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# Training Parameters

<b>Sector</b>	<b>Apparels</b>
<b>Sub-Sector</b>	Apparel, Made-Ups & Home Furnishing
<b>Occupation</b>	Designing
<b>Country</b>	India
<b>NSQF0020Level</b>	5
<b>Aligned to NCO/ISCO/ISIC Code</b>	NCO-2015/7532.0103
<b>Minimum Educational Qualification and Experience</b>	<ul style="list-style-type: none"> <li>• UG diploma or equivalent with 06 month relevant experience in designing OR</li> <li>• UG Certificate or equivalent with 1.5 Years of relevant experience in designing OR</li> <li>• 12th Grade Pass with 03 Years of relevant experience in designing OR</li> <li>• Previous relevant qualification of NSQF Level 4 with 03 Years of relevant experience in designing</li> </ul>
<b>Pre-Requisite License or Training</b>	NA
<b>Minimum Job Entry Age</b>	20 Years
<b>Last Reviewed On</b>	13-02-2026
<b>Next Review Date</b>	13-02-2029
<b>NSQC Approval Date</b>	13-02-2026
<b>QP Version</b>	1.0
<b>Model Curriculum Creation Date</b>	01-02-2026
<b>Model Curriculum Valid Up to Date</b>	13-02-2029
<b>Model Curriculum Version</b>	1.0
<b>Minimum Duration of the Course</b>	570
<b>Maximum Duration of the Course</b>	570

## 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 Digital Designer-Apparel Trends
- Analyze and Classify Garment Defects in Apparel Production
- Explain conventional and modern quality assurance methodologies used in apparel production.
- Apply AI-based inspection and data analysis tools to identify defects and monitor process quality.
- Integrate Digital and AI Tools in Quality Assurance Systems.
- Develop corrective and preventive action (CAPA) plans integrating digital tools and lean quality systems.
- Maintain health, safety and security at workplace.
- Comply with industry, regulatory and organizational requirements.
- 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/N1238: Analyze Fashion Trends and Consumer Insights</b> NOS Version- 1.0 NSQF Level- 5	42.00	48.00	0.00	0.00	90.00
Module Name 1: Introduction (Bridge Module)	3.00	0.00	0.00	0.00	3.00
Module Name 2: Analyze Fashion Trends and Consumer Insights	39.00	48.00	0.00	0.00	87.00
<b>AMH/N1239: Create Digital Concept Boards and Design Directions</b> NOS Version- 1.0 NSQF Level- 5	30.00	30.00	30.00	0.00	90.00
Module Name 3: Create Digital Concept Boards and Design Directions	30.00	30.00	30.00	0.00	90.00
<b>AMH/N1240: Develop Digital Apparel Prototypes and Visualizations</b> NOS Version- 1.0 NSQF Level- 5	27.00	63.00	30.00	0.00	120.00

Module Name 4: Develop Digital Apparel Prototypes and Visualizations	27.00	63.00	30.00	0.00	120.00
<b>AMH/N1241: Collaborate with Cross-Functional Teams for Trend Application</b> <b>NOS Version- 1.0</b> <b>NSQF Level- 5</b>	<b>27.00</b>	<b>33.00</b>	<b>0.00</b>	<b>0.00</b>	<b>90.00</b>
Module Name 5: Collaborate with Cross-Functional Teams for Trend Application	27.00	33.00	0.00	0.00	90.00
<b>AMH/N1242: Finalize and Present Trend-Aligned Digital Collections</b> <b>NOS Version- 1.0</b> <b>NSQF Level- 5</b>	<b>30.00</b>	<b>30.00</b>	<b>30.00</b>	<b>0.00</b>	<b>90.00</b>
Module Name 6: Finalize and Present Trend-Aligned Digital Collections	30.00	30.00	30.00	0.00	90.00
<b>AMH/N0620: Promote and sustain safety, health, and security in workplace, while fostering Gender and Persons with Disabilities (PwD) Sensitization</b> <b>NOS Version- 1.0</b> <b>NSQF Level- 5</b>	<b>15.00</b>	<b>15.00</b>	<b>0.00</b>	<b>0.00</b>	<b>30.00</b>
Module Name 7: AMH/N0620: Promote and sustain safety, health, and security in workplace, while fostering Gender and Persons with Disabilities (PwD) Sensitization	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>	<b>15.00</b>	<b>15.00</b>	<b>0.00</b>	<b>0.00</b>	<b>30.00</b>
Module Name 8: AMH/N0621: 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>	<b>24.00</b>	<b>36.00</b>	<b>0.00</b>	<b>0.00</b>	<b>60.00</b>
Module 10: Employability Skills	24.00	36.00	0.00	0.00	60.00
<b>Total Duration</b>	<b>210.00</b>	<b>270.00</b>	<b>90.00</b>	<b>0.00</b>	<b>570.00</b>

