



Model Curriculum

QP Name: Assistant Designer- Apparel, Made ups and Home Furnishings

QP Code: AMH/Q1210

QP Version: 4.0

NSQF Level: 4

Model Curriculum Version: 4.0

Apparel, Made-ups & Home furnishing Sector Skill Council | Flat No. A312 To A323, Third Floor Somdatt Chamber –I Bikhaji Cama Place, Africa Avenue New Delhi-110066,

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Training Parameters

Sector	Apparels
Sub-Sector	Apparels
Occupation	Apparel
Country	Designing
NSQF Level	NCO-2015/7532.0100
Aligned to NCO/ISCO/ISIC Code	4
Minimum Educational Qualification and Experience	<ul style="list-style-type: none"> • 12th grade pass with no experience required • 11th Grade Pass with 1.5 year relevant experience • 10th Grade Pass with 3 year relevant experience • Previous relevant Qualification of NSQF Level 3.5 with 1.5 year relevant experience
Pre-Requisite License or Training	Preferably Having Certificate/ Diploma in Fashion Design
Minimum Job Entry Age	18 Years
Last Reviewed On	18-02-2025
Next Review Date	18-02-2028
NSQC Approval Date	18/02/2025
QP Version	4.0
Model Curriculum Creation Date	08/01/2025
Model Curriculum Valid Up to Date	18-02-2028
Model Curriculum Version	4.0
Minimum Duration of the Course	420
Maximum Duration of the Course	420

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.

- Plan and prepare design collections of garments for a season
- Develop proto and fit samples
- Evaluate the proto sample developed related to specific product class
- Maintain health, safety and security in the designing department
- Comply with industry, regulatory and organizational requirements

Compulsory Modules

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

NOS and Module Details	Theor y Durati on	Practi cal Durati on	On- the- Job Traini ng Durati on (Man dator y)	On- the- Job Traini ng Durati on (Reco mme nded)	Total Durati on
AMH/N1211.Develop proto and fit samples NOS Version- 3.0 NSQF Level- 4	15.00	75.00	30.00	0.00	120.00
Module 1: Introduction (Bridge Module)	3.00	0.00	0.00	0.00	3.00
Module 2: Develop proto and fit samples	12.00	75.00	30.00	0.00	117.00
AMH/N1222.Evaluate the proto sample developed related to specific product class NOS Version- 3.0 NSQF Level- 4	15.00	45.00	30.00	0.00	120.00
Module 3: Evaluate the proto sample developed related to specific product class	15.00	45.00	30.00	0.00	120.00
AMH/N1223: Maintain health, safety and security in the designing department with Gender and PwD Sensitization NOS Version- 3.0 NSQF Level- 4	12.00	18.00	0.00	0.00	30.00
Module 4: Maintain health, safety and security in the designing department with Gender and PwD Sensitization	12.00	18.00	0.00	0.00	30.00

AMH/N2001: Select fabrics, trims and accessories as per specific product category NOS Version- 4.0 NSQF Level- 4	9.00	21.00	0.00	0.00	30.00
Module 5: Select fabrics, trims and accessories as per specific product category	9.00	21.00	0.00	0.00	30.00
AMH/N0311. Abide by industry, regulatory, and organizational mandates, while integrating environmentally friendly practices NOS Version- 1.0 NSQF Level- 4	15.00	15.00	0.00	0.00	30.00
Module 6: Abide by industry, regulatory, and organizational mandates, while integrating environmentally friendly practices	15.00	15.00	0.00	0.00	30.00
AMH/N1210. Plan and prepare design collections of garments for a season NOS Version- 3.0 NSQF Level- 4	30.00	30.00	0.00	0.00	60.00
Module 7: Plan and prepare design collections of garments for a season	30.00	30.00	0.00	0.00	60.00
DGT/VSQ/N0102: Employability Skills NOS Version- 1.0 NSQF Level- 4	24.00	36.00	0.00	0.00	60.00
Module 8: Employability Skills	24.00	36.00	0.00	0.00	60.00
Total Duration	120.00	240.00	60.00	0.00	420.00

Module Details

Module Name 1: Introduction and Orientation to Assistant Designer-Fashion, Home and Made-Ups)

Mapped to Bridge Module

Terminal Outcomes:

Describe the outline of the Apparel industry in India

- Recognize various employment opportunities for an 'Assistant Designer-Fashion, Home and Made-Ups in the apparel industry.
- Identify apparel production process and the role that the "Assistant Designer-Fashion, Home and Made-Ups" plays in the process.

