



# Model Curriculum

**QP Name: Advanced Pattern Maker(CAD/CAM)**

**QP Code: AMH/Q1101**

**QP Version: 4.0**

**NSQF Level: 5**

**Model Curriculum Version: 4.0**

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## Training Parameters

<b>Sector</b>	<b>Apparels</b>
<b>Sub-Sector</b>	Apparel, Made-Ups & Home Furnishing
<b>Occupation</b>	Pattern Making
<b>Country</b>	India
<b>NSQF Level</b>	5
<b>Aligned to NCO/ISCO/ISIC Code</b>	NCO-2015/7532.0902
<b>Minimum Educational Qualification and Experience</b>	<ul style="list-style-type: none"> <li>Completed 1st year of 3-year/ 4-years UG with 1.5-year relevant experience required</li> <li>Previous relevant Qualification of NSQF Level 4 with 3-year relevant experience</li> </ul>
<b>Pre-Requisite License or Training</b>	NA
<b>Minimum Job Entry Age</b>	21 Years
<b>Last Reviewed On</b>	18-02-2025
<b>Next Review Date</b>	18-02-2028
<b>NSQC Approval Date</b>	18/02/2025
<b>QP Version</b>	4.0
<b>Model Curriculum Creation Date</b>	08/01/2025
<b>Model Curriculum Valid Up to Date</b>	18-02-2028
<b>Model Curriculum Version</b>	4.0
<b>Minimum Duration of the Course</b>	510
<b>Maximum Duration of the Course</b>	510

## Program Overview

This section summarizes the end objectives of the program along with its duration.

### Training Outcomes

At the end of the program, the learner should have acquired the listed knowledge and skills.

- Introduction to Advanced Pattern Maker.
- Prepare the prerequisites for CAD/CAM operation.
- Operate CAD/CAM machine to draft the pattern, set.
- parameters on CAM, take prints of the mini markers ,etc
- Maintain work area, machinery tools and equipment
- Maintain health, safety and secure work place with Gender and PwD Sensitization
- Soft Skills: Bridge Module

### Compulsory Modules

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

NOS and Module Details	Theory Duration	Practical Duration	On-the-Job Training Duration (Mandatory)	On-the-Job Training Duration (Recommended)	Total Duration
<b>AMH/N1101.Pattern development through CAD/CAM</b> <b>NOS Version- 3.0</b> <b>NSQF Level- 5</b>	60.00	240.00	60.00	0.00	360.00
Module Name 1: Introduction (Bridge Module)	3.00	0.00	0.00	0.00	3.00
Module Name 2: Prepare to develop pattern through (CAD/CAM)	19.00	80.00	0.00	0.00	99.00
Module Name 3: Develop the pattern through (CAD/CAM)	19.00	80.00	60.00	0.00	159.00
Module Name 4: Take the print-out through (CAD/CAM)	19.00	80.00	0.00	0.00	99.00
<b>AMH/N1102.Maintenance of work area, machinery, tools and equipment</b> <b>NOS Version- 3.0</b> <b>NSQF Level- 5</b>	21.00	39.00	00.00	0.00	60.00
Module Name 5: Maintain work area, machinery, tools and equipment	21.00	39.00	00.00	0.00	60.00
<b>AMH/N0620. Promote and sustain safety, health, and security in workplace, while fostering Gender and Persons with Disabilities (PwD) Sensitization</b> <b>NOS Version- 1.0</b>	15.00	15.00	0.00	0.00	30.00

<b>NSQF Level- 5</b>					
Module Name 6: Maintain health, safety and secure work place with Gender and PwD Sensitization	15.00	15.00	0.00	0.00	30.00
<b>DGT/VSQ/N0102: Employability Skills</b>					
<b>NOS Version- 1.0</b>					
<b>NSQF Level- 4</b>	<b>24.00</b>	<b>36.00</b>	<b>0.00</b>	<b>0.00</b>	<b>60.00</b>
Module Name 7: Employability Skills	24.00	36.00	0.00	0.00	60.00
<b>Total Duration</b>	<b>120.00</b>	<b>330.00</b>	<b>60.00</b>	<b>0.00</b>	<b>510.00</b>

