



# Model Curriculum

**QP Name: Cutting Supervisor**

**QP Code: AMH/Q0601**

**QP Version: 4.0**

**NSQF Level: 5**

**Model Curriculum Version: 4.0**

Apparel, Made-ups & Home Furnishing Sector Skill Council | Flat No. A312 To A323, Third Floor  
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## Training Parameters

<b>Sector</b>	<b>Apparels</b>
<b>Sub-Sector</b>	Apparel, Made-Ups & Home Furnishing
<b>Occupation</b>	Department Supervision
<b>Country</b>	India
<b>NSQF Level</b>	5
<b>Aligned to NCO/ISCO/ISIC Code</b>	NCO-2015/7532.9900
<b>Minimum Educational Qualification and Experience</b>	12th Grade Pass with 3-year relevant experience OR Previous relevant Qualification of NSQF Level 4 with 3-year relevant experience
<b>Pre-Requisite License or Training</b>	NA
<b>Minimum Job Entry Age</b>	21 Years
<b>Last Reviewed On</b>	22-10-2024
<b>Next Review Date</b>	22-10-2027
<b>NSQC Approval Date</b>	22-10-2024
<b>QP Version</b>	4.0
<b>Model Curriculum Creation Date</b>	04-08-2024
<b>Model Curriculum Valid Up to Date</b>	22-10-2027
<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 Cutting Supervisor
- Organize the process of cutting
- Prepare for the processes of cutting
- Carry out cutting operations while supervising
- Maintain health, safety and security in the cutting workplace with Gender and PwD Sensitization
- Maintain work area, tools and machines
- Comply with industry, regulatory, organizational requirements and Greening of Job Roles 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/N0610: Plan and organize cutting process</b> NOS Version- 3.0 NSQF Level- 5	30.00	60.00	60.00	0.00	150.00
Module Name 1: Introduction (Bridge Module)	3.00	0.00	0.00	0.00	3.00
Module Name 2: Organize the process of cutting	27.00	60.00	60.00	0.00	147.00
<b>AMH/N0611: Preparatory processes for cutting</b> NOS Version- 3.0 NSQF Level- 5	30.00	60.00	0.00	0.00	90.00
Module Name 3: Prepare for the processes of cutting	30.00	60.00	0.00	0.00	90.00
<b>AMH/N0612: Supervise cutting operations</b> NOS Version- 3.0 NSQF Level- 5	21.00	99.00	0.00	0.00	120.00
Module Name 4: Carry out cutting operations while supervising	21.00	99.00	0.00	0.00	120.00
<b>AMH/N0613: Maintain health, safety and security in the cutting department with Gender and PwD Sensitization</b>	15.00	15.00	0.00	0.00	30.00

<b>NOS Version- 3.0</b> <b>NSQF Level- 5</b>					
Module Name 5: Maintain health, safety and security in the cutting department with Gender and PwD Sensitization	15.00	15.00	0.00	0.00	30.00
<b>AMH/N0619: Ensure workplace orderliness and efficiently operate tools and machinery.</b> <b>NOS Version- 1.0</b> <b>NSQF Level- 5</b>	15.00	15.00	0.00	0.00	30.00
Module Name 6 : Ensure workplace orderliness and efficiently operate tools and machinery.	15.00	15.00	0.00	0.00	30.00
<b>AMH/N0621: Adhere to industry, regulatory, and organizational standards and embrace environmentally sustainable practices</b> <b>NOS Version- 1.0</b> <b>NSQF Level- 5</b>	15.00	15.00	0.00	0.00	30.00
Module Name 7: Adhere to industry, regulatory, and organizational standards and embrace environmentally sustainable practices	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>	24.00	36.00	0.00	0.00	60.00
Module 8: Employability Skills	24.00	36.00	0.00	0.00	60.00
<b>Total Duration</b>	<b>150.00</b>	<b>300.00</b>	<b>60.00</b>	<b>0.00</b>	<b>510.00</b>

## Module Details

### Module Name 1: Introduction and Orientation to Cutting Supervisor

#### Mapped to Bridge Module

#### Terminal Outcomes:

- Explain roles and responsibilities of a 'Cutting Supervisor'.
- Describe various employment opportunities for a 'Cutting Supervisor' in the apparel industry.
- Describe the apparel production process and the role that the 'Cutting Supervisor' plays in the process.