Duration: <03:00>	Duration: <00:00>
Theory – Key Learning Outcomes	Practical – Key Learning Outcomes

<ul style="list-style-type: none"> Identify roles and responsibilities of an Assistant Fashion Design-Apparel, Home and Made-Ups. Identify the trends in the home furnishing industry. 	
Classroom Aids:	
White /black Board With Marker and Chalk, Duster	
Tools, Equipment and Other Requirements	

Module Name 2: Develop proto and fit samples

Mapped to AMH/N1211,(Version 3.0)

Terminal Outcomes:

- Describe and identify the various key elements covered in a techpack such as specs
- Identify Specifications mentioned in the techpack and act accordingly
- Planning and organize to get the sample developed

<i>Duration: 12:00</i>	<i>Duration: 45:00</i>
Theory – Key Learning Outcomes	Practical – Key Learning Outcomes
<ul style="list-style-type: none"> Describe the process to develop the fit samples Describe the process of cost sheet Describe the format of cost sheet Describe how to develop proto and fit samples as per the revised techpack for a particular style Describe about the product manufacturing process Describe of document records at relevant stages and specification related to proto development 	<ul style="list-style-type: none"> Identify the various key elements covered in a techpack such as specs of the garment, type of fabric, color of fabric, type of trims and accessories, etc. including processes used and materials employed as per the customer's requirement, manufacturing process. Prepare the techpack. Construct pattern as per the techpack. Construct proto and fit samples as per techpack as per the sequence of assembling the components. Prepare the cost sheet of the style in the given format.

Classroom Aids:

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

Tools, Equipment, and Other Requirements

Computer and computer Peripherals, Design software (Coral, photoshop etc.),Printer, Mannequin (Male or female , Size M) Sewing Machine with tables (domestic or industrial SNLS as per requirement),Stools for sewing depending on no. of machines, Over lock Machine (5 thread over lock machine) with stool, Cleaning cloth, Embroidery machine with stool and table, Press/iron (any type) with table, Machine tool kit (screw driver, screw etc.),Garment, Made ups and Home Furnishing Samples (qnt may vary), Drawing Board (any size wooden) Types Of Scales: normal straight big ruler, hip curve, leg shaper, pattern master, frenchcurve etc. "Sewing kit (Includes thread clipper/hand trimmer, seam ripper, fabric cutting scissors, tracingwheel, measuring tape etc.)" Machine(tool kit screw driver, screw etc.),Machine oil, Machine Needle and hand needles(Various Gauges),embroidery needles, Attachments for sewing machine (as per req),Button hole scissor Hand notcher (pattern notcher),Sewing Threads (Surplus thread is used .The quantity , thread packaging, variety may vary as per requirement) , embroidery thread as per req, Bobbins(qnt may vary)Bobbin case (qnt may vary)Hanger (wooden and plastic, material), Embroidery frame (various sizes and shapes qnt may vary)Fabric Yardages, surplus fabric, good quality muslin

mandatory , other optional, qnt may vary), Trim/Accessory buttons, surface embellishments, zippers etc assorted ,qnt may vary) ,Pin Cushion (quantity may vary as per requirement),Dustbin, Boxes and pouches for storing Items, Pattern Table /cutting table, Stools for cutting, Push Pins (quantity may vary as per requirement),Dress Maker's Pin (quantity may vary as per requirement) Fabric Pins, Highlighter (quantity may vary as per requirement),Pencil (HB, 2B, H, 2H, 4H,4B, 6B, 8B),Eraser, Note books Sharpener, Carbon Paper (Various Colours),Design Transferring Paper, Paper Cutter ,Pattern Drafting Paper, Paper (Various quality and sizes),Labels & Stickers (Qty may vary as per requirement),Scissor plastic handled scissor for cutting paper),Pinking Shears, Marking Chalk (yellow/pink/ green/ blue coloured),Tailor's Chalk Carbon paper (A4, yellow, red and white carbon),Colour (Poster colour, Water colour, Acrylics Pastels, fabric printing dyes and colors and materials etc) Paint Brushes (different sizes),Stapler (small and big size), Glue Stick/Fevicol /Adhesive, Fabric Glue, Cello-Tape (Transparent and Foam Double sided tapes, Single sided tapes),Punching Machine, Magnetic White Board/black board Eraser Blackboard /Whiteboard White /Black Board Marker Pantone Shade Card, Fashion Forecasting Books/Journals/Magazines Buyer Requirement/ comment Sheet, Measurement Sheet/ Size Chart, Trims/Accessory fabric and embroideries samples/swatch file, Tech Pack/ Specification Sheet Chalk & marker (Chalks & markers of different colours) Dexterity test Kit, Sewing Machine tool kit Students Notes

