment or other dangerous occurrences to relevant personnel	1	3	-	0.5
PC6	Work in a comfortable position and maintain with the correct posture	1	3	-	0.5
PC7	Use cleaning equipment and methods appropriate for the work to be carried out	1	5	-	0.5
PC8	Request for up gradation of system or software when required for effective working	0.5	3	-	0.5
PC9	Always maintain a backup file when working on various design software	0.5	2	-	0.5
PC10	All soft copies of design work to be maintained in files as well for future	0.5	2	-	0.5
	NOS Total	9	31	-	5

Employability Skills				
Assessment Criteria for Outcomes	Theory Marks	Practical Marks	Project Marks	Viva Marks
Introduction to Employability Skills	1	1	-	-
PC1. identify employability skills required for jobs in various industries	-	-	-	-
PC2. identify and explore learning and employability portals	-	-	-	-
Constitutional values – Citizenship	1	1	-	-
PC3. recognize the significance of constitutional values, including civic rights and duties, citizenship, responsibility towards society etc. and personal values and ethics such as honesty, integrity, caring and respecting others, etc.	-	-	-	-
PC4. follow environmentally sustainable practices	-	-	-	-
Becoming a Professional in the 21st Century	2	4	-	-
PC5. recognize the significance of 21st Century Skills for employment	-	-	-	-
PC6. practice the 21st Century Skills such as Self Awareness, Behavior Skills, time management, critical and adaptive thinking, problem-solving, creative thinking, social and cultural awareness,	-	-	-	-

emotional awareness, learning to learn for continuous learning etc. in personal and professional life				
Basic English Skills	2	3	-	-
PC7. use basic English for everyday conversation in different contexts, in person and over the telephone	-	-	-	-
PC8. read and understand routine information, notes, instructions, mails, letters etc. written in English	-	-	-	-
PC9. write short messages, notes, letters, e-mails etc. in English	-	-	-	-
Career Development & Goal Setting	1	2	-	-
PC10. understand the difference between job and career	-	-	-	-
PC11. prepare a career development plan with short- and long-term goals, based on aptitude	-	-	-	-
Communication Skills	2	2	-	-
PC12. follow verbal and non-verbal communication etiquette and active listening techniques in various settings	-	-	-	-
PC13. work collaboratively with others in a team	-	-	-	-
Diversity & Inclusion	1	2	-	-
PC14. communicate and behave appropriately with all genders and PwD	-	-	-	-

PC15. escalate any issues related to sexual harassment at workplace according to POSH Act	-	-	-	-
Financial and Legal Literacy	2	3	-	-
PC16. select financial institutions, products and services as per requirement	-	-	-	-
PC17. carry out offline and online financial transactions, safely and securely	-	-	-	-
PC18. identify common components of salary and compute income, expenses, taxes, investments etc	-	-	-	-
PC19. identify relevant rights and laws and use legal aids to fight against legal exploitation	-	-	-	-
Essential Digital Skills	3	4	-	-
PC20. operate digital devices and carry out basic internet operations securely and safely				
PC21. use e- mail and social media platforms and virtual collaboration tools to work effectively				
PC22. use basic features of word processor, spreadsheets, and presentations				
Entrepreneurship	2	3	-	-
PC23. identify different types of Entrepreneurship and Enterprises and assess opportunities for potential business through research	-	-	-	-

PC24. develop a business plan and a work model, considering the 4Ps of Marketing Product, Price, Place and Promotion	-	-	-	-
PC25. identify sources of funding, anticipate, and mitigate any financial/ legal hurdles for the potential business opportunity	-	-	-	-
Customer Service	1	2	-	-
PC26. identify different types of customers	-	-	-	-
PC27. identify and respond to customer requests and needs in a professional manner.	-	-	-	-
PC28. follow appropriate hygiene and grooming standards	-	-	-	-
Getting ready for apprenticeship & Jobs	2	3	-	-
PC29. create a professional Curriculum vitae (Résumé)				
PC30. search for suitable jobs using reliable offline and online sources such as Employment exchange, recruitment agencies, newspapers etc. and job portals, respectively				
PC31. apply to identified job openings using offline /online methods as per requirement				
PC32. answer questions politely, with clarity and confidence, during recruitment and selection				
PC33. identify				

apprenticeship opportunities and register for it as per guidelines and requirements				
NOS Total	20	30	-	-