## Module Details

### Module Name 1: Introduction and Orientation to Advanced Pattern Maker *Mapped to Bridge Module*

#### Terminal Outcomes:

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

<b>Duration:</b> <03:00>	<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>Describe various employment opportunities for a 'Advanced Pattern Maker' in the apparel industry.</li> <li>Explain roles and responsibilities of a 'Advanced Pattern Maker'.</li> <li>Describe the apparel production process and the role that the 'Advanced Pattern Maker' plays in the process.</li> </ul>	
<b>Classroom Aids:</b>	
<b>Charts, Models, Flip Chart, White-Board/Smart Board, Marker, Duster</b>	
<b>Tools, Equipment and Other Requirements</b>	
training kit (trainer guide, presentations) Computer and computer peripherals (optional), white/black board, marker, duster	

### Module Name 2: Prepare to develop pattern through (CAD/CAM) *Mapped to AMH/N1101(version 3.0)*

#### Terminal Outcomes:

- Take the measurement from the specs sheet or download from the computer.
- Draft the pattern on the CAD software as per specification given or digitize the manual pattern on the CAD software, if applicable.
- Adjust the pattern specifications as per the standard and allowances required.  
Check the developed

<i>Duration: 19:00</i>	<i>Duration: 80:00</i>
<b>Theory – Key Learning Outcomes</b>	<b>Practical – Key Learning Outcomes</b>
<ul style="list-style-type: none"> <li>• Explain the spec sheet.</li> <li>• Coordinate with merchandiser to ensure clarity of information and resolve all misinterpretations.</li> </ul>	<ul style="list-style-type: none"> <li>• Identify the tools and equipment required to develop the pattern.</li> <li>• Set the CAD machine.</li> <li>• Take the measurement from the specs sheet or download from the computer.</li> <li>• Draft the pattern on the CAD software as per specification given or digitize the manual pattern on the CAD software, if applicable.</li> <li>• Adjust the pattern specifications as per the standard and allowances required.</li> <li>• Check the developed pattern with the spec sheet.</li> <li>• Make changes wherever required.</li> <li>• Analyze the bill of material.</li> </ul>
<b>Classroom Aids:</b>	
<b>Charts, Models, Flip Chart, White-Board/Smart Board, Marker, Duster</b>	
<b>Tools, Equipment and Other Requirements</b>	
<b>Unique Equipment Required:</b>  White/Black ,Board+ Marker/Chalk +Duster Computer With Computer Table And Chair and peripherals, pattern making software, marker making software, Digitizer ,Cello tape, Plotter, Plotter paper, Plotter pen, Plotter ink, Scanning equipment, Style sheet (provided by buyer),measurement chart /Grading chart( mentioned in BOM),Garment , madeups and home furnishing Sample, Production & Ready Pattern, Types Of Scales, normal straight big ruler, hip curve ,leg curve, L Scale, french curve , "measurement Ruler (inches on one side and millimeters on the other, side made of Plastic, Acrylic or metal)",measuring tape Basic stationary, Pattern Making Paper. Tracing paper,Pattern plastic roll ( used to create long lasting, durable, and flexible patterns),First aid box ,Kraft Underlay Paper(qnt may vary),Kraft Pattern Paper (used to prepare initial pattern ,qnt may vary),Dotted marking paper (qnt may vary),Push pins, shears. Scissors Fabric Cutting, Pattern hooks (The quantity may vary as per requirement), Pattern Notchers / Notch Cutters Pattern Punches (The quantity may vary) underarm sleeve rules Student's Chair With Table Arm, Pattern Table, cutting table, Stool, Students Notes, dustbin, Samples (garments, made ups and home furnishing), Fire Extinguisher.	

