



# Model Curriculum

**QP Name: Inline Checker Sewing**

**QP Code: AMH/Q0103**

**QP Version: 4.0**

**NSQF Level: 3.5**

**Model Curriculum Version: 4.0**

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

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## Training Parameters

<b>Sector</b>	<b>Apparels</b>
<b>Sub-Sector</b>	Apparel, Made-Ups & Home Furnishing
<b>Occupation</b>	Quality Assurance
<b>Country</b>	India
<b>NSQF Level</b>	3.5
<b>Aligned to NCO/ISCO/ISIC Code</b>	NCO-2015/7543.0301
<b>Minimum Educational Qualification and Experience</b>	<ul style="list-style-type: none"> <li>• 10th Grade pass with 1.5-year relevant experience</li> <li>• 8th Grade pass with 4.5-year relevant experience</li> <li>• Previous relevant Qualification of NSQF Level 3 with 1.5-year relevant experience</li> <li>• Previous relevant Qualification of NSQF Level 2.5 with 3-year relevant experience</li> </ul>
<b>Pre-Requisite License or Training</b>	Preferably Training on Quality Checker
<b>Minimum Job Entry Age</b>	18 Years
<b>Last Reviewed On</b>	18-02-2025
<b>Next Review Date</b>	18-02-2028
<b>NSQC Approval Date</b>	18/02/2025
<b>QP Version</b>	4.0
<b>Model Curriculum Creation Date</b>	08/01/2025
<b>Model Curriculum Valid Up to Date</b>	18-02-2028
<b>Model Curriculum Version</b>	4.0
<b>Minimum Duration of the Course</b>	420
<b>Maximum Duration of the Course</b>	420

## Program Overview

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

### Training Outcomes

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

- Introduction to Inline Checker Sewing.
- Carry out measurement checking activities.
- Maintain work area and tools.
- Maintain health, safety and security at workplace.
- Comply with industry, regulatory and organizational requirements.

### Compulsory Modules

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

NOS and Module Details	Theory Duration	Practical Duration	OJT Duration (Mandatory)	OJT Duration (Recommended)	Total Duration
<b>AMH/N0105: Carry out in-line checking activities</b> <b>NOS Version- 3.0</b> <b>NSQF Level- 3.5</b>	36.00	84.00	30.00	0.00	150.00
Module 1: Introduction (Bridge Module)	3.00	0.00	0.00	0.00	3.00
Module 2: Prepare for in-line checking activities	15.00	42.00	0.00	0.00	57.00
Module Name 3: Carryout in-line checking activities	18.00	42.00	30.00	0.00	90.00
<b>AMH/N0106: Maintain work area and tools</b> <b>NOS Version- 3.0</b> <b>NSQF Level- 4</b>	30.00	30.00	0.00	0.00	60.00
Module Name 4: Maintain work area and tools	30.00	30.00	0.00	0.00	60.00
<b>AMH/N0107: Carry out measurement checking activities</b> <b>NOS Version- 3.0</b> <b>NSQF Level- 3.5</b>	30.00	60.00	0.00	0.00	90.00
Module Name 5: Fundamental Concepts and Preparation	15.00	30.00	0.00	0.00	45.00
Module Name 6: Measurement checking activities	15.00	30.00	0.00	0.00	45.00
<b>AMH/N0309: Ensure the promotion of a safe and secure work environment while integrating Gender and Persons with Disabilities (PwD) Sensitization</b> <b>NOS Version- 1.0</b> <b>NSQF Level- 4</b>	15.00	15.00	0.00	0.00	30.00
Module Name 7: Ensure the promotion of a safe and secure work environment while integrating Gender and Persons with Disabilities (PwD) Sensitization	15.00	15.00	0.00	0.00	30.00