NSQC Approved

SECTION 3- EVIDENCE OF NEED

24	<p>What evidence is there that the qualification is needed?</p> <p>The Job role has been shortlisted and mapped for Persons with Locomotor Disability based on demand from the Industry, Training Partners, Experts, and views from the reverent Persons with Locomotor Disability themselves.</p>
25	<p>What is the estimated uptake of this qualification and what is the basis of this estimate?</p> <p>The textile and garment industry are one of the major industries in India having contribution in GDP of the Economy. India is the second largest producer of garments in the world according to reports. The Indian garment industry is expected to grow to a size of US\$ 223 billion by 2021, according to a report by Techno Pak Advisors. It provides direct employment to over 45 million people. Owing to the repetitive, routine and continuous operations with less variation in style in the manufacturing process of garments, the industry, has a huge potential in providing gainful employment to the Persons with Disability on several tasks ranging from simple to complex: from unskilled to highly skilled depending upon the aptitude and education of the person. The training so far on the Job role of Sewing Machine Operator has been 9% of the total trainings conducted under the various schemes by SCPwD. Owing to the nature of the job role, the opportunities are beyond mainstream employment. These may range from self-employment to entrepreneurship or outsourced work opportunities Owing to the business perspective and diverse skills which Persons with Disability bring to the organization, many companies are coming forward to hire them, majorly from the export houses. The tasks like packaging, cutting, tailoring, embroidery, washing, dyeing is becoming popular for the PwD. There is a huge dearth of skilled manpower in order to meet the growing demand of the PwD. In addition to the above, owing to the low entry criteria for skilling in a job role from the sector, a person with no formal education background may also be able to take up skilling. With the use of assistive devices, technology and simple adaptations Persons with Disability may be able to work at par with others and contribute to the growing economy of the nation.</p>
26	<p>Recommendation from the concerned Line Ministry of the Government/Regulatory Body. To be supported by documentary evidence</p> <p>YES Attached</p>
27	<p>What steps were taken to ensure that the qualification(s) does (do) not duplicate already existing or planned qualifications in the NSQF? Give justification for presenting a duplicate qualification</p> <p>Non duplication has been ensured by the Domain SSC.</p>

28 What arrangements are in place to monitor and review the qualification(s)? What data will be used and at what point will the qualification(s) be revised or updated? Specify the review process here

The Qualification Pack for **Fashion Designer** was adopted based on the industry demand for Persons with Disability. SCPwD develops disability specific Expository which contains expounded information on tools/technology /assistive devise for specific disability. The QP is revised at frequent intervals by Domain SSC, to capture updates in the sector. Similarly, Expository is also reviewed and revised to capture updates on any further development /innovations in the specific disability for facilitating the trainers as well as the assessors in addition to the learners. It may be noted that as and when the Domain SSC revises the QP corresponding adoption and updating is done by SCPwD in the related Job Role.

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Annexure 1: Guidelines for the assessment of Persons with Locomotor Disability

Common guidelines for assessment of Trainees from all the categories of Disability

- Validate the type of Disability of the candidate along with the original Disability Certificate (Please note: In PMKVY, the batch should not have the candidates with Multiple Disabilities and the Disability type should be same as provided in SDMS).
- Do ask questions openly. Do not assume anything. For example, ask your trainees with disabilities if they need any change in the kind of assessment setup provided.
- Be prepared to make your assessments person-specific including the practical part too without compromising on the criteria set up by the Domain SSC.
- Provide the candidate with the desired assistive devices which may vary from candidate to candidate.
- Do understand that every trainee with disability has a journey: he/she are likely to have identified solutions that best work for him/her. Do not expect your trainees with disability to go through the same processes with the same rigour as your trainees without disability.
- Remember that your trainees with disability are going to work with persons without disability. Pitying, belittling, or lowering the standards would defeat the purpose.
- An extension of 20 minutes per hour is recommended. This can be further increased as per circumstances/ requirement of the candidate (for details please refer to the Examination Guideline developed by MSJE).
- Services of scribe/ writer/ reader/ lab assistant should be allowed to any person who has Disability of 40% or more if so desired by the person.
- General comfort of the candidate should be kept in view inside the assessment room.
- Follow the health/ safety guidelines if any issued by the authorities.

Specific Guidelines

- Do not hang onto or lean on a wheelchair. It is often considered to be part of the person's "body space."
- There may be a requirement of re-arrangement of equipment based on nature of Disability for ease of access like placing tools on left-hand-side or right-hand-side.
- May require process changes based on the nature of the assessment – for example, use of feet by an individual for different tasks having restricted mobility in upper limbs.
- There may be a requirement of modified/one-handed keyboard or mouse, computer configured with Sticky Keys for ease of using keyboard shortcuts, computer compatibility with speech recognition software or camera-mouse.
- Allow a scribe when requested by the candidate,

- In assessments, some trainees may prefer using a laptop over a desktop due to movement constraints.
- Many persons with spinal cord injury are unable to sit for extended periods of time. This should be considered, and extra time should be allocated to the person for completion of the assessment.

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Annexure 2: Assistive Tools, Trainer Pre-requisites

List of tools/equipment to conduct the training

Any of the following tools may be used during the training of Persons with Locomotor Disability

- Computer
- Sticky Keys
- Foot Pedals
- Access Switches
- Wheelchair
- Walker
- One-Handed Keyboard
- Pencil Gripper
- Automatic Page Turner
- Grab Bars
- Speech to Text software

Trainer Qualification

Minimum Educational Qualifications: As per domain SSC. Qualification can be relaxed in case of extraordinary relevant field experience.

Experience: As per domain SSC.

In addition to Domain SSC (as above) Disability specific additional requirement for the trainer are:

Disability Specific Top-up Module-The Inclusive Trainer should be certified by SCPwD with minimum qualifying score of 80% as per SCPwD guidelines in Disability Specific Top-up Training / QP of Trainer-PwD.