Module Name 3: Evaluate the proto sample developed

Mapped to AMH/N1222, (Version 3.0)

Terminal Outcomes:

- Describe the process of steps of design development process
- Describe the planning & research, concept development, etc.
- Checking process of proto sample fit
- Identify the area of improvement in proto/fit

<i>Duration: 15:00</i>	<i>Duration: 45:00</i>
Theory – Key Learning Outcomes	Practical – Key Learning Outcomes
<ul style="list-style-type: none"> • Describe the development processes of documents • Describe how to make corrections in the proto/fit sample as per review inputs. • Describe how to Evaluate the design 	<ul style="list-style-type: none"> • Check the proto sample as per the instructions given in the techpack or by the client. • Check proto sample for design (woven/print), and attributes like wash ability, utility, etc. • Make corrections in the proto/fit sample as per review inputs. • Prepare the file of the approved sample containing approved fabric swatches, accessories, techpack, cost sheet etc.
Classroom Aids:	
Charts, Flip Chart, White-Board/Smart Board, Marker, Duster	
<u>Tools, Equipment, and Other Requirements</u>	
Sewing Machines and tools, Sewing kit, Mannequin	

Module Name 4: Maintain a healthy, safe and secure working environment with Gender and PWD Sensitization

Mapped to (AMH/N1223),(Version 3.0)

- Demonstrate the process involved to keep up the Safety and secure working environment

- Discussed the important of PWD & Gender Sensitive
- Identify the method of using detent types of equipment.

Duration: 12:00	Duration: 18:00
Theory – Key Learning Outcomes	Practical – Key Learning Outcomes
<ul style="list-style-type: none"> • Explain health and safety related practices applicable at the workplace. • Explain importance of complying with health, safety, gender and PWD related instructions applicable to workplace • Explain gender equality in apparel industry and methods. • Describe the process involved in mock-drills and/or evacuation at the workplace in case of emergency • Ensure that procedures related to environment management system are being followed. • State the compliance requirements related to dyes and chemicals. • Describe the Ensure the effluents are monitored periodically for compliance. • Describe the workplace and work processes for potential risks and threats such as fire, electric shocks, etc. • State the health and safety requirements related to handling of dyes and chemicals. • Ensure safe and secure handling of dyeing equipment, tools and machineries • Monitor the workplace and work processes for potential risks and threats. • Describe the operating processes of ETP. • Describe various personal protective equipment like nose mask, hand gloves, gum boots, etc. • Demonstrate basic first aid. • Demonstrate basic CPR 	<ul style="list-style-type: none"> • Discuss importance of training sensitization programs for gender, and PWD awareness organized at workplace. • Identify signage related to health and safety measures. • Identify the best use of materials to minimize waste. • Identify the process involved in mock-drills and/or evacuation at the workplace in case of emergency • Carry out maintenance and cleaning of tools and equipment within one's responsibility. • Explain the correct usage of personal protective equipment. • Ensure workers' participation in mock-drills/evacuation procedures organized at the workplace. • Ensure workers undertake first-aid, fire-fighting, and emergency response training. • Dispose waste safely in the designated location. • Identify how to use different tools and equipment related to stitching like scissors, thread cutters, etc. safely and securely. • Identify methods to be vigilant for potential risks and threats associated with the workplace and equipment such as physical injuries from scissors, shears, etc. • Handle tools and equipment such as cutters, scissors, etc. safely and securely. • Demonstrate correct and safe handling of fire extinguishers. • Apply emergency response processes.
Classroom Aids:	
Charts, Models, Flip Chart, White-Board/Smart Board, Marker, Duster	

Tools, Equipment, and Other Requirements

First aid kit, fire extinguisher

Module Name 5: Select fabrics, trims and accessories as per specific product category

Mapped to AMH/N2001,(Version 4.0)

Terminal Outcomes:

- Identify the market of fabric and accessories
- Selection of fabric
- Selection of accessories as per product
- Identify the usage and applicability like air and heat transmission, moisture transfer, crease resistance, pilling, static electricity, and launder- ability.