AMH/N0311: Abide by industry, regulatory, and organizational mandates, while integrating environmentally friendly practices NOS Version- 1.0 NSQF Level- 4	15.00	15.00	0.00	0.00	30.00
Module Name 8: Abide by industry, regulatory, and organizational mandates, while integrating environmentally friendly practices	15.00	15.00	0.00	0.00	30.00
DGT/VSQ/N0102:Employability Skills NOS Version- 1.0 NSQF Level- 4	24.00	36.00	0.00	0.00	60.00
Module Name 9 :Employability Skills	24.00	36.00	0.00	0.00	60.00
<b>Total Duration</b>	<b>150.00</b>	<b>240.00</b>	<b>30.00</b>	<b>0.00</b>	<b>420.00</b>

## Module Details

### Module Name 1: Introduction (Bridge Module) to Inline Checker Sewing Mapped to Bridge Module

#### Terminal Outcomes:

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

<b>Duration:</b> <03:00>	<b>Duration:</b> <00:00>
<b>Theory – Key Learning Outcomes</b>	<b>Practical – Key Learning Outcomes</b>
<ul style="list-style-type: none"> <li>Describe the size and scope of the apparel industry.</li> <li>Describe various employment opportunities for a 'Inline Checker Sewing' in the apparel industry.</li> <li>Explain roles and responsibilities of a 'Checker Inline and Measurement'.</li> <li>Describe the apparel production process and the role that the 'Inline Checker Sewing plays in the process.</li> </ul>	
<b>Classroom Aids:</b>	
<b>Charts, Models, Flip Chart, White-Board/Smart Board, Marker, Duster</b>	
<b>Tools, Equipment and Other Requirements</b>	
training kit (trainer guide, presentations)	
Computer and computer peripherals (optional), white/black board, marker, duster	

## Module Name 2: Prepare for in-line checking activities

Mapped to AMH/N0105 (version 3.0)

### Terminal Outcomes:

- Ensure the work area is free from hazards.
- Ensure cleanliness of tools and equipment before using them.

<i>Duration: 15:00</i>	<i>Duration: 42:00</i>
<b>Theory – Key Learning Outcomes</b>	<b>Practical – Key Learning Outcomes</b>
<ul style="list-style-type: none"> <li>• Describe the points to keep work area is free from hazards.</li> <li>• Describe the points to ensure cleanliness of tools and equipment before using them.</li> </ul>	<ul style="list-style-type: none"> <li>• Identify the types of fibers, yarns and fabric with their properties.</li> <li>• Identify commonly used tools and equipment of inspection.</li> <li>• Identify different types of faults like Fabric faults, Stitch faults, Seam faults.</li> <li>• Identify trims and accessories used in garments.</li> </ul>
<b>Classroom Aids:</b>	
<b>Charts, Models, Flip Chart, White-Board/Smart Board, Marker, Duster</b>	
<b>Tools, Equipment and Other Requirements</b>	
<b>Unique Equipment Required:</b> Job card, white board/ black board ,machine tool kit (screw driver, screw etc.),student's chair with table arm or desk , fire extinguisher & first aid & machine oil, dustbin, industrial single needle lock stitch sewing machine with needle guard set, accessories and trims pressing unit, computer and computer peripherals, dress form (size medium) checking table ,scales measuring tape, white board marker /chalk white board duster/ normal duster, trainees stools ,sewing kit includes thread clipper/ thumb trimmer ,seam ripper , tracing wheel etc, trainers table &chair, scissors fabric cutting ,techpack sample /specs etc,"samples of defects garments, made ups and home furnishing and embroidery swatches" trims & accessories/fabric swatch file, check list, record maintenance sheet &reporting format, production & ready pattern ,sewing machine needles, basic stationary items, quality tag /stickers types of defect list &quality check list students manual, sewing thread, dexterity test kit, bobbin , bobbin case ,fabric yardage (qty may vary),tailor's chalk, pins like safety pins etc.,projector /lcd	

## Module Name 3: Carryout in-line checking activities

Mapped to AMH/N0105 (version 3.0)

### Terminal Outcomes:

- Explain the procedure of inspection as per the required quality standards.
- Explain the procedure of informing the superior / colleague about the faults identified in the garment.