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

<ul style="list-style-type: none"> <li>Describe the size and scope of the apparel industry.</li> <li>Describe various employment opportunities for a 'Cutting Supervisor' in the apparel industry.</li> <li>Describe the apparel production process and the role that the 'Cutting Supervisor' plays in the process.</li> <li>Explain roles and responsibilities of a 'Cutting Supervisor'.</li> </ul>	
Classroom Aids:	
Charts, Models, Flip Chart, White-Board/Smart Board, Marker, Duster	
Tools, Equipment and Other Requirements	
training kit (trainer guide, presentations)	

## Module Name 2: Organize the process of cutting

*Mapped to AMH/N0610 (Version 3.0)*

### Terminal Outcomes:

- Demonstrate pattern making.
- Demonstrate pattern markings and the specifications mentioned on it.
- Identify markers, its efficiency and notations on it.
- Select the cutting table /spreader as per the style and quantity.
- Demonstrate the functioning of AutoCAD machine/other cutting equipment.

<b>Duration: 27:00</b>	<b>Duration: 60:00</b>
<b>Theory – Key Learning Outcomes</b>	<b>Practical – Key Learning Outcomes</b>
<ul style="list-style-type: none"> <li>Demonstrate pattern making.</li> <li>Demonstrate pattern markings and the specifications mentioned on it.</li> <li>Identify markers, its efficiency and notations on it.</li> <li>Select the cutting table /spreader as per the style and quantity.</li> <li>Demonstrate the functioning of AutoCAD machine/other cutting equipment.</li> </ul>	<ul style="list-style-type: none"> <li>Identify the types of garments, made ups and home furnishing articles and their construction.</li> <li>Identify operation and handling of cutting tools like electrical straight blade cutter, rotary cutter, side cutter etc.</li> <li>Identify different types of woven (cotton, satin, silk, etc.), knit (Lycra, interlock, etc.), and upholstery (jacquard, polyester, blends, etc.) fabrics and their basic structure, construction and trade names.</li> <li>Identify the various types of trims and accessories.</li> <li>Analyse the production plan for for cutting as per style /product category/class.</li> <li>Check the quantity of the fabric as per the requirement.</li> </ul>
Classroom Aids:	
Charts, Models, Flip Chart, White-Board/Smart Board, Marker, Duster	
Tools, Equipment, and Other Requirements	
<b>Tools and equipment, maintenance and cleaning equipment</b>	
Unique Equipment Required:	
Dusters, pattern (the quantity may vary), fabrics (eg: cotton fabric or any. Surplus fabric is used quantity and quality may vary as per requirement), trims (the quantity and variety may vary as per requirement), stools , cutting table, "teacher's table, & chair", vacuum pressure , disposable die cutting pad/clicker pads, thin plastic film (quantity may vary), polioviral/poly sheeting(quantity may vary), paper separating tissue(quantity may vary), kraft underlay (quantity may vary), spray adhesives (quantity may vary),straight pins (quantity may vary), fabric roll stand , rubber moulded layer weight (the quantity and variety may vary), cloth clamp (the quantity and variety may vary), drills and thread markers, masking tapes (the quantity and variety may vary), count ticket	

