



Model Curriculum

QP Name: Boutique Manager

QP Code: AMH/Q1910

QP Version: 4.0

NSQF Level: 6

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	Apparel
Occupation	Boutique Operations
Country	India
NSQF Level	6
Aligned to NCO/ISCO/ISIC Code	NCO-2015/NIL
Minimum Educational Qualification and Experience	<ul style="list-style-type: none"> Completed 3-Year UG Degree with 1.5 year relevant experience OR <ul style="list-style-type: none"> Previous relevant Qualification of NSQF Level 5.5 with 1.5 year relevant experience
Pre-Requisite License or Training	NA
Minimum Job Entry Age	23 Years
Last Reviewed On	22-10-2024
Next Review Date	22-10-2027
NSQC Approval Date	22-10-2024
QP Version	4.0
Model Curriculum Creation Date	04-08-2024
Model Curriculum Valid Up to Date	22-10-2027
Model Curriculum Version	4.0
Minimum Duration of the Course	600
Maximum Duration of the Course	600

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.

- Create design as per latest trends and establish customer needs
- Allocate and check works assigned to subordinates and manage and monitor boutique performance
- Build and monitor team performance
- Maintain health, safety and security in the boutique
- Comply with industry, regulatory and organizational requirements

Compulsory Modules

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

NOS and Module Details	Theory Duration	Practical Duration	OJT Duration (Mandatory)	OJT Duration (Recommended)	Total Duration
AMH/N1910. Create design as per latest trends and establish customer needs NOS Version- 22.0 NSQF Level- 6	60.00	150.00	60.00	0.00	270.00
Module 1: Introduction (Bridge Module)	3.00	0.00	0.00	0.00	3.00
Module 2: Conduct market research	17.00	50.00	0.00	0.00	67.00
Module 3: Create design as per latest trends according to construct the garment as per the customer needs	20.00	50.00	0.00	0.00	70.00
Module 4: Prepare the documents	20.00	50.00	60.00	0.00	130.00
AMH/N1911. Allocate and check work assigned to subordinates and manage and monitor boutique performance NOS Version- 6.0 NSQF Level- 6	51.00	99.00	0.00	0.00	150.00
Module 5: Allocate and check work assigned to subordinates	21.00	45.00	0.00	0.00	66.00
Module 6: Monitor boutique performance while planning the display	30.00	54.00	0.00	0.00	84.00
AMH/N1912. Build and monitor team performance NOS Version- 3.0 NSQF Level- 6	15.00	45.00	0.00	0.00	60.00
Module 7: Build and monitor team performance	15.00	45.00	0.00	0.00	60.00
AMH/N1913. Maintain health, safety and security in the boutique with Gender and PwD Sensitization NOS Version- 3.0 NSQF Level- 6	15.00	15.00	0.00	0.00	30.00
Module 8: Maintain health, safety and security in the boutique with Gender and PwD Sensitization	15.00	15.00	0.00	0.00	30.00
AMH/N0622. Ensure adherence to industry, regulatory, and organizational standards, while incorporating the principles of environmental sustainability NOS Version- 1.0 NSQF Level- 6	15.00	15.00	0.00	0.00	30.00

Module 9: Ensure adherence to industry, regulatory, and organizational standards, while incorporating the principles of environmental sustainability	15.00	15.00	0.00	0.00	30.00
DGT/VSQ/N0103: Employability Skills NOS Version- 1.0 NSQF Level- 5	24.00	36.00	0.00	0.00	60.00
Module 10: Employability Skills	24.00	36.00	0.00	0.00	60.00
Duration (in Hours) / Total Marks	180.00	360.00	60.00	0.00	600.00

Module Details

Module 1: Introduction (Bridge Module)

Mapped to Bridge Module

Terminal Outcomes:

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

Duration: <03:00>	Duration: <00:00>
Theory – Key Learning Outcomes	Practical – Key Learning Outcomes
<ul style="list-style-type: none"> Describe the trends in the apparel industry. Describe the job responsibilities of a boutique manager. 	
Classroom Aids:	
White /black Board with Marker and Chalk, Duster	
Tools, Equipment and Other Requirements	

Module Name 2: Conduct market research

Mapped to AMH/N1910 V 22.0

Terminal Outcomes:

- Describe the fashion
- Describe the various design elements in Tec pack
- Describe the various elements of Tec pack
- Describe and demonstrate the sewing techniques
- Describe how to conduct the market research
- Analysed the result of market research
- Identify the various types of elements of Tec pack
- Identify different process of market research

<i>Duration: 17:00</i>	<i>Duration: 50:00</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. Describe the process to conduct market research for trends and forecast from various sources such as forecasting sites and catalogues, etc. for garment design. Describe the various types of fibre, their properties, and textiles processes to prepare the fabric for construction. 	<ul style="list-style-type: none"> Conduct market research for new materials in the market and their sources of procurement. Identify various design elements. Construct a design using the various elements of design. Follow compliance requirements related to usage of various types of dyes such as azo-free dyes and garment construction process. Identify swatches of the fabrics (print, embroidery, dyed etc.), trims and accessories that are required for design development.
Classroom Aids:	
Charts, Models, Video presentation, Flip Chart, White-Board/Smart Board, Marker, Duster	
<u>Tools, Equipment, and Other Requirements</u>	
<p>Sewing machine , specialized sewing machines and stools, cleaning cloth, baskets/ pouches etc." different type of fabrics (e.g. :cotton fabric or any surplus fabric is used quantity and quality may vary as per requirement), type of trims (quantity and quality may vary as per requirement) type of accessories (quantity and quality may vary as per requirement) white/black board+ marker+ duster/ chalk computer peripherals with chairs and software, printer shears machine tool kit , machine oil scales, normal straight big ruler basic stationary , wash care and content labels iron and iron table, pantone shade card calculator, pattern paper (quantity and quality may vary as per requirement), documents set tech pack, appraisal sheet, client specification sheet, ledger sheet, spec. sheet etc. garment sample /made- ups and home furnishing articles (the quantity and variety may vary) packing trims with accessories dustbin books on different type of fabric books on garments , made ups and home furnishing articles and there manufacturing cost sheet format/ bill book/ invoice format inventory/ stock register customer feedback register/ employees register ,fashion forecasts, journals and magazines student notes fire safety equipment & first aid box sewing & embroidery kit with bobbin and bobbin case with tailor's chalk and pins (e.g.: safety pins, dress pins etc.), embroidery thread, quantity may vary, dress form (size (M), preferably woman), hand needle and machine needle , embroidery needle (various gauges assorted), projector /LCD, student's chair with table arm, teacher's table and chair, trainees stools for sewing, table for pattern making</p>	

Module Name 3: Create design as per latest trends according to and construct the garment as per customer needs

Mapped to AMH/N1910 V 22.0

Terminal Outcomes:

- Identify customer's requirement
- Describe the fashion
- Identify the latest trends in market
- Identify customer need
- Understand the Customer Budget

<i>Duration: 20:00</i>	<i>Duration: 50:00</i>
Theory – Key Learning Outcomes	Practical – Key Learning Outcomes
<ul style="list-style-type: none"> • Describe the customer need • Describe the process of design of garment • Describe the process the take measurement on mannequin • Describe type of fabric • Describe the sewing techniques • Describe the construct the cut components and assemble them using sewing machines and hand sewing wherever applicable to form a photo sample. • Embroider, print or dye the garment as per the requirement in the design. 	<ul style="list-style-type: none"> • Identify the types of the garments and the components. • Identify the types of equipment used for pattern making and cutting. • Prepare the Tec pack. • Create the design using the details in the Tec pack. • Demonstrate the measurement on the mannequin or live model. • Identify the types of the pattern. • Develop the pattern as per the details given in the tech-pack. • Mark the notches and the components on the pattern. • Select the correct fabric as per the requirement. • Lay the pattern on the fabric. • Cut the garment as per the pattern. • Lay the pattern on the fabric. • Cut the garment as per the pattern • Identify the types of sewing machines and their parts. • Demonstrate the feed mechanism on the sewing machines
Classroom Aids:	
Charts, Models, Video presentation, Flip Chart, White-Board/Smart Board, Marker, Duster	
<u>Tools, Equipment, and Other Requirements</u>	
Sewing machine , specialized sewing machines and stools, cleaning cloth, baskets/ pouches etc." different type of fabrics (e.g. :cotton fabric or any surplus fabric is used quantity and quality may vary as per requirement), type of trims (quantity and quality may vary as per requirement) type of	