# Module Details

## Module Name 1: Introduction and Orientation to Digital Designer-Apparel Trends

### Mapped to Bridge Module

#### Terminal Outcomes:

- Describe the size and scope of the apparel industry.
- Explain the roles and responsibilities of a 'Digital Designer-Apparel Trends'.
- Describe various employment opportunities for a 'Digital Designer-Apparel Trends' in the apparel industry.

Duration: <03:00>	Duration: <00:00>
<b>Theory – Key Learning Outcomes</b>	<b>Practical – Key Learning Outcomes</b>
<ul style="list-style-type: none"> <li>• Describe the size and scope of the apparel industry.</li> <li>• Describe various employment opportunities for a 'Digital Designer-Apparel Trends' in the apparel industry.</li> <li>• Explain the roles and responsibilities of a 'Digital Designer-Apparel Trends'.</li> <li>• Describe the apparel production process and the role that the 'Digital Designer-Apparel Trends' plays in the process.</li> </ul>	
<b>Classroom Aids:</b>	
Charts, Models, Flip Chart, White-Board/Smart Board, Marker, Duster	
<b>Tools, Equipment and Other Requirements</b>	
White /black Board with Marker & Chalk, Duster	

## Module Name 2: Analyze Fashion Trends and Consumer Insights

### Mapped to AMH/N1238 (version 1.0)

#### Terminal Outcomes:

- Identify global and regional fashion trend sources, digital forecasting platforms, and consumer data repositories relevant to apparel design.
- Explain key principles of fashion forecasting, colour trends, consumer behaviour, and demographic analysis.
- Use digital tools to collect and interpret trend and consumer insight data.
- Examine sales data, social media analytics, and market reports to detect emerging apparel trends and consumer preferences.
- Assess the reliability and relevance of digital trend data for different target markets and brand positioning strategies.
- Develop visual trend boards, digital mood boards, and data-driven design briefs integrating consumer insights and fashion forecasts.

- Propose predictive trend models or design strategies using AI-based analytics to anticipate upcoming shifts in consumer demand.

<i>Duration: 42:00</i>	<i>Duration: 48:00</i>
<p><b>Theory – Key Learning Outcomes</b></p> <ul style="list-style-type: none"> <li>Identify major sources of seasonal colour forecasts and fabric/material innovations from global trend agencies and digital forecasting tools.</li> <li>Explain the characteristics of various consumer lifestyle segments based on fashion consumption behaviour.</li> <li>Classify fashion trends into micro and macro categories by applying parameters like duration, adoption rate, and market penetration.</li> <li>Analyze the influence of regional, cultural, and climatic factors on global fashion trends to determine localized apparel preferences.</li> <li>Evaluate the effect of social, cultural, and environmental movements on evolving consumer expectations in apparel.</li> <li>Formulate consolidated fashion trend reports summarizing seasonal directions, fabric forecasts, and demographic insights for design planning.</li> </ul>	<p><b>Practical – Key Learning Outcomes</b></p> <ul style="list-style-type: none"> <li>Use digital trend forecasting tools to gather data on seasonal colours, silhouettes, and materials.</li> <li>Analyze digital media platforms and social commerce analytics to extract early trend signals and consumer engagement insights.</li> <li>Interpret sales data, e-commerce analytics, and online reviews to derive actionable consumer preferences in silhouettes, materials, and pricing.</li> <li>Evaluate sustainability-focused fashion trends for their commercial feasibility and market acceptance.</li> <li>Create digital visual mood boards and presentation decks illustrating key colour palettes, materials, silhouettes, and trend-driven consumer insights for upcoming seasons.</li> </ul>
<p><b>Classroom Aids:</b></p> <p>Charts, Models, Flip Chart, White-Board/Smart Board, Marker, Duster</p>	
<p><b>Tools, Equipment, and Other Requirements</b></p> <p>Tech pack /spec sheet/trim card/size chart ,reference garment, made-ups and home furnishing samples, historic data on previous styles, bobbin, bobbin case, sewing needles, pins etc, defect marking materials, (stickers / colour coded stickers / tags), aql checklist and quality standards, basic stationary (pen, pencil, paper),record maintenance sheet &amp; reporting format, dress form(preferably woman, size m),machine tool kit (screw driver, screw etc.),operation bulletin ,garment templates, lab dips/strike off/pit loom samples, checking table, boxes for storage of assessed pieces, industrial snls sewing machine and stools, industrial dnls sewing machine,5 thread overlock sewing machine and stools, flatlock machine or other specialized sewing machines and stools, teacher’s chair &amp; table, trainees stools, students chairs with table arms ,dust bin, first aid &amp; fire extinguisher, sewing kit(measuring tape, trimmer, projector / lcd, scissors stationary set (note book, eraser, pencil etc) ,scale, variety (eg: straight etc, depending on type of garments etc), hanger (wood or plastic),previous inspection reports, washing samples, grey scale defect list, shrinkage test marker, dexterity test kit, sewing thread(surplus, eg: cotton as per req),fabric(surplus, muslin compulsory, other types as per req) trims and accessories, color check light box(color matching cabinet),pantone shade card, students notes/ manuals.</p>	