## Module Name 3: Develop the pattern through (CAD/CAM)

*Mapped to AMH/N1101(version 3.0)*

### Terminal Outcomes:

- Grade the patterns as provided in the BOM (Bill of Material).
- Identify the shrinkage required to be introduced as per the garment specification and the fabric to be used.

- Identify the types of the markers best suitable for the specific style.
- Plan the laying of the marker accurately.
- Identify the most efficient marker( lay planning) according to the configuration intended.
- Set the parameters on CAM as per required output.
- Cut the design output.

<i>Duration: 19:00</i>	<i>Duration: 80:00</i>
<b>Theory – Key Learning Outcomes</b>	<b>Practical – Key Learning Outcomes</b>
<ul style="list-style-type: none"> <li>• Incorporate the shrinkage in the pattern.</li> <li>• Determine the cut ratio plan.</li> </ul>	<ul style="list-style-type: none"> <li>• Grade the patterns as provided in the BOM (Bill of Material).</li> <li>• Identify the shrinkage required to be introduced as per the garment specification and the fabric to be used.</li> <li>• Identify the types of the markers best suitable for the specific style.</li> <li>• Plan the laying of the marker accurately.</li> <li>• Identify the most efficient marker (lay planning) according to the configuration intended.</li> <li>• Set the parameters on CAM as per required output.</li> <li>• Cut the design output.</li> </ul>
<b>Classroom Aids:</b>	
<b>Charts, Models, Flip Chart, White-Board/Smart Board, Marker, Duster</b>	
<b>Tools, Equipment and Other Requirements</b>	
<b>Unique Equipment Required:</b>  White/Black ,Board+ Marker/Chalk +Duster Computer With Computer Table And Chair and peripherals, pattern making software, marker making software, Digitizer ,Cello tape, Plotter, Plotter paper, Plotter pen, Plotter ink, Scanning equipment, Style sheet (provided by buyer),measurement chart /Grading chart( mentioned in BOM),Garment , made ups and home furnishing Sample, Production & Ready Pattern, Types Of Scales, normal straight big ruler, hip curve ,leg curve, L Scale, french curve ,"measurement Ruler (inches on one side and millimeters on the other, side made of Plastic, Acrylic or metal)",measuring tape Basic stationary, Pattern Making Paper. Tracing paper, Pattern plastic roll (used to create long lasting, durable, and flexible patterns),First aid box ,Kraft Underlay Paper(qnt may vary),Kraft Pattern Paper (used to prepare initial pattern ,qnt may vary),Dotted marking paper (qnt may vary),Push pins, shears. Scissors Fabric Cutting, Pattern hooks (The quantity may vary as per requirement), Pattern Notches / Notch Cutters Pattern Punches (The quantity may vary) underarm sleeve rules Student's Chair With Table Arm, Pattern Table, cutting table, Stool, Students Notes, dustbin, Samples(garments, made ups and home furnishing),Fire Extinguisher.	

## Module Name 4: Take the print-out through (CAD/CAM)

*Mapped to AMH/N1101(version 3.0)*

### Terminal Outcomes:

- Take the backup of the work done.
- Set the CAM for taking the print outs.
- Provide print out of mini marker to the merchandiser for reference.

<i>Duration: 19:00</i>	<i>Duration: 80:00</i>
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Theory – Key Learning Outcomes	Practical – Key Learning Outcomes
<ul style="list-style-type: none"> <li>Demonstrate shutting down of the down, CAD/CAM system.</li> </ul>	<ul style="list-style-type: none"> <li>Take the backup of the work done.</li> <li>Set the CAM for taking the print outs.</li> <li>Provide print out of mini marker to the merchandiser for reference.</li> </ul>
<b>Classroom Aids:</b>	
<b>Charts, Models, Flip Chart, White-Board/Smart Board, Marker, Duster</b>	
<b>Tools, Equipment and Other Requirements</b>	
<b>Unique Equipment Required:</b> <b>CAD/CAM Machine</b>	

## Module Name 5: Maintain work area, machinery, tools and equipment

### Mapped to AMH/N1102 (version 3.0)

#### Terminal Outcomes:

- Identify the methods to minimize waste.
- Clean the tools and equipment.
- Work in a comfortable position with the correct posture.
- Dispose of waste safely in the designated location.
- Store cleaning equipment safely after use.