<i>Duration: 18:00</i>	<i>Duration: 42:00</i>
<b>Theory – Key Learning Outcomes</b>	<b>Practical – Key Learning Outcomes</b>
<ul style="list-style-type: none"> <li>• Explain the procedure of inspection as per the required quality standards.</li> <li>• Explain the procedure of informing the superior / colleague about the faults identified in the garment.</li> </ul>	<ul style="list-style-type: none"> <li>• Inspect the cut components .</li> <li>• Record the faults identified in the components.</li> <li>• Maintain work flow rate to meet production targets given.</li> <li>• Resolve the problems in the components.</li> <li>• Calculate the number of faults.</li> <li>• Perform bundling and labeling of cut components after inspection.</li> </ul>



	<ul style="list-style-type: none"> <li>• Demonstrate storing the cut components as per the required quality standards.</li> <li>• Document if any defects are identified.</li> <li>• Inspect the garment.</li> <li>• Record the faults identified in the garment.</li> <li>• Handle the garment in an appropriate manner.</li> </ul>
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#### Classroom Aids:

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

#### Tools, Equipment and Other Requirements

##### Unique Equipment Required:

Job card, white board/ black board ,machine tool kit (screw driver, screw etc.),student's chair with table arm or desk , fire extinguisher & first aid & machine oil, dustbin, industrial single needle lock stitch sewing machine with needle guard set, accessories and trims pressing unit, computer and computer peripherals, dress form (size medium) checking table ,scales measuring tape, white board marker /chalk white board duster/ normal duster, trainees stools ,sewing kit includes thread clipper/ thumb trimmer ,seam ripper , tracing wheel etc, trainers table & chair, scissors fabric cutting ,techpack sample /specs etc,"samples of defects garments, made ups and home furnishing and embroidery swatches" trims & accessories/fabric swatch file, check list, record maintenance sheet & reporting format, production & ready pattern ,sewing machine needles, basic stationary items, quality tag /stickers types of defect list & quality check list students manual, sewing thread, dexterity test kit, bobbin , bobbin case ,fabric yardage (qty may vary),tailor's chalk, pins like safety pins etc.,projector /lcd

## Module Name 4: Maintain work area and tools

Mapped to AMH/N0106 (Version 3.0)

#### Terminal Outcomes:

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

<i>Duration: 30:00</i>	<i>Duration: 30:00</i>
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> </ul>	<ul style="list-style-type: none"> <li>• Identify different types of cleaning equipment and substances and their use.</li> <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>• 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 off 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> </ul>

<b>Classroom Aids:</b>
<b>Charts, Models, Flip Chart, White-Board/Smart Board, Marker, Duster</b>
<b>Tools, Equipment and Other Requirements</b>
<b>Unique Equipment Required:</b> training kit (trainer guide, presentations), dress form (size medium, male or female), basic stationary, trimmer, hip curve, hanger plastic/wooden, cleaning cloth, pens/ chalks, duster, fabric cutting shears.

## Module Name 5: Fundamental Concepts and Preparation

*Mapped to AMH/N0107 (Version3.0)*

### Terminal Outcomes:

- Describe the metric system of measurement.
- Explain the significance of fabric grain line.
- Describe the features of a measuring tape and how to use it.
- Explain parts of an apparel and standard measurements of a finished apparel.
- Describe common methods to receive work instructions and specifications from various authorised sources, accurately.
- Describe methods to use the information detailed in the job card.
- Describe the organization's rules, codes and guidelines (including timekeeping).