## Module Name 3: Create Digital Concept Boards and Design Directions

### Mapped to AMH/N1239 (Version1.0)

#### Terminal Outcomes:

- Identify the core seasonal inspiration themes, colour palettes, materials, and fashion directions using digital trend forecasting platforms and market analysis tools.
- Analyze trend data, consumer insights, and brand positioning to determine relevant design narratives and concept directions for target markets.
- Apply digital visualization tools to translate conceptual ideas into digital mood boards and design layouts.
- Develop cohesive digital concept boards integrating colours, textures, fabric swatches, silhouettes, and visual references that communicate trend alignment and storytelling.

- Evaluate design directions for aesthetic balance, commercial viability, sustainability compliance, and alignment with brand identity.
- Create digital concept boards with clear rationale on trend selection, colour theory, material choice, and target consumer appeal during peer or client reviews.

<i>Duration: 30:00</i>	<i>Duration: 30:00</i>
<b>Theory – Key Learning Outcomes</b>	<b>Practical – Key Learning Outcomes</b>
<ul style="list-style-type: none"> <li>• Identify key trend forecasting platforms, colour authorities (Pantone, WGSN, Fashion Snoops), and digital resources for sourcing trend data and seasonal directions.</li> <li>• Explain the principles of colour theory, visual hierarchy, and balance used in digital mood boards and concept presentations.</li> <li>• Classify digital assets such as trend images, fabrics, trims, and design inspirations for efficient organization in digital libraries.</li> <li>• Analyze seasonal fashion trends, consumer profiles, and competitor product lines to derive relevant design directions aligned with brand positioning.</li> <li>• Interpret the application of sustainability, ethical sourcing, and circular fashion indicators within design concepts.</li> <li>• Evaluate the effectiveness of concept boards based on design coherence, consumer relevance, sustainability, and aesthetic appeal.</li> <li>• Formulate design direction strategies that integrate storytelling, digital illustration, and sustainable fashion principles for concept presentation.</li> </ul>	<ul style="list-style-type: none"> <li>• Apply trend data, colour palettes, fabric swatches, and trims from digital forecasting tools and online fashion archives.</li> <li>• Apply digital design tools to create digital mood boards and concept compositions.</li> <li>• Organize structured digital libraries containing categorized visual assets for easy reference and seasonal reuse.</li> <li>• Analyze with digital application of colours, textures, and patterns to translate trend insights into creative visual expressions.</li> <li>• Create cohesive digital concept boards integrating theme, silhouettes, fabrics, and sustainability markers that visually narrate fashion stories.</li> <li>• Apply sustainability and ethical fashion cues (eco-friendly fabrics, upcycling visuals, inclusivity themes) within the digital presentation layouts.</li> <li>• Create digital layouts by applying design principles such as visual flow, balance, proportion, and hierarchy.</li> <li>• Evaluate proposed design directions with competitor offerings to ensure originality and market differentiation.</li> <li>• Create finalized digital concept boards to stakeholders, articulating rationale for design choices, consumer relevance, and trend alignment.</li> <li>• Organize completed concept boards systematically for future seasonal and brand reference.</li> </ul>
<b>Classroom Aids:</b>	
Charts, Models, Flip Chart, White-Board/Smart Board, Marker, Duster	
<b>Tools, Equipment, and Other Requirements</b>	
Tech pack /spec sheet/trim card/size chart ,reference garment, made-ups and home furnishing samples, historic data on previous styles, bobbin, bobbin case, sewing needles, pins etc, defect marking materials, (stickers / colour coded stickers / tags), aql checklist and quality standards, basic stationary (pen, pencil, paper),record maintenance sheet & reporting format, dress form(preferably woman, size m),machine tool kit (screw driver, screw etc.),operation bulletin ,garment templates, lab dips/strike off/pit loom samples, checking table, boxes for storage of assessed pieces, industrial snls sewing machine and stools, industrial dnls sewing machine,5 thread overlock sewing machine and stools, flatlock machine or other specialized sewing machines and stools, teacher’s chair & table, trainees stools, students chairs with table arms ,dust bin, first aid & fire extinguisher, sewing kit(measuring tape, trimmer, projector / lcd, scissors stationary set (note book, eraser, pencil etc) ,scale, variety (eg: straight etc, depending on type of garments etc), hanger (wood or plastic),previous inspection reports, washing samples, grey scale defect list, shrinkage test marker, dexterity test kit, sewing thread(surplus, eg: cotton as per req),fabric(surplus, muslin compulsory, other types as per req) trims and accessories, color check light box(color matching cabinet),pantone shade card, students notes/ manuals.	