<i>Duration: 21:00</i>	<i>Duration: 39:00</i>
Theory – Key Learning Outcomes	Practical – Key Learning Outcomes
<ul style="list-style-type: none"> <li>Maintain tools and equipment.</li> <li>Demonstrate correct handling of the tools and equipment.</li> </ul>	<ul style="list-style-type: none"> <li>Identify the methods to minimize waste.</li> <li>Clean the tools and equipment.</li> <li>Work in a comfortable position with the correct posture.</li> <li>Dispose of waste safely in the designated location.</li> <li>Store cleaning equipment safely after use.</li> </ul>
<b>Classroom Aids:</b>	
<b>Charts, Models, Flip Chart, White-Board/Smart Board, Marker, Duster</b>	
<b>Tools, Equipment and Other Requirements</b>	
<b>Unique Equipment Required:</b> White/Black ,Board+ Marker/Chalk +Duster Computer With Computer Table And Chair and peripherals, pattern making software, marker making software, Digitizer ,Cello tape, Plotter, Plotter paper, Plotter pen, Plotter ink, Scanning equipment, Style sheet (provided by buyer),measurement chart /Grading chart( mentioned in BOM),Garment , madeups and home furnishing Sample, Production & Ready Pattern, Types Of Scales, normal straight big ruler, hip curve ,leg curve, L Scale, french curve , "measurement Ruler (inches on one side and millimeters on the other, side made of Plastic, Acrylic or metal)",measuring tape Basic stationary, Pattern Making Paper. Tracing paper,Pattern plastic roll ( used to create long lasting, durable, and flexible patterns),First aid box ,Kraft Underlay Paper(qnt may vary),Kraft Pattern Paper (used to prepare initial pattern ,qnt may vary),Dotted marking paper (qnt may vary),Push pins, shears. Scissors Fabric Cutting, Pattern hooks (The quantity may vary as per requirement),Pattern Notchers / Notch Cutters Pattern Punches (The quantity may vary) underarm sleeve rules Student's Chair With Table Arm, Pattern Table, cutting table, Stool, Students Notes, dustbin, Samples(garments, made ups and home furnishing),Fire Extinguisher.	



## Module Name 6: Promote and sustain safety, health, and security in workplace, while fostering Gender and Persons with Disabilities (PwD) Sensitization

*Mapped to AMH/N0620 (version 1.0)*

### Terminal Outcomes:

- Describe safe working practices for cleaning and maintenance of equipment.
- Describe effects of contamination on products i.e. Machine oil, dirt etc.
- Identify different ways of minimizing wastage.