accessories (quantity and quality may vary as per requirement) white/black board+ marker+ duster/ chalk computer peripherals with chairs and software, printer shears machine tool kit , machine oil scales, normal straight big ruler basic stationary , wash care and content labels iron and iron table, pantone shade card calculator, pattern paper (quantity and quality may vary as per requirement), documents set tech pack, appraisal sheet, client specification sheet, ledger sheet, spec. sheet etc. garment sample /made- ups and home furnishing articles (the quantity and variety may vary) packing trims with accessories dustbin books on different type of fabric books on garments , made ups and home furnishing articles and there manufacturing cost sheet format/ bill book/ invoice format inventory/ stock register customer feedback register/ employees register ,fashion forecasts, journals and magazines student notes fire safety equipment & first aid box sewing & embroidery kit with bobbin and bobbin case with tailor's chalk and pins (e.g.: safety pins, dress pins etc.), embroidery thread, quantity may vary, dress form (size (M), preferably woman), hand needle and machine needle , embroidery needle (various gauges assorted), projector /LCD, student's chair with table arm, teacher's table and chair, trainees stools for sewing, table for pattern making

Module Name 4: Prepare the documents

Mapped to AMH/N1910 V 22.0

Terminal Outcomes:

- Understand the process of documents
- Knowledge about the bill books
- Knowledge about different types of software for payment

<i>Duration: 20:00</i>	<i>Duration: 50:00</i>
Theory – Key Learning Outcomes	Practical – Key Learning Outcomes
<ul style="list-style-type: none"> • Describe the components of the cost sheet. • Describe the different payment method • Describe the process of booking the order • Describe the computer software and tools like Ms-office, data management, basic internet, etc. 	<ul style="list-style-type: none"> • Explain the different documents required for documenting the customer's order. • Identify the cost sheet as per the style • Identify the process of deferent methods to book order for fabric. • Record the order of the customer in the record book or in the computer using data management software • Prepare the cost sheet of the style in the given format. • Book the order as per the customer's demand in the desired format in customer's requirement book or using data management system.

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

Tools, Equipment, and Other Requirements

- Sewing machine , specialized sewing machines and stools, cleaning cloth, baskets/ pouches etc." different type of fabrics (e.g. :cotton fabric or any surplus fabric is used quantity and quality may vary as per requirement), type of trims (quantity and quality may vary as per requirement) type of accessories (quantity and quality may vary as per requirement) white/black board+ marker+ duster/

chalk computer peripherals with chairs and software, printer shears machine tool kit , machine oil scales, normal straight big ruler basic stationary , wash care and content labels iron and iron table, pantone shade card calculator, pattern paper (quantity and quality may vary as per requirement), documents set tech pack, appraisal sheet, client specification sheet, ledger sheet, spec. sheet etc. garment sample /made- ups and home furnishing articles (the quantity and variety may vary) packing trims with accessories dustbin books on different type of fabric books on garments , made ups and home furnishing articles and there manufacturing cost sheet format/ bill book/ invoice format inventory/ stock register customer feedback register/ employees register ,fashion forecasts, journals and magazines student notes fire safety equipment & first aid box sewing & embroidery kit with bobbin and bobbin case with tailor's chalk and pins (e.g.: safety pins, dress pins etc.), embroidery thread, quantity may vary, dress form (size (M), preferably woman), hand needle and machine needle , embroidery needle (various gauges assorted), projector /LCD, student's chair with table arm, teacher's table and chair, trainees stools for sewing, table for pattern making

Module Name 5: Allocate and check work assigned to subordinates

Mapped to AMH/N1911 V 6.0

Terminal Outcomes:

- Describe the goals of production
- Describe planning how to assign the work to the team
- Identify the core skill of team member
- Describe the process of communication to the team member

<i>Duration: 21:00</i>	<i>Duration: 45:00</i>
Theory – Key Learning Outcomes	Practical – Key Learning Outcomes
<ul style="list-style-type: none"> • Describe the proper communication within the team • Describe the business goals that are SMART (Specific, Measurable, Achievable, Realistic and Time Based). • Describe the planning of production before given target to the team • Plan the inventory management. 	<ul style="list-style-type: none"> • Identify the skills, knowledge and experience of the team members. • Identify the core strength of the team • Allocate equitable work to the team based on their skills, knowledge and experience. • Identify the time required to complete the task using work study tools and techniques. • Explain the steps of monitoring the work performed by the team, periodically using suitable management tools.
Classroom Aids:	
Charts, Models, Video presentation, Flip Chart, White-Board/Smart Board, Marker, Duster	
<u>Tools, Equipment, and Other Requirements</u>	