## Module Name 4: Develop Digital Apparel Prototypes and Visualizations Mapped to AMH/N1240 (version 1.0)

### Terminal Outcomes:

- Understand key digital prototyping tools and processes for converting 2D designs into 3D virtual apparel models.
- Apply fabric physics, textures, and garment construction techniques to create realistic 3D apparel simulations.
- Analyze digital prototypes through virtual fitting, proportion assessment, and feedback integration.
- Create rendered 3D apparel visualizations and animations that effectively communicate design intent and aesthetics.
- Evaluate digital prototyping workflows integrating sustainability practices such as virtual sampling and zero-waste design.

<i>Duration: 27:00</i>	<i>Duration: 63:00</i>
<b>Theory – Key Learning Outcomes</b>	<b>Practical – Key Learning Outcomes</b>
<ul style="list-style-type: none"> <li>• Identify key digital tools, software, and resources for 3D apparel prototyping.</li> <li>• Explain the process of converting 2D design sketches, CAD patterns, and tech packs into 3D digital prototypes.</li> <li>• Examine the effects of fabric properties, trims, and garment construction techniques on prototype accuracy and aesthetics.</li> <li>• Assess digital prototypes for fit, drape, silhouette, and functional performance against design specifications and sustainability standards.</li> <li>• Formulate documentation standards for digital prototypes including specifications, annotations, and archiving procedures.</li> </ul>	<ul style="list-style-type: none"> <li>• Import and prepare 2D sketches, CAD patterns, and vector files into 3D apparel software for prototyping.</li> <li>• Apply fabrics, trims, and embellishments to simulate accurate material properties and garment behaviour digitally.</li> <li>• Digitally stitch and assemble 2D patterns into 3D prototypes ensuring alignment with technical specifications.</li> <li>• Simulate fitting, garment motion, wearability, and different body sizes to identify and refine issues.</li> <li>• Generate multiple style variations, colourways, and print/texture applications for market-ready visualization.</li> <li>• Evaluate digital prototypes against design briefs and tech packs; incorporate feedback for improvements.</li> <li>• Document render, and archive photorealistic prototypes along with specifications for production and future collections.</li> <li>• Apply sustainable design considerations and virtual sampling techniques during the prototyping process.</li> </ul>

### Classroom Aids:

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

### Tools, Equipment, and Other Requirements

Tech pack /spec sheet/trim card/size chart ,reference garment, made-ups and home furnishing samples, historic data on previous styles, bobbin, bobbin case, sewing needles, pins etc, defect marking materials, (stickers / colour coded stickers / tags), aql checklist and quality standards, basic stationary (pen, pencil, paper),record maintenance sheet & reporting format, dress form(preferably woman, size m),machine tool kit (screw driver, screw etc.),operation bulletin ,garment templates, lab dips/strike off/pit loom samples, checking table, boxes for storage of assessed pieces, industrial snls sewing machine and stools, industrial dnls sewing machine,5 thread overlock sewing machine and stools, flatlock machine or other specialized sewing machines and stools, teacher’s chair & table, trainees stools, students chairs with table arms ,dust bin, first aid & fire extinguisher, sewing kit(measuring tape, trimmer, projector / lcd, scissors stationary set (note book, eraser, pencil etc) ,scale, variety (eg: straight etc, depending on type of garments etc), hanger (wood or plastic),previous inspection reports, washing samples, grey scale defect list, shrinkage test marker, dexterity test kit,

sewing thread(surplus, eg: cotton as per req),fabric(surplus, muslin compulsory, other types as per req) trims and accessories, color check light box(color matching cabinet),pantone shade card, students notes/ manuals.