<i>Duration: 09:00</i>	<i>Duration: 21:00</i>
Theory – Key Learning Outcomes	Practical – Key Learning Outcomes
<ul style="list-style-type: none"> Describe the Selection process of fabric suitability with respect to construction, applicability cost, color and design like plain, check, jacquard, embroidered, etc. As per the product's requirement and the properties of the fabrics. 	<ul style="list-style-type: none"> Identify the construction process required to construct the product Identify the type of embroidery technique required in the product. Identify the dyeing and the printing process applicable to the product as its use and the fabric properties. Describe how to Select the trims and accessories with respect to aesthetic appeal, cost and functionality of the product.

Classroom Aids:

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

Tools, Equipment, and Other Requirements

Specification Sheet Chalk & marker (Chalks & markers of different colors) Dexterity test Kit, Sewing Machine tool kit
Students Notes

Module Name 6: Abide by industry, regulatory, and organizational mandates, while integrating environmentally friendly practices

Mapped to AMH/N0311,(Version 1.0)

Terminal Outcomes:

- Importance of Green jobs in origination
- Optimize usage of material and resources at workplace.
- Identify the process of handling and storage off waste materials
- Importance of punctuality of attendance.

<i>Duration: 15:00</i>	<i>Duration: 15:00</i>
Theory – Key Learning Outcomes	Practical – Key Learning Outcomes
<ul style="list-style-type: none"> State the importance of having an ethical and value-based approach to governance. State benefits to self and the organisation due to practice of values and ethics. State the importance of punctuality and attendance. Interpret correctly legal, regulatory and ethical requirements specific to the apparel industry. State customer specific requirements mandated as a part of the work process. State country/customer specific regulations for the apparel sector and their importance. State reporting procedure of the organisation in case of deviations. State limits of personal responsibility. Report any possible deviation to regulatory requirements to concerned authority. Obtain clarifications on policies and procedures, from the supervisor or other authorized personnel. Follow the organisational policies and concerning quality. Discuss the significance of specified usage of resources at work area Evaluate the different ways to conserve energy in Apparel sector 	<ul style="list-style-type: none"> Discussed the importance of switch of the machine when not in use. Carrying out work functions in accordance with organizational standards, greening solutions, procedures, policies, legislation and regulations. Demonstrate the method of handling and storage of waste materials such as paper, sketches, colouring tools, electronic waste, etc Apply legislation and regulations, organizational guidelines and procedures while carrying out work related functions. Apply appropriate methods to seek clarifications pertaining to policies and procedures, from the supervisor or other authorized personnel.
Classroom Aids:	
Charts, Flip Chart, White-Board/Smart Board, Marker, Duster	
Tools, Equipment, and Other Requirements	
Computer, computer peripherals, documents related to compliance	

Module Name 7: Plan and prepare design collections of garments for a season Mapped to AMH/N1210,(Version 3.0)

Terminal Outcomes:

- Describe the previous designs manufactured in the organization along with the available raw materials, machinery, equipment and skill set of the laboratory.
- Describe about fabric, garment, home, made-up product manufacturing processes and technology.
- Describe about measurement tools and the procedure of taking body measurements, draping and other relevant standard measurements
- Identify various types of design
- Describe the cutting of garment process

<i>Duration: 30:00</i>	<i>Duration: 30:00</i>
Theory – Key Learning Outcomes	Practical – Key Learning Outcomes
<ul style="list-style-type: none"> Plan market research using various tools of research such as forecast magazines, fashion shows, market analysis etc. 	<ul style="list-style-type: none"> Demonstrate different dyeing and printing techniques. Identify various design elements.

<ul style="list-style-type: none"> Conduct market research for trends and forecast from various sources such as forecasting sites like WGSN, forecast catalogues, etc. for garment design. Develop a mood/theme board based on the market research. Extract the key elements from the mood board which is intended to be put in the garment design as per the instructions given and the clientele. Construct a design using the various elements of design. Describe the various types of fibres, their properties, and textiles processes. Describe to develop, collect and maintain the swatches of the fabrics, trims and accessories that are required for design development 	<ul style="list-style-type: none"> Identify swatches of the fabrics (print, embroidery, dyed etc.), trims and accessories that are required for design development. Identify various national and international standard sizes. Cut the garment as per the pattern. Construct the cut components and assemble them to form a garment. Embroider the constructed garment using different embroidery techniques. Follow compliance requirements related to usage of various types of dyes such as azo free dyes and garment construction process. Develop a file of the swatches collected. Identify various types of garments (shirts, skirts, trousers, etc.) and the types of garment parts such as sleeves, collars, necklines, etc. Illustrate various techniques of taking body measurement. Drape the mannequin to construct the pattern in the required design. Develop the pattern as per the draping done or using direct measurement. Lay the pattern on the fabric.
Classroom Aids:	
Charts, Flip Chart, White-Board/Smart Board, Marker, Duster	
Computer, computer peripherals, documents related to compliance	