Sewing machine , specialized sewing machines and stools, cleaning cloth, baskets/ pouches etc." different type of fabrics (e.g. :cotton fabric or any surplus fabric is used quantity and quality may vary as per requirement), type of trims (quantity and quality may vary as per requirement) type of accessories (quantity and quality may vary as per requirement) white/black board+ marker+ duster/ chalk computer peripherals with chairs and software, printer shears machine tool kit , machine oil scales, normal straight big ruler basic stationary , wash care and content labels iron and iron table, pantone shade card calculator, pattern paper (quantity and quality may vary as per requirement), documents set tech pack, appraisal sheet, client specification sheet, ledger sheet, spec. sheet etc. garment sample /made- ups and home furnishing articles (the quantity and variety may vary) packing trims with accessories dustbin books on different type of fabric books on garments , made ups and home furnishing articles and there manufacturing cost sheet format/ bill book/ invoice format inventory/ stock register customer feedback register/ employees register ,fashion forecasts, journals and magazines student notes fire safety equipment & first aid box sewing & embroidery kit with bobbin and bobbin case with tailor's chalk and pins (eg: safety pins, dress pins etc.), embroidery thread, quantity may vary, dress form (size (M), preferably woman), hand needle and machine needle , embroidery needle (various gauges assorted), projector /LCD, student's chair with table arm, teacher's table and chair, trainees stools for sewing, table for pattern making

Module Name 6: Monitor boutique performance while planning the display

Mapped to AMH/N1911, V 6.0

Terminal Outcomes:

- Describe process of planning for display
- Describe the operations research, tools and techniques
- Identify boutiques strengths and weaknesses

<i>Duration: 30:00</i>	<i>Duration: 54:00</i>
Theory – Key Learning Outcomes	Practical – Key Learning Outcomes
<ul style="list-style-type: none"> • Plan the display of boutique using the concepts of visual merchandising. • Describe the selection of suitable accessories to go with the garment like purse, jewellery etc. • Describe what accessories will look good to display the articles with coordinates like purse, jewellery wherever required. • Describe the making the stock register. • Describe the Maintain the stock register. • Describe the boutiques culture, processes, tools and techniques 	<ul style="list-style-type: none"> • Plan the display of boutique using the concepts of visual merchandising. • Select the suitable accessories to go with the garment like purse, jewellery etc. • Display the articles with coordinates like purse, jewellery wherever required. • Maintain the customer feedback register. • Prepare the stock register. • Maintain the stock register. • Identify the various accessories to go with the garment packaging techniques
Classroom Aids:	
Charts, Models, Video presentation, Flip Chart, White-Board/Smart Board, Marker, Duster	
<u>Tools, Equipment, and Other Requirements</u>	

- Garment, fabric, purse jewellery for decoration, mannequin/dress form

Module Name 7: Build and monitor team performance

Mapped to AMH/N1912 V 3.0

Terminal Outcomes:

- Describe the document records related to employees, team work allocation and their outputs
- Identify the monitor system of customer satisfaction.
- Identify boutiques strengths and weaknesses of the team
- Identify areas of improvement

<i>Duration: 15:00</i>	<i>Duration: 45:00</i>
Theory – Key Learning Outcomes	Practical – Key Learning Outcomes
<ul style="list-style-type: none"> • Articulate clearly to the team the purpose, goals and scope of activities related to the boutique business. • Describe the process of communication skills • Describe the preparing process of documentation 	<ul style="list-style-type: none"> • Identify diversity of expertise, knowledge, skills and attitude required to achieve team objectives (like customer satisfaction, quality consciousness, negotiation, etc.) in a group. • Demonstrate review of team performance at appropriate intervals and evaluate for how it is progressing • Prepare the employees register. • Prepare the appraisal records. • Perform good interpersonal communication skills.
Classroom Aids:	
Charts, Models, Video presentation, Flip Chart, White-Board/Smart Board, Marker, Duster	
Tools, Equipment, and Other Requirements	
Computer, white /black board with marker & chalk, projector	

Module Name 8: Maintain health, safety and security in the boutique with Gender and PwD Sensitization

Mapped to AMH/N1913 V 3.0

Terminal Outcomes:

- Importance of Green jobs in origination
- Optimize usage of material and resources at workplace.
- Describe how to accommodate employees with disabilities; etiquette to adhere to and proper language and terminology

- Describe how to communicate, offer help, respecting space, parking etc. for people with disabilities or special needs.