(quantity may vary), bundled tickets (quantity may vary), tie-ups bundle ties, protective equipment's (nose mask, stainless steel mesh gloves etc., the quantity may vary), cutting equipment's (e.g.: straight knife, round knife etc, quantity may vary), fabric cutting scissors (metal), bundle hooks (the quantity may vary as per requirement), cutwork bags, rubber band (the quantity may vary as per requirement), marking pencil (graphite pencil, quantity may vary as per requirement), marking pen, component list (for number of components needed for production), fabric consumption list (the amount of fabric needed), cut plan document (hard copy), style sheet (provided by buyer), tech pack (provided by buyer), breakdown report (the quantity may vary as per requirement), samples of apparel, scales, measuring tape, fabric defect swatch file, types of lays study material, fabric swatch file, machine oil, first aid box & fire extinguisher, made ups and home furnishing samples, job card, stock book, order sheet, job card, dustbin, white board/ black board, marker (according to the training and job role), duster, students manual/notes, "students chairs, with table arms", basic stationary

## Module Name 3: Prepare for the processes of cutting

Mapped to AMH/N0611 (Version 3.0)

### Terminal Outcomes:

- Demonstrate the types of fabric layering techniques like face over face, face over back, etc.
- Demonstrate the mechanism to work on pattern/ marker.
- Demonstrate laying of the fabric considering the type of texture, weave, print.
- Demonstrate the laying of pattern/ marker on the fabric.

Duration: 30:00	Duration: 60:00
<b>Theory – Key Learning Outcomes</b> <ul style="list-style-type: none"> <li>• Demonstrate the types of fabric layering techniques like face over face, face over back, etc.</li> <li>• Demonstrate the mechanism to work on pattern/ marker.</li> <li>• Demonstrate laying of the fabric considering the type of texture, weave, print.</li> <li>• Demonstrate the laying of pattern/ marker on the fabric.</li> </ul>	<b>Practical – Key Learning Outcomes</b> <p>Identify different types of fabric faults like stains, sub, etc.</p> <ul style="list-style-type: none"> <li>• Identify the fabric for the types of prints, weaves, grain line and textures,</li> <li>• Identify the precautions required for cutting of specialty fabric design/motif like check designs, plaids, prints etc.</li> <li>• Check the fabric for various fabric faults.</li> </ul> <p>Select the best mechanism out of different mechanisms of spreading like manual spreading, mechanical spreader, etc.</p> <ul style="list-style-type: none"> <li>• Select the appropriate tools and equipment required for cutting.</li> <li>• Check the marker for details like grain line, notches, part name, clarity of markings, complete for all components etc.</li> </ul>
Classroom Aids:	
<b>Charts, Models, Flip Chart, White-Board/Smart Board, Marker, Duster</b>	
Tools, Equipment, and Other Requirements cutting equipment and fabric, machine guards and board and chalk or marker	
<p>Dusters, pattern (the quantity may vary), fabrics (e.g.: cotton fabric or any. Surplus fabric is used quantity and quality may vary as per requirement), trims (the quantity and variety may vary as per requirement), stools, cutting table, "teacher's table, &amp; chair", vacuum pressure, disposable die cutting pad/clicker pads, thin plastic film (quantity may vary), poly overlay/poly sheeting (quantity may vary), paper separating tissue (quantity may vary), kraft underlay (quantity may vary), spray adhesives (quantity may vary), straight pins (quantity may vary), fabric roll stand, rubber moulded layer weight (the quantity and variety may vary), cloth clamp (the quantity and variety may vary), drills and thread markers, masking tapes (the quantity and variety may vary), count ticket (quantity may vary), bundled tickets (quantity may vary), tie-ups bundle ties, protective equipment's (nose mask, stainless steel mesh gloves etc., the quantity may vary), cutting equipment (eg: straight knife, round knife etc, quantity may vary), fabric cutting scissors (metal), bundle hooks (the quantity may vary as per requirement), cutwork bags, rubber band (the quantity may vary as per requirement), marking pencil (graphite pencil, quantity may vary as per requirement), marking pen, component list (for</p>	

number of components needed for production), fabric consumption list (the amount of fabric needed), cut plan document (hard copy), style sheet (provided by buyer), tech pack (provided by buyer), breakdown report (the quantity may vary as per requirement), samples of apparel, scales, measuring tape, fabric defect swatch file, types of lays study material, fabric swatch file, machine oil, first aid box & fire extinguisher, made ups and home furnishing samples, job card, stock book, order sheet, job card, dustbin, white board/ black board, marker (according to the training and job role), duster, students manual/notes, "students chairs, with table arms", basic stationary

## Module Name 4: Carry out cutting operations while supervising

### Mapped to AMH/N0612 (Version 3.0)

#### Terminal Outcomes:

- Demonstrate the working of pattern/marker making and cutting software.
- Demonstrate ticketing of the cut components, trims and accessories.
- Demonstrate bundling of the components, trims and accessories.