## Module Name 5: Collaborate with Cross-Functional Teams for Trend Application Mapped to AMH/N1241(Version 1.0)

### Terminal Outcomes:

- Identify key internal and external stakeholders (merchandising, production, marketing, sourcing) involved in apparel trend application.
- Explain roles, responsibilities, and workflow dependencies of cross-functional teams in translating trends into apparel products.
- Communicate design concepts, trend insights, and digital mood boards effectively to team members for collaborative decision-making.
- Evaluate feedback from cross-functional teams to identify potential production, material, or market constraints affecting trend implementation.
- Assess the alignment of design proposals with business objectives, consumer expectations, and production feasibility through team collaboration.
- Develop actionable design and trend implementation plans by integrating cross-functional feedback, ensuring feasibility, efficiency, and market relevance.

<i>Duration: 27:00</i>	<i>Duration: 33:00</i>
<b>Theory – Key Learning Outcomes</b>	<b>Practical – Key Learning Outcomes</b>
<ul style="list-style-type: none"> <li>• Identify roles and responsibilities of cross-functional teams in apparel trend implementation.</li> <li>• Explain the importance of aligning digital design directions with buyer briefs, merchandising inputs, and brand objectives.</li> <li>• Evaluate design proposals against competitor collections, cost, lead time, and resource constraints to ensure feasibility and differentiation.</li> <li>• Assess consolidated feedback from stakeholders to determine necessary refinements in digital designs.</li> <li>• Formulate collaborative presentation strategies and documentation standards for design decisions, approvals, and future reference.</li> </ul>	<ul style="list-style-type: none"> <li>• Interpret buyer briefs and merchandising inputs to align design boards with business and brand goals.</li> <li>• Collaborate with sourcing, production, and marketing teams to validate material feasibility and support brand storytelling.</li> <li>• Conduct comparative analysis of proposed designs against competitors to ensure market differentiation.</li> <li>• Work with production teams to adapt designs considering cost, lead time, and resource availability.</li> <li>• Incorporate feedback from cross-functional teams to update digital designs while maintaining trend relevance.</li> <li>• Create collaborative presentations, document design changes, meeting notes, and approvals for traceability and future collections.</li> </ul>
<b>Classroom Aids:</b>	
Charts, Models, Flip Chart, White-Board/Smart Board, Marker, Duster	
<b>Tools, Equipment, and Other Requirements</b>	
Tech pack /spec sheet/trim card/size chart ,reference garment, made-ups and home furnishing samples, historic data on previous styles, bobbin, bobbin case, sewing needles, pins etc, defect marking materials, (stickers / colour coded stickers / tags), aql checklist and quality standards, basic stationary (pen, pencil, paper),record maintenance sheet & reporting format, dress form(preferably woman, size m),machine tool kit (screw driver, screw etc.),operation bulletin ,garment templates, lab dips/strike off/pit loom samples, checking table, boxes for storage of assessed pieces, industrial	

snls sewing machine and stools, industrial dnls sewing machine,5 thread overlock sewing machine and stools, flatlock machine or other specialized sewing machines and stools, teacher’s chair & table, trainees stools, students chairs with table arms ,dust bin, first aid & fire extinguisher, sewing kit(measuring tape, trimmer, projector / lcd, scissors stationary set (note book, eraser, pencil etc) ,scale, variety (eg: straight etc, depending on type of garments etc), hanger (wood or plastic),previous inspection reports, washing samples, grey scale defect list, shrinkage test marker, dexterity test kit, sewing thread(surplus, eg: cotton as per req),fabric(surplus, muslin compulsory, other types as per req) trims and accessories, color check light box(color matching cabinet),pantone shade card, students notes/ manuals.