<i>Duration: 15:00</i>	<i>Duration: 15:00</i>
Theory – Key Learning Outcomes	Practical – Key Learning Outcomes
<ul style="list-style-type: none"> • Discuss the significance of specified usage of resources at work area • Evaluate the different ways to conserve energy in Apparel sector • State the importance of having an ethical and value-based approach to governance. • State benefits to self and the organisation due to the practice of values and ethics. • Describe how to create the backup of the design created. • Describe how to store the soft copies as per the instructions provided. • Discuss the importance of energy • Discuss how to save energy 	<ul style="list-style-type: none"> • Identify different ways of minimizing wastage. • 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. • Identify procedures to follow if legal, regulatory and ethical requirements of the organisation are not met. • Maintain tools and equipment. • Demonstrate cleaning of sewing machine and other tools. • Demonstrate the method of working in a correct posture. • Carry out work functions in accordance with legislation and regulations, organizational guidelines and procedures. • Identify and report any possible deviation to regulatory requirements. • Seek and obtain clarifications on policies and procedures, from the supervisor or other authorized personnel. • Dispose the waste material in the dustbin.
Classroom Aids:	
Charts, Flip Chart, White-Board/Smart Board, Marker, Duster	
Tools, Equipment, and Other Requirements	
First Aid kit, Fire Extinguisher, machinery and equipment	

Module Name 9: Ensure adherence to industry, regulatory, and organizational standards, while incorporating the principles of environmental sustainability Mapped to AMH/N0622, V 1.0

Terminal Outcomes:

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

Duration: 15:00 Theory – Key Learning Outcomes	Duration: 15:00 Practical – Key Learning Outcomes
<ul style="list-style-type: none"> • Describe effects of contamination on products i.e. Machine oil, dirt etc. • Describe safe working practices for cleaning and maintenance of equipment. • Describe various markers and tools that are required for marking. • Maintain a comfortable position with correct posture while working. • Describe different ways of minimizing wastage. • Carry out cleaning according to schedules and limits of responsibility. • Explain the importance of effective communication with colleagues and supervisors. • Describe the lines of communication, authority and reporting procedures. • Describe the company's quality standards. • Describe the types of records kept and the methods to complete the records. • Describe the importance of keeping accurate quality records. • Describe the importance of complying with written instructions. • Report quality issues to appropriate people. • State the importance of keeping accurate records concerning quality. • State safe working practices and procedures. • Describe limits of self-responsibility. • Describe ways of resolving problems within the work organizational area. • Explain importance of greening solutions, procedures, policies, legislation and regulations • Discuss the significance of specified usage of 	<ul style="list-style-type: none"> • Identify different types of cleaning equipment and substances and their use • Identify various machines used for layering and spreading processes • Identify different types of cutting machines like scissors, straight knife, band knife, laser cutting machine, etc. • Testing working practices for cleaning and maintenance of equipment. • List procedures to conduct maintenance of tools and equipment. • Handle materials and tools safely and correctly. • Use cleaning equipment and methods appropriate for the work to be carried out. • Identify common faults with equipment and the method to rectify • Use correct lifting and handling procedures. • Carry out regular running maintenance of tools and equipment within agreed schedules and limits of responsibility. • Carry out safe working practices for cleaning and maintenance of equipment. • Identify different ways of minimizing wastage. • Dispose of waste safely in the designated location. • Store cleaning equipment safely at the designated place after use. • 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,