<i>Duration: 15:00</i>	<i>Duration: 15:00</i>
Theory – Key Learning Outcomes	Practical – Key Learning Outcomes
<ul style="list-style-type: none"> <li>• Explain health and safety related practices applicable at the workplace.</li> <li>• Follow environment management system related procedures.</li> <li>• List potential hazards, risks and threats based on nature of operations.</li> <li>• Describe potential accidents, emergencies and response to these scenarios.</li> <li>• Carry out periodic walk-through to keep work area free from hazards and obstructions, if assigned.</li> <li>• Seek clarifications, from supervisors or other authorized personnel in case of perceived risks.</li> <li>• State organizational procedures for safe handling of equipment and machine operations.</li> <li>• Describe elements of proper disposal system for waste and by-products.</li> <li>• Describe actions to take in the event of a mock drill/ evacuation procedures or actual accident, emergency or fire.</li> <li>• Follow organization procedures for shutdown and evacuation when required.</li> <li>• Minimize health and safety risks to self and others due to own actions.</li> <li>• Report any service malfunctions that cannot be rectified.</li> <li>• Store materials and equipment in line with manufacturer's and organizational requirements.</li> <li>• State importance of sound health, hygiene and good habits.</li> <li>• Describe ill-effects of alcohol, tobacco and drugs.</li> <li>• Maintain a healthy lifestyle and guard against dependency on intoxicants.</li> </ul>	<ul style="list-style-type: none"> <li>• Obtain and check the data on the work ticket or job card and carry out functions in line with the responsibilities of job role</li> <li>• Ask questions to obtain more information on tasks when the instructions are unclear.</li> <li>• Agree and review your agreed upon work targets with your supervisor and check for special instructions, if any</li> <li>• Check that tools and equipment are safe to use; select, sort and use the correct tools and equipment</li> <li>• Ensure that the work area is free from any hazard and setup the equipment &amp; machineries (e.g.: fabric checking machine) for fabric checking as per the job requirement</li> <li>• Carry out operations at a rate which maintains work flow and meets production targets</li> <li>• Minimize wastage and dispose off waste materials safely and return re-useable materials</li> <li>• Work in conformance to company quality standards; legal requirements, organizational policies and procedures</li> <li>• Carry out visual inspection to ensure the products are free from any defects and non-conformance quality parameters</li> <li>• Follow company reporting procedures about defective tools and machines which affect work and report any risks/ problems relevant person promptly and accurately.</li> <li>• Leave work area safe and secure when work is complete</li> <li>• Complete forms, records and other documentation</li> </ul>
<b>Classroom Aids:</b>	
<b>Charts, Models, Flip Chart, White-Board/Smart Board, Marker, Duster</b>	
<b>Tools, Equipment and Other Requirements</b>	
<b>Training kit (trainer guide, presentations)</b>	

### Unique Equipment Required:

White/Black ,Board+ Marker/Chalk +Duster Computer With Computer Table And Chair and peripherals, pattern making software, marker making software, Digitizer ,Cello tape, Plotter, Plotter paper, Plotter pen, Plotter ink, Scanning equipment, Style sheet (provided by buyer),measurement chart /Grading chart( mentioned in BOM),Garment , madeups and home furnishing Sample, Production & Ready Pattern, Types Of Scales, normal straight big ruler, hip curve ,leg curve, L Scale, french curve , "measurement Ruler (inches on one side and millimeters on the other, side made of Plastic, Acrylic or metal)",measuring tape Basic stationary, Pattern Making Paper. Tracing paper,Pattern plastic roll ( used to create long lasting, durable, and flexible patterns),First aid box ,Kraft Underlay Paper(qnt may vary),Kraft Pattern Paper (used to prepare initial pattern ,qnt may vary),Dotted marking paper (qnt may vary),Push pins, shears. Scissors Fabric Cutting, Pattern hooks (The quantity may vary as per requirement),Pattern Notchers / Notch Cutters Pattern Punches (The quantity may vary) underarm sleeve rules Student's Chair With Table Arm, Pattern Table, cutting table, Stool, Students Notes, dustbin, Samples(garments, made ups and home furnishing),Fire Extinguisher.

## Module Name 7: Employability Skills

*Mapped to DGT/VSQ/N0102:( Version- 1.0)*

### 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( Theory 24 Hrs + Practical 36 Hrs)*

### Key Learning Outcomes

Introduction to Employability Skills Duration: 1.5 Hours

After completing this programme, participants will be able to:

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

Constitutional values - Citizenship Duration: 1.5 Hours

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.

Becoming a Professional in the 21st Century Duration: 2.5 Hours

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.