<b>Duration: 21:00</b>	<b>Duration: 99:00</b>
<b>Theory – Key Learning Outcomes</b>	<b>Practical – Key Learning Outcomes</b>
<ul style="list-style-type: none"> <li>• Demonstrate the working of pattern/marker making and cutting software.</li> <li>• Demonstrate ticketing of the cut components, trims and accessories.</li> <li>• Demonstrate bundling of the components, trims and accessories.</li> <li>• Identify the various departments of production.</li> <li>• Explain the distribution of the bundles to various departments of production like sewing unit.</li> </ul>	<ul style="list-style-type: none"> <li>• Make a group to demonstrate equal distribution of work.</li> <li>• Organize equal distribution of the workload in a group.</li> <li>• Supervise the groups while carrying out the allocated work/ assignment.</li> <li>• Identify the delivery schedule.</li> <li>• Organize the material as per priority against delivery schedule.</li> <li>• Check the availability of the reference sample, cutting equipment near the cutting table.</li> <li>• Cut the fabric with precision according to the prescribed quality standard.</li> <li>• Cut the trims and accessories for the product as per requirement.</li> </ul>
Classroom Aids:	
<b>Charts, Models, Flip Chart, White-Board/Smart Board, Marker, Duster</b>	
Tools, Equipment, and Other Requirements	
Tools, Equipment, and Other Requirements cutting equipment and fabric, machine guards and board and chalk or marker	
Dusters, pattern (the quantity may vary), fabrics (eg: cotton fabric or any. Surplus fabric is used quantity and quality may vary as per requirement), trims (the quantity and variety may vary as per requirement), stools, cutting table, "teacher's table, & chair", vacuum pressure, disposable die cutting pad/clicker pads, thin plastic film (quantity may vary), poly overlay/poly sheeting (quantity may vary), paper separating tissue (quantity may vary), kraft underlay (quantity may vary), spray adhesives (quantity may vary), straight pins (quantity may vary), fabric roll stand, rubber moulded layer weight (the quantity and variety may vary), cloth clamp (the quantity and variety may vary), drills and thread markers, masking tapes (the quantity and variety may vary), count ticket (quantity may vary), bundled tickets (quantity may vary), tie-ups bundle ties, protective equipment (nose mask, stainless steel mesh gloves etc., the quantity may vary), cutting equipment (e.g.: straight knife, round knife etc, quantity may vary), fabric cutting scissors (metal), bundle hooks (the quantity may vary as per requirement), cutwork bags, rubber band (the quantity may vary as per requirement), marking pencil (graphite pencil, quantity may vary as per requirement), marking pen, component list (for number of components	

needed for production), fabric consumption list (the amount of fabric needed), cut plan document (hard copy), style sheet (provided by buyer), tech pack (provided by buyer), breakdown report (the quantity may vary as per requirement), samples of apparel, scales, measuring tape, fabric defect swatch file, types of lays study material, fabric swatch file, machine oil, first aid box & fire extinguisher, made ups and home furnishing samples, job card, stock book, order sheet, job card, dustbin, white board/ black board, marker (according to the training and job role), duster, students manual/notes, "students chairs, with table arms", basic stationary

## Module Name 5: Maintain health, safety and security in the cutting department with Gender and PD Sensitization

Mapped to AMH/N0613 (Version 3.0)

### Terminal Outcomes:

- Demonstrate the process of first-aid.
- Demonstrate handling of fire extinguisher in case of any fire emergency.
- Demonstrate correct use of PPE (Personal Protective Equipment i.e. stainless-steel mesh gloves).