<p>resources at work area</p> <ul style="list-style-type: none"> Evaluate the different ways to conserve energy in Apparel sector 	<p>colouring tools, electronic waste, etc.</p>
Classroom Aids:	
Charts, Flip Chart, White-Board/SmartBoard, Marker, Duster	
Tools, Equipment, and Other Requirements	
<ul style="list-style-type: none"> White/ Black Board, White and Black Board Marker , cleaning equipment, machines used for layering and spreading processes, markers and tools, cutting machines like scissors, straight knife, band knife, laser cutting machine, etc., Unique Equipment Required: Thread (for embroidery surplus, quantity and quality may vary), Novelty Yarns/Fancy yarns (surplus, quantity and variety may vary), Fabric (surplus fabric, quantity and variety may vary), Surface Embellishments, Industrial Single Needle Lock Stitch Machine set, Zig - Zag Machine with table, Masking Tape, Needles (various sizes), Thimbles For The Thumb (Plastic and Plated), Measuring Scale, Measuring Tape, Hand Needle(all gauges, Punch Needle (all gauges. The quantity may vary)), Scissors (fabric and paper cutting), Frame, Pattern Making Paper, Tracing Paper, Carbon Paper, Machine Tool Kit (screw driver, screw etc.), Machine Oil, Cotton Swabs/Dabber/roll, Hand Held Thread Trimmer, Hot Glue Gun (quantity may vary), Types Of Glue (Fabric and super glue. Any type), Metallic Tweezer, Tailor's Chalk (quantity may vary as per requirement), Pins And Safety Pins (quantity may vary as per requirement), Dress Maker's Pin (quantity may vary as per requirement), Pin Cushion (quantity may vary as per requirement), Needle Threader , Basic stationary, Fusible Backing Paper (Stabilizer)(any good quality. variety and quantity may vary as per requirement), Student's Chair With Table Arm, Stools Trainees For Machines, Teacher's Chair, Teacher's Table, White Board/Black Board, Boxes /Baskets/Pouches For Storing Items, Labels / Stickers (The quantity and variety may vary),Magnetic White Board Eraser and Marker/Chalk, File Cabinet, dustbin, Dress Form(size medium, male or female),Hanger, First Aid Box, Pressing Table, Iron, Cutting Table, Bobbin, Bobbin Case, Cleaning Cloth, Machine Folders, Machine Attachments, Tools For Maintenance (as per requirement),Swatch Files, Trim Files, Embroidery Design Templates, Design Specification Sheet, Fire Extinguisher, Student Manual/notes, Seam Ripper, Tracing Wheel, Dexterity Test Kit, Dress , Markers Pins, Ink (The quantity and variety may vary),Projector / LCD, Job card 	

Module Name 10: Employability Skills

Mapped to DGT/VSQ/N0102, V 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 Duration: 24:00, Practical 36:00 Hours)

Key Learning Outcomes

Introduction to Employability Skills Duration: 3 Hours

After completing this programme, participants will be able to:

1. Outline the importance of Employability Skills for the current job market and future of work
2. identify and explore learning and employability relevant portals
3. Research and prepare a note on different industries, trends, required skills and the available opportunities

Constitutional values - Citizenship Duration: 1.5 Hours

4. 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.
5. follow environmentally sustainable practices

Becoming a Professional in the 21st Century Duration: 5 Hours

6. recognize the significance of 21st century skills required for employment
7. Practice 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
8. Adopt a continuous learning mindset for personal and professional development

Basic English Skills Duration: 10 Hours

9. use basic English for everyday conversation in different contexts, in person and over the telephone
10. read and understand routine information, notes, instructions, mails, letters etc. written in English
11. write short messages, notes, letters, e-mails etc. in English

Career Development & Goal Setting Duration: 4 Hours

12. identify career goals based on the skills, interests, knowledge, and personal attributes
13. prepare a career development plan with short- and long-term goals

Communication Skills Duration: 10 Hours

14. follow verbal and non-verbal communication etiquette while communicating in professional and public settings
15. use active listening techniques for effective communication
16. communicate in writing using appropriate style and format based on formal or informal requirements
17. work collaboratively with others in a team

Diversity and Inclusion Duration: 2.5 Hours

18. communicate and behave appropriately with all genders and PwD
19. escalate any issues related to sexual harassment at workplace according to POSH Act

Financial and Legal Literacy Duration: 10 Hours

20. identify and select reliable institutions for various financial products and services such as bank account, debit

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and credit cards, loans, insurance etc.