Basic English Skills Duration: 10 Hours

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	
Diploma		4 Year	Pattern Making	0	Pattern Making	The candidate should possess good knowledge of pattern making techniques, construction of garments , made ups and home furnishing articles using hand and computer, equipment, tools, material, Safety, Health & hygiene and other requirements of relevant job role. The candidate should be able to communicate in English and local language.
Graduation		3 Year	Pattern Making	0	Pattern Making	
Post graduate diploma		2 Year	Pattern Making	0	Pattern Making	
Post Graduate Degree in relevant trade or sector		1 Year	Pattern Making	0	Pattern Making	
Trainer Certification						
Domain Certification			Platform Certification			

Certificate for Job Role: “Advanced Pattern Maker”  
to QP: “AMH/Q1101”

**Minimum accepted score is 80%.**

Recommended that the Trainer is certified for the Job Role:  
“Trainer”, mapped to the Qualification Pack: “Master Trainer  
(VET and Skills) MEP/Q2601 v2.0”. Minimum accepted score is  
80%.

## Assessor Requirements

Assessor Prerequisites						
Minimum Educational Qualification	Specialization	Relevant Industry Experience		Training Experience		Remarks
		Years	Specialization	Years	Specialization	
ITI		4 Year	Pattern Making	0	Pattern Making	The candidate should possess good knowledge of pattern making techniques, construction of garments , made ups and home furnishing articles using hand and computer, equipment, tools, material, Safety, Health & hygiene and other requirements of relevant job role. The candidate should be able to communicate in English and local language.
Diploma		4 Year	Pattern Making	0	Pattern Making	
Graduation		3 Year	Pattern Making	0	Pattern Making	
Post graduate diploma		2 Year	Pattern Making	0	Pattern Making	
Post Graduate Degree in relevant trade or sector		1 Year	Pattern Making	0	Pattern Making	
Assessor Certification						
Domain Certification			Platform Certification			
Certificate for Job Role: “Advanced Pattern Maker” to QP: “AMH/Q1101” Minimum accepted score is 80%.			Recommended that the Assessor is certified for the Job Role: “Assessor”, mapped to the Qualification Pack: “Assessor (VET and Skills) MEP/Q2701 v2.0”. Minimum accepted % as per respective SSC guidelines is 80%.			

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

  

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

Master Trainer Prerequisites Employability Skills				
Minimum Educational	Specialization	Relevant Industry Experience	Training/Assessment Experience	Remarks

Qualification		Years	Specialization	Years	Specialization	
<b>Graduate/CITS</b>	Any discipline			3	Employability Skills curriculum training experience with an interest to train as well as orient other	Prospective ES Master trainer should: <ul style="list-style-type: none"> <li>• have good communication skills</li> <li>• be well versed in English</li> <li>• have basic digital skills</li> <li>• have attention to detail</li> </ul>
<b>Certified Master Trainer</b>	Qualification Pack: Master Trainer (MEP/Q2602)			3	EEE training of Management SSC (MEPSC) (155 hours)	<ul style="list-style-type: none"> <li>• be adaptable</li> <li>• have willingness to learn</li> <li>• be able to grasp concepts fast and is creative with teaching practices and likes sharing back their learning with others</li> </ul>
<b>Master Trainer Certification Employability Skills</b>						
<b>Domain Certification</b>				<b>Platform Certification</b>		
<b>Certified in 60-hour Employability NOS (2022), with a minimum score of 90%.</b> OR <b>Certified in 120-, 90-hour Employability NOS (2022), with a minimum score of 90%</b>				NA		

## Assessment Strategy

1. Criteria for assessment for each Qualification Pack will be created by the Sector Skill Council. Each Performance Criteria (PC) will be assigned marks proportional to its importance in NOS. SSC will also lay down proportion of marks for Theory and Skills Practical for each PC.
2. The assessment for the theory part will be based on knowledge bank of questions created by the SSC.
3. Assessment will be conducted for all compulsory NOS, and where applicable, on the selected elective/option NOS/set of NOS. examination/training center (as per assessment criteria below)
4. Individual assessment agencies will create unique question papers for theory part for each candidate at each.
5. Individual assessment agencies will create unique evaluations for skill practical for every student at each examination/training center based on these criteria.
6. To pass the Qualification Pack, every trainee should score a minimum of 70% aggregate in



QP.

7. In case of unsuccessful completion, the trainee may seek reassessment on the Qualification Pack.

## 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.