Module Name 8: 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

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After completing this program, me, 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/Smart Board, 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

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Minimum Educational Qualification	Specialization	Relevant Industry Experience		Training Experience		Remarks
		Years	Specialization	Years	Specialization	
High School		6 Year	Designing	0	Designing	Education qualification is required in relevant trade. Textiles qualification and experience will not be considered.
Senior Secondary		5 Year	Designing	0	Designing	
Diploma		4 Year	Designing	0	Designing	
Graduation		3 Year	Designing	0	Designing	
Post graduate diploma		2 Year	Designing	0	Designing	
Post Graduate Degree in relevant trade or sector		1 Year	Designing	0	Designing	
Trainer Certification						
Domain Certification		Platform Certification				
Certificate for Job Role: “Assistant Fashion Design-Apparel, Home and Made-Ups” mapped to QP: “AMH/ Q1210” 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%.				

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

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

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

Master Trainer Prerequisites						
Minimum Educational Qualification	Specialization	Relevant Industry Experience		Training/Assessment Experience		Remarks
		Years	Specialization	Years	Specialization	

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

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

Assessor Requirements

Assessor Prerequisites						
Minimum Educational Qualification	Specialization	Relevant Industry Experience		Training Experience		Remarks
		Years	Specialization	Years	Specialization	
ITI		4 Year	Designing	0	Designing	Education qualification is required in relevant trade. Textiles

Diploma		4 Year	Designing	0	Designing	qualification and experience will not be considered.
Graduation		3 Year	Designing	0	Designing	
Post graduate diploma		2 Year	Designing	0	Designing	
Post Graduate Degree in relevant trade or sector		1 Year	Designing	0	Designing	

Assessor Certification

Domain Certification	Platform Certification
Certificate for Job Role: "Assistant Fashion Design-Apparel, Home and Made-Ups" mapped to QP: "AMH/ Q1210" Minimum accepted % as per respective SSC guidelines 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%.

Assessment Strategy

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

Acronyms and Abbreviations

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

Glossary

Sector	Sector is a conglomeration of different business operations having similar business and interests. It may also be defined as a distinct subset of the economy whose components share similar characteristics and interests.
Sub-sector	Sub-sector is derived from a further breakdown based on the characteristics and interests of its components.
Occupation	Occupation is a set of job roles, which perform similar/ related set of functions in an industry.
Job role	Job role defines a unique set of functions that together form a unique employment opportunity in an organization.
Occupational Standards (OS)	OS specify the standards of performance an individual must achieve when carrying out a function in the workplace, together with the Knowledge and Understanding (KU) they need to meet that standard consistently. Occupational Standards are applicable both in the Indian and global contexts.
Performance Criteria (PC)	Performance Criteria (PC) are statements that together specify the standard of performance required when carrying out a task.
National Occupational Standards (NOS)	NOS are occupational standards which apply uniquely in the Indian context.
Qualifications Pack (QP)	QP comprises the set of OS, together with the educational, training and other criteria required to perform a job role. A QP is assigned a unique qualifications pack code.
Unit Code	Unit code is a unique identifier for an Occupational Standard, which is denoted by an 'N'
Unit Title	Unit title gives a clear overall statement about what the incumbent should be able to do.
Description	Description gives a short summary of the unit content. This would be helpful to anyone searching on a database to verify that this is the appropriate OS they are looking for.

Scope	Scope is a set of statements specifying the range of variables that an individual may have to deal with in carrying out the function which have a critical impact on quality of performance required.
Knowledge and Understanding (KU)	Knowledge and Understanding (KU) are statements which together specify the technical, generic, professional and organizational specific knowledge that an individual needs in order to perform to the required standard.
Organisational Context	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.
Technical Knowledge	Technical knowledge is the specific knowledge needed to accomplish specific designated responsibilities.
Core Skills/ Generic Skills (GS)	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.
Electives	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.
Options	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.