21. carry out offline and online financial transactions, safely and securely, using various methods and check the entries in the passbook

22. identify common components of salary and compute income, expenses, taxes, investments etc

23. identify relevant rights and laws and use legal aids to fight against legal exploitation

Essential Digital Skills Duration: 20 Hours

24. operate digital devices and use their features and applications securely and safely

25. carry out basic internet operations by connecting to the internet safely and securely, using the mobile data or other available networks through Bluetooth, Wi-Fi, etc.

26. display responsible online behaviour while using various social media platforms

27. create a personal email account, send and process received messages as per requirement

28. carry out basic procedures in documents, spreadsheets and presentations using respective and appropriate applications

29. utilize virtual collaboration tools to work effectively

Entrepreneurship Duration: 7 Hours

30. identify different types of Entrepreneurship and Enterprises and assess opportunities for potential business through research

31. develop a business plan and a work model, considering the 4Ps of Marketing Product, Price, Place and Promotion

32. identify sources of funding, anticipate, and mitigate any financial/ legal hurdles for the potential business opportunity

Customer Service Duration: 9 Hours

33. identify different types of customers and ways to communicate with them

34. identify and respond to customer requests and needs in a professional manner

35. use appropriate tools to collect customer feedback

36. follow appropriate hygiene and grooming standards

Getting ready for apprenticeship & Jobs Duration: 8 Hours

37. create a professional Curriculum vitae (Résumé)

38. search for suitable jobs using reliable offline and online sources such as Employment exchange, recruitment agencies, newspapers etc. and job portals, respectively

39. apply to identified job openings using offline /online methods as per requirement

40. answer questions politely, with clarity and confidence, during recruitment and selection

41. identify apprenticeship opportunities and register for it as per guidelines and requirements

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

Module Name 11: On-the-Job Training

Mapped to Boutique Manager (Version 4.0)

Duration: 60:00

Location: Onsite

1. Recall key terms and concepts related to inventory management, visual merchandising, and customer service in boutique operations.
2. Explain the importance of effective boutique layout planning and its impact on customer satisfaction and sales performance.
3. Illustrate the role of brand positioning and customer demographics in tailoring product offerings and marketing strategies.
4. Apply standard operating procedures to ensure smooth day-to-day operations, including order placement, stock replenishment, and billing.
5. Demonstrate the use of point-of-sale (POS) systems to track sales, generate reports, and manage customer data effectively.
6. Analyze customer buying patterns and feedback to identify trends and areas for improvement in product selection and services.
7. Assess boutique performance metrics, including sales targets, conversion rates, and footfall, to optimize strategies.
8. Evaluate supplier proposals and contracts to select the best options for maintaining quality and cost-effectiveness in product sourcing.
9. Critique visual merchandising setups and promotional campaigns to ensure alignment with brand identity and market trends.
10. Design and implement innovative sales campaigns, loyalty programs, and in-store events to boost customer engagement and retention.
11. Develop a strategic plan for boutique growth, considering staffing, marketing, and customer relationship management.

Annexure

Trainer Requirements

Trainer Prerequisites						
Minimum Educational Qualification	Specialization	Relevant Industry Experience		Training Experience		Remarks
		Years	Specialization	Years	Specialization	
Diploma		4 Year	Boutique Operations	0	Boutique Operations	Education qualification is required in relevant trade. Apparel qualification and experience will not be considered.
Graduation		3 Year	Boutique Operations	0	Boutique Operations	
Post graduate diploma		2 Year	Boutique Operations	0	Boutique Operations	
Post Graduate Degree in relevant trade or sector		1 Year	Boutique Operations	0	Boutique Operations	
Trainer Certification						
Domain Certification			Platform Certification			
Certificate for Job Role: “Boutique Manager” mapped to QP: “AMH/ Q1910” 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	Boutique Operations	0	Boutique Operations	Education qualification is required in relevant trade. Apparel qualification and experience will not be considered.
Diploma		3 Year	Boutique Operations	0	Boutique Operations	
Graduation		2 Year	Boutique Operations	0	Boutique Operations	
Post graduate diploma		2 Year	Boutique Operations	0	Boutique Operations	
Post Graduate Degree in relevant trade or sector		1 Year	Boutique Operations	0	Boutique Operations	
Assessor Certification						
Domain Certification		Platform Certification				
Certificate for Job Role: “Boutique Manager” mapped to QP: “AMH/ Q1910” 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%.				

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.
Organizational Context	Organizational context includes the way the organization 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.