## Module Name 6: Finalize and Present Trend-Aligned Digital Collections Mapped to AMH/N1242(Version 1.0)

### Terminal Outcomes:

- Interpret brand identity, seasonal direction, and buyer requirements to ensure collection alignment with trend forecasts.
- Compile finalized digital garments, colourways, and look combinations into cohesive virtual collections using digital design tools.
- Evaluate design consistency, silhouette balance, and commercial appeal across product categories before presentation.
- Assess collection feasibility based on cost, sourcing, and production constraints to ensure market readiness.
- Develop professional digital collection presentations, integrating 3D visualizations, mood boards, and technical details for buyers and stakeholders.
- Present and justify design concepts and trend interpretations effectively during stakeholder reviews or digital showcases.

<i>Duration: 30:00</i>	<i>Duration: 30:00</i>
<b>Theory – Key Learning Outcomes</b>	<b>Practical – Key Learning Outcomes</b>
<ul style="list-style-type: none"> <li>• Explain the principles of trend alignment, brand identity, and seasonal forecasting in digital apparel collections.</li> <li>• Interpret buyer briefs, product range plans, and marketing directions to ensure trend and business alignment.</li> <li>• Analyze the coherence of silhouettes, colours, and fabrics across product categories for aesthetic and functional consistency.</li> <li>• Evaluate digital collection feasibility concerning cost, sourcing options, and production timelines.</li> <li>• Discuss presentation techniques and storytelling strategies for effectively communicating trend-aligned digital collections.</li> </ul>	<ul style="list-style-type: none"> <li>• Compile finalized digital garments, colourways, and accessories into cohesive virtual collections using CAD/3D apparel software.</li> <li>• Apply digital visualization tools to generate realistic renderings and 3D simulations for buyer presentations.</li> <li>• Assess collection uniformity and commercial appeal by comparing digital prototypes against brand and trend benchmarks.</li> <li>• Create digital presentation decks or virtual showcases integrating lookbooks, mood boards, and technical sheets.</li> <li>• Present finalized digital collections to cross-functional teams or buyers with data-backed justifications on trend, cost, and consumer insights.</li> <li>• Refine collections based on stakeholder feedback and document revisions for future design cycles.</li> </ul>
<b>Classroom Aids:</b>	
Charts, Models, Flip Chart, White-Board/Smart Board, Marker, Duster	
<b>Tools, Equipment, and Other Requirements</b>	
Tech pack /spec sheet/trim card/size chart ,reference garment, made-ups and home furnishing samples, historic data on previous styles, bobbin, bobbin case, sewing needles, pins etc, defect marking materials, (stickers / colour coded stickers / tags), aql checklist and quality standards, basic stationary (pen, pencil, paper),record maintenance sheet & reporting format,	

dress form(preferably woman, size m),machine tool kit (screw driver, screw etc.),operation bulletin ,garment templates, lab dips/strike off/pit loom samples, checking table, boxes for storage of assessed pieces, industrial snls sewing machine and stools, industrial dnls sewing machine,5 thread overlock sewing machine and stools, flatlock machine or other specialized sewing machines and stools, teacher’s chair & table, trainees stools, students chairs with table arms ,dust bin, first aid & fire extinguisher, sewing kit(measuring tape, trimmer, projector / lcd, scissors stationary set (note book, eraser, pencil etc) ,scale, variety (eg: straight etc, depending on type of garments etc), hanger (wood or plastic),previous inspection reports, washing samples, grey scale defect list, shrinkage test marker, dexterity test kit, sewing thread(surplus, eg: cotton as per req),fabric(surplus, muslin compulsory, other types as per req) trims and accessories, color check light box(color matching cabinet),pantone shade card, students notes/ manuals.

## Module Name 7: Promote and sustain safety, health, and security in workplace, while fostering Gender and Persons with Disabilities (PwD) Sensitization Mapped to AMH/N0620 (Version 1.0)