Duration: 15:00	Duration: 15:00
Theory – Key Learning Outcomes	Practical – Key Learning Outcomes
<ul style="list-style-type: none"> <li>• Demonstrate the process of first-aid.</li> <li>• Demonstrate handling of fire extinguisher in case of any fire emergency.</li> <li>• Demonstrate correct use of PPE (Personal Protective Equipment i.e., stainless steel mesh gloves).</li> </ul>	<ul style="list-style-type: none"> <li>• Identify hazards related to cutting equipment like electrical cutter.</li> <li>• Handle tools and equipment's like scissors, Knives, etc. safely.</li> <li>• Observe potential risks and threats associated with workplace and equipment like, hot iron, knife, stain removers etc.</li> <li>• Ensure appropriate PPE (Personal Protective Equipment) is used while operating the handheld electrical cutter with the help of mesh gloves.</li> <li>• Monitor workplace and work processes for potential risks and threats like physical injuries or disabilities.</li> <li>• Participate in mock-drills/evacuation procedures organized at the workplace.</li> </ul>

Classroom Aids:

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

Tools, Equipment, and Other Requirements

Dusters, pattern (the quantity may vary), fabrics (e.g.: cotton fabric or any. Surplus fabric is used quantity and quality may vary as per requirement), trims (the quantity and variety may vary as per requirement), stools, cutting table, "teacher's table, & chair", vacuum pressure, disposable die cutting pad/clicker pads, thin plastic film (quantity may vary), polioviral/poly sheeting (quantity may vary), paper separating tissue (quantity may vary), kraft underlay (quantity may vary), spray adhesives (quantity may vary), straight pins (quantity may vary), fabric roll stand, rubber moulded layer weight (the quantity and variety may vary), cloth clamp (the quantity and variety may vary), drills and thread markers, masking tapes (the quantity and variety may vary), count ticket (quantity may vary), bundled tickets (quantity may vary), tie-ups bundle ties, protective equipment's (nose mask, stainless steel mesh gloves etc., the quantity may vary), cutting equipment's (e.g.: straight knife, round knife etc, quantity may vary), fabric cutting scissors (metal), bundle hooks (the quantity may vary as per requirement), cutwork bags, rubber band (the quantity may vary as per requirement), marking pencil (graphite pencil, quantity may vary as per requirement), marking pen, component list (for number of components needed for production), fabric consumption list (the amount of fabric needed), cut plan document (hard copy), style sheet (provided by buyer), tech pack (provided by buyer), breakdown report (the quantity may vary as per requirement), samples of apparel, scales, measuring tape, fabric

defect swatch file, types of lays study material, fabric swatch file, machine oil, first aid box & fire extinguisher, made ups and home furnishing samples, job card, stock book, order sheet, job card, dustbin, white board/ black board, marker (according to the training and job role), duster, students manual/notes, "students chairs, with table arms", basic stationary

## Module Name 6: Ensure workplace orderliness and efficiently operate tools and machinery.

*Mapped to AMH/N0619 (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 types of cleaning equipment and substances and their use.
- Describe various machines used for layering and spreading processes
- 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.

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

	<ul style="list-style-type: none"> <li>Describe the types of records kept and the methods to complete the records.</li> <li>Describe the importance of keeping accurate quality records.</li> <li>Describe the importance of complying with written instructions.</li> <li>Report quality issues to appropriate people.</li> </ul>
Classroom Aids:	
Charts, Models, Flip Chart, White-Board/Smart Board, Marker, Duster	
Tools, Equipment, and Other Requirements	
Tools and equipment, maintenance and cleaning equipment	

## Module Name 7: Adhere to industry, regulatory, and organizational standards and embrace environmentally sustainable practices

*Mapped to AMH/N0621 (Version 1.0)*

### Terminal Outcomes:

- Carry out work functions in accordance with legislation and regulations, organizational guidelines and procedures.
- Provide support to the supervisor and team members in enforcing the organisational considerations.
- Identify procedures to follow if legal, regulatory and ethical requirements of the organisation are not met.
- Interpret correctly legal, regulatory and ethical requirements specific to the apparel industry.
- Follow the organisational policies and procedures within limits of self-authority.