### Terminal Outcomes:

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

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

	<ul style="list-style-type: none"> <li>• Leave work area safe and secure when work is complete</li> <li>• Complete forms, records and other documentation</li> </ul>
<b>Classroom Aids:</b>	
<b>Charts, Models, Flip Chart, White-Board/Smart Board, Marker, Duster</b>	
<b>Tools, Equipment and Other Requirements</b>	
<p><b>Training kit (trainer guide, presentations)</b>  <b>Unique Equipment Required:</b>          White/Black ,Board+ Marker/Chalk +Duster Computer With Computer Table And Chair and peripherals, pattern making software, marker making software, Digitizer ,Cello tape, Plotter, Plotter paper, Plotter pen, Plotter ink, Scanning equipment, Style sheet (provided by buyer),measurement chart /Grading chart( mentioned in BOM),Garment , madeups and home furnishing Sample, Production &amp; Ready Pattern, Types Of Scales, normal straight big ruler, hip curve ,leg curve, L Scale, french curve , "measurement Ruler (inches on one side and millimeters on the other, side made of Plastic, Acrylic or metal)",measuring tape Basic stationary, Pattern Making Paper. Tracing paper,Pattern plastic roll ( used to create long lasting, durable, and flexible patterns),First aid box ,Kraft Underlay Paper(qnt may vary),Kraft Pattern Paper (used to prepare initial pattern ,qnt may vary),Dotted marking paper (qnt may vary),Push pins, shears. Scissors Fabric Cutting, Pattern hooks (The quantity may vary as per requirement),Pattern Notchers / Notch Cutters Pattern Punches (The quantity may vary) underarm sleeve rules Student's Chair With Table Arm, Pattern Table, cutting table, Stool, Students Notes, dustbin, Samples(garments, made ups and home furnishing),Fire Extinguisher.</p>	

## Module Name 8: Adhere to industry, regulatory, and organizational standards and embrace environmentally sustainable practices

*Mapped to AMH/N0621 (Version 1.0)*

**Terminal Outcomes:**

- Importance of Punctuality
- Understand the organizational requirement
- Importance of Green jobs in organization
- Optimize usage of material and resources at workplace.

<b>Duration: 15:00</b>	<b>Duration: 15:00</b>
<b>Theory – Key Learning Outcomes</b>	<b>Practical – Key Learning Outcomes</b>
<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>• Making conscious and sustainable decisions for achieving effective and green workplace.</li> <li>• Follow the organisational policies and</li> </ul>

<ul style="list-style-type: none"> <li>• Explain importance of greening solutions, procedures, policies, legislation and regulations</li> <li>• Discuss the significance of specified usage of resources at work area</li> <li>• Evaluate the different ways to conserve energy in Apparel sector</li> </ul>	<p>procedures within limits of self-authority.</p> <ul style="list-style-type: none"> <li>• Discussed the importance of switch of the machine when not in use.</li> <li>• Carrying out work functions in accordance with organizational standards, greening solutions, procedures, policies, legislation and regulations.</li> <li>• Demonstrate the method of handling and storage of waste materials such as paper, sketches, colouring tools, electronic waste, etc</li> <li>• Dimonsatrat the process of sagraction of waste</li> </ul>
<p>Classroom Aids:</p>	
<p>Charts, Models, Flip Chart, White-Board/SmartBoard, Marker, Duster</p>	
<p><b>Tools, Equipment, and Other Requirements</b></p>	
<p>Documents related to the subject, Computer with peripherals</p>	
<p>Basic Stationery</p>	

## Module Name 9: 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 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							
Minimum Qualification	Educational	Specialization	Relevant Experience	Industry	Training Experience		Remarks
			Years	Specialization	Years	Specialization	
Diploma			4 Year	Designing	0	Designing	The candidate should have expertise in trend forecasting, with creating trend boards, digital sketches. They must be proficient in digital software used for designing like garments, made-ups and home furnishing articles, and Safety, Health & hygiene and other requirements of relevant job role. The candidate should be able to communicate
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	

						in English and local language.
Trainer Certification						
Domain Certification				Platform Certification		
Certificate for Job Role: 'Digital Designer-Apparel Trends' mapped to QP: "AMH/Q1232" <b>Minimum accepted % as per respective SSC guidelines is 80%.</b>				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 Qualification	Educational	Specialization	Relevant Industry Experience		Training Experience		Remarks
			Years	Specialization	Years	Specialization	
ITI			4 Year	Designing	0	Designing	The candidate should have expertise in trend forecasting, with creating trend boards, digital sketches. They must be proficient in digital software used for designing like garments, made-ups and home furnishing articles, and Safety, Health & hygiene and other requirements of relevant job role. The candidate should be able to communicate in English and
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	

						local language.
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### Assessor Certification

Domain Certification	Platform Certification
Certificate for Job Role: 'Digital Designer-Apparel Trends' mapped to QP: "AMH/Q1232" <b>Minimum accepted % as per respective SSC guidelines is 80%.</b>	Recommended that the Assessor is certified for the Job Role: "Assessor", mapped to the Qualification Pack: "Assessor (VET and Skills) MEP/Q2701 v2.0". Minimum accepted % as per respective SSC guidelines is 80%.