<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>State the importance of having an ethical and value-based approach to governance.</li> <li>State benefits to self and the organisation due to practice of values and ethics.</li> <li>State the importance of punctuality and attendance.</li> <li>State customer specific requirements mandated as a part of the work process.</li> <li>State country/customer specific regulations for the apparel sector and their importance.</li> <li>State reporting procedure of the organisation in case of deviations.</li> <li>State limits of personal responsibility.</li> <li>Report any possible deviation to regulatory requirements.</li> <li>Clarify doubts on policies and procedures, from the supervisor or other authorized personnel.</li> </ul>	<ul style="list-style-type: none"> <li>Provide support to the supervisor and team members in enforcing the organisational considerations.</li> <li>Identify procedures to follow if legal, regulatory and ethical requirements of the organisation are not met.</li> <li>Interpret correctly legal, regulatory and ethical requirements specific to the apparel industry.</li> <li>Carry out work functions in accordance with organizational standards, greening solutions, procedures, policies, legislation and regulations.</li> <li>Apply and follow these policies and procedures within your work practices and inculcate sustainable consumption practices</li> <li>Actively get involved in improving the performance of the organization in line with their own role and responsibilities and</li> </ul>

<ul style="list-style-type: none"> <li>Follow the organisational policies and procedures within limits of self-authority.</li> </ul>	<p>support adaptation to more environmentally friendly processes.</p> <ul style="list-style-type: none"> <li>Handle materials, equipment, computer and software safely and correctly to maintain a clean and hazard free working area and support adaptation to more environmentally friendly processes</li> <li>Carry out running maintenance and/or cleaning within one's responsibility and agreed schedules and Deal with work interruptions effectively.</li> <li>Report unsafe equipment and other dangerous occurrences to concerned personnel</li> <li>Use cleaning equipment and methods appropriate for the work to be carried out</li> <li>Request for upgrading of system or software when required for effective working and maintain a backup file when working on various design software</li> <li>All soft copies of design work to be maintained in files as well for future reference</li> </ul>
Classroom Aids:	
Charts, Models, Flip Chart, White-Board/Smart Board, Marker, Duster	
Tools, Equipment, and Other Requirements	
Basic Stationery	

## 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  
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, Behaviour 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 behaviour 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 analysing 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**

## Module Name 7: On-the-Job Training

### Mapped to Cutting Supervisor (Version 4.0)

Duration: 60:00

#### Location: Onsite

- Explain the characteristics of various fabrics and their behavior during cutting.
- Demonstrate knowledge of pattern-making, fabric grain, and lay markers for optimal utilization.
- Plan the layout and cutting sequence for different types of garments to minimize fabric wastage.
- Allocate tasks effectively among the cutting team to meet production targets.
- Operate cutting machines (e.g., straight knife, round knife, band knife, die cutters) safely and efficiently.
- Maintain cutting equipment, ensuring regular servicing and troubleshooting minor issues.
- Inspect cut components for quality and accuracy, ensuring adherence to design specifications.
- Identify and address defects in fabric or cutting errors promptly.
- Accurately mark fabric using templates, chalk, or automated systems, ensuring consistency and precision.
- Measure materials as per production requirements, minimizing errors.
- Supervise the cutting team, ensuring adherence to standard operating procedures (SOPs).
- Provide on-the-job guidance and training to junior staff, fostering skill development.
- Enforce safety protocols while handling cutting machines and tools.
- Identify potential hazards and implement measures to maintain a safe working environment.
- Monitor fabric inventory, ensuring availability of required materials for cutting operations.
- Record fabric consumption and maintain documentation for production records.
- Address challenges in cutting operations, such as fabric defects, equipment breakdowns, or pattern mismatches.
- Collaborate with other departments to resolve production bottlenecks.
- Communicate effectively with production planners, designers, and quality control teams.
- Prepare reports on cutting room efficiency, material utilization, and production outcomes.