### Trainer Prerequisites Employability Skills

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

### Trainer Certification Employability Skills

Domain Certification	Platform Certification
Certified in 30-hour Employability NOS (2022), with a minimum score of 80% OR Certified in 120-, 90-, 60- hour Employability NOS (2022), with a minimum score of 80%	NA

### Master Trainer Prerequisites Employability Skills

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"> <li>• have good communication skills</li> <li>• be well versed in English</li> <li>• have basic digital skills</li> </ul>
Certified Master Trainer	Qualification Pack: Master Trainer (MEP/Q2602)			3	EEE training of Management SSC (MEPSC) (155 hours)	<ul style="list-style-type: none"> <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 creative with teaching practices and likes sharing back their learning with others</li> </ul>

### Master Trainer Certification Employability Skills

Domain Certification	Platform Certification
Certified in 30-hour Employability NOS (2022), with a minimum score of 90%. OR Certified in 120-, 90-, 60- hour Employability NOS (2022), with a minimum score of 90%	NA

## Assessment Strategy

1. Criteria for assessment for each Qualification Pack will be created by the Sector Skill Council.

- Each Performance Criteria (PC) will be assigned marks proportional to its importance in NOS. SSC will also lay down proportion of marks for Theory and Skills Practical for each PC.
2. The assessment for the theory part will be based on knowledge bank of questions created by the SSC.
  3. Assessment will be conducted for all compulsory NOS, and where applicable, on the selected elective/option NOS/set of NOS. examination/training centre (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 centre based on these criteria.
  6. To pass the Qualification Pack, every trainee should score a minimum of 70% aggregate in QP.
  7. In case of unsuccessful completion, the trainee may seek reassessment on the Qualification Pack.

### Acronyms and Abbreviations

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

### Glossary

<b>Sector</b>	Sector is a conglomeration of different business operations having similar business and interests. It may also be defined as a distinct subset of the economy whose components share similar characteristics and interests.
<b>Sub-sector</b>	Sub-sector is derived from a further breakdown based on the characteristics and interests of its components.
<b>Occupation</b>	Occupation is a set of job roles, which perform similar/ related set of functions in an industry.
<b>Job role</b>	Job role defines a unique set of functions that together form a unique employment opportunity in an organization.
<b>Occupational Standards (OS)</b>	OS specify the standards of performance an individual must achieve when carrying out a function in the workplace, together with the Knowledge and Understanding (KU) they need to meet that standard consistently. Occupational Standards are applicable both in the Indian and global contexts.

<b>Performance Criteria (PC)</b>	Performance Criteria (PC) are statements that together specify the standard of performance required when carrying out a task.
<b>National Occupational Standards (NOS)</b>	NOS are occupational standards which apply uniquely in the Indian context.
<b>Qualifications Pack (QP)</b>	QP comprises the set of OS, together with the educational, training and other criteria required to perform a job role. A QP is assigned a unique qualifications pack code.
<b>Unit Code</b>	Unit code is a unique identifier for an Occupational Standard, which is denoted by an 'N'
<b>Unit Title</b>	Unit title gives a clear overall statement about what the incumbent should be able to do.
<b>Description</b>	Description gives a short summary of the unit content. This would be helpful to anyone searching on a database to verify that this is the appropriate OS they are looking for.
<b>Scope</b>	Scope is a set of statements specifying the range of variables that an individual may have to deal with in carrying out the function which have a critical impact on quality of performance required.
<b>Knowledge and Understanding (KU)</b>	Knowledge and Understanding (KU) are statements which together specify the technical, generic, professional and organizational specific knowledge that an individual needs in order to perform to the required standard.
<b>Organisational Context</b>	Organisational context includes the way the organisation is structured and how it operates, including the extent of operative knowledge managers have of their relevant areas of responsibility.
<b>Technical Knowledge</b>	Technical knowledge is the specific knowledge needed to accomplish specific designated responsibilities.
<b>Core Skills/ Generic Skills (GS)</b>	Core skills or Generic Skills (GS) are a group of skills that are the key to learning and working in today's world. These skills are typically needed in any work environment in today's world. These skills are typically needed in any work environment.
<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.