## Annexure

### Trainer Requirements

Trainer Prerequisites						
Minimum Educational Qualification	Specialization	Relevant Industry Experience		Training Experience		Remarks
		Years	Specialization	Years	Specialization	
Diploma		4 Year	Cutting	0	Cutting	The candidate should be able to communicate in English and local language. The candidate should have knowledge of equipment, tools, material, Safety, Health & hygiene.
Graduation		3 Year	Cutting	0	Cutting	
Post graduate diploma		2 Year	Cutting	0	Cutting	
Post Graduate Degree in relevant trade or sector		1 Year	Cutting	0	Cutting	
Trainer Certification						
Domain Certification			Platform Certification			
Certificate for Job Role: “Cutting Supervisor” mapped to QP: “AMH/Q0610”(version 4.0) 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	Cutting	0	Cutting	The candidate should possess good knowledge and experience of various hand embroidery techniques using tools like needles, aari etc. The candidate should be able to communicate in English and local language. The candidate should have knowledge of equipment, tools, material, Safety, Health & hygiene.
Diploma		4 Year	Cutting	0	Cutting	
Graduation		3 Year	Cutting	0	Cutting	
Post graduate diploma		2 Year	Cutting	0	Cutting	
Post Graduate Degree in relevant trade or sector		1 Year	Cutting	0	Cutting	

#### Assessor Certification

Domain Certification	Platform Certification
<p>Certificate for Job Role: "Cutting Supervisor" mapped to QP: "AMH/Q0610" (version 4.0)</p> <p><b>Minimum accepted score is 80%.</b></p>	<p>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%.</p>

#### Trainer Prerequisites Employability Skills

Minimum Educational Qualification	Specialization	Relevant Industry Experience		Training/Assessment Experience		Remarks
		Years	Specialization	Years	Specialization	
Graduate/CITS	Any discipline			2	Teaching experience	<p>Prospective ES trainer should:</p> <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> </ul>

<b>Current trainers</b>	<b>ITI</b>	Employability Skills Training (3 days full-time course done between 2019-2022)					<ul style="list-style-type: none"> <li>• be adaptable</li> <li>• have willingness to learn</li> </ul>
<b>Certified current trainers (155 hours)</b>	<b>EEE</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 Qualification	Specialization	Relevant Industry Experience		Training/Assessment Experience		Remarks
		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> <li>• be adaptable</li> <li>• have willingness to learn</li> <li>• be able to grasp concepts fast and is</li> </ul>

<b>Certified Master Trainer</b>	Qualification Pack: Master Trainer (MEP/Q2602)			3	EEE training of Management SSC (MEPSC) (155 hours)	creative with teaching practices and likes sharing back their learning with others
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Master Trainer Certification Employability Skills	
Domain Certification	Platform Certification
<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

- 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
- The assessment for the theory part will be based on knowledge bank of questions created by the SSC
- Assessment will be conducted for all compulsory NOS, and where applicable, on the selected elective/option NOS/set of NOS. examination/training centre (as per assessment criteria below)
- Individual assessment agencies will create unique question papers for theory part for each candidate at each.
- Individual assessment agencies will create unique evaluations for skill practical for every student at each examination/training center based on these criteria.
- To pass the Qualification Pack, every trainee should score a minimum of 70% aggregate in QP.
- In case of unsuccessful completion, the trainee may seek reassessment on the Qualification Pack.

## Acronyms and Abbreviations

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

## Glossary

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

<b>Scope</b>	Scope is a set of statements specifying the range of variables that an individual may have to deal with in carrying out the function which have a critical impact on quality of performance required.
<b>Knowledge and Understanding (KU)</b>	Knowledge and Understanding (KU) are statements which together specify the technical, generic, professional and organizational specific knowledge that an individual needs in order to perform to the required standard.
<b>Organizational Context</b>	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.
<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.