<i>Duration: 15:00</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>• Describe the metric system of measurement.</li> <li>• Explain the significance of fabric grain line.</li> <li>• Describe the features of a measuring tape and how to use it.</li> <li>• Describe common methods to receive work instructions and specifications from various authorised sources, accurately.</li> <li>• Describe methods to use the information detailed in the job card.</li> <li>• Describe the organization's rules, codes and guidelines (including timekeeping).</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> <li>• Describe the types of records kept and the methods to complete the records.</li> </ul>	<ul style="list-style-type: none"> <li>• Apply basic mathematics skill to perform simple arithmetic and algebraic calculations.</li> <li>• Explain basic types of fabric, stitch and stitch faults.</li> <li>• Explain types of garments and parts of a garment.</li> <li>• Explain the types of faults that occur in stitching and the action to be taken in each case.</li> <li>• Interpret the specification and size chart.</li> <li>• Interpret work instructions and specifications, received.</li> <li>• Follow the instructions on the work ticket/ job card.</li> <li>• Identify tools and equipment required.</li> <li>• Interpret equipment operating procedures/ manufacturer's instructions.</li> <li>• Report quality issues to appropriate people.</li> <li>• State the importance of keeping accurate records concerning quality.</li> <li>• State safe working practices and organizational procedures.</li> <li>• Explain parts of an apparel and standard measurements of a finished apparel.</li> <li>• Describe the importance of keeping accurate quality records.</li> <li>• Describe the importance of complying with written instructions.</li> <li>• Describe limits of self-responsibility.</li> <li>• Describe ways of resolving problems within the work area.</li> <li>• Describe the importance of taking action when problems are identified.</li> </ul>
<b>Classroom Aids:</b>	



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

### Tools, Equipment and Other Requirements

#### Unique Equipment Required:

Measurement tape, tailor chalk, size chart, spec sheet, techpack, garment (various types), madeups sample, home furnishing sample, sticker ticket, checking table, dress form (size medium, male or female) basic stationary, trimmer, record maintenance sheet, check list and reporting format, defect samples black/white board, board pens/chalks, duster, fabric cutting shears, teacher's table, teacher's chair, students chair with table arms, fire safety equipment, hanger, plastic/wooden, cleaning cloth, dustbin, tags, patterns (sampling patterns), job card & stickers, student notes/manual, trainees stools, first aid box

## Module Name 6: Measurement checking activities

Mapped to AMH/N0107 (Version 3.0)

### Terminal Outcomes:

- Describe common procedures to measure various types of garments.
- Describe the importance of achieving quality and its relation to the end user / customer.
- Describe visual inspection procedures.
- Describe how to maintain the flow of production

<i>Duration: 15:00</i>	<i>Duration: 30:00</i>
Theory – Key Learning Outcomes	Practical – Key Learning Outcomes
<ul style="list-style-type: none"> <li>Describe common procedures to measure various types of garments.</li> <li>Describe the importance of achieving quality and its relation to the end user / customer.</li> <li>Describe visual inspection procedures.</li> <li>Describe how to maintain the flow of production.</li> </ul>	<ul style="list-style-type: none"> <li>Measure various types of garments accurately.</li> <li>Store the cut components in specified manner, to ensure that the quality is preserved.</li> <li>Ensure the dimensions and grain line of the apparel parts and finished apparels are as per the specification charts.</li> <li>Visually inspect the apparel parts and finished apparel for any defects as per the inspection standards.</li> <li>Carry out basic inspection safely and at a rate which maintains work flow and meets production targets.</li> <li>Isolate defective pieces for rectification/ disposal.</li> <li>Document if any defects are identified.</li> <li>Inform the appropriate people in case of any defect identified.</li> <li>Ensure the final garment parts and finished garments are free of stitching defects.</li> <li>Identify problems and resolve issues within limits of own responsibility.</li> <li>Report problems outside the area of responsibility to the appropriate person.</li> <li>Ensure the garment parts are handled in a specified manner.</li> <li>Identify types of problems with quality and how to report them to appropriate people.</li> <li>Identify consequences of not identifying and rectifying problems.</li> <li>Ensure the cleanliness of the tools (Marker, Measuring Tape, etc.) and equipment as per the work instruction.</li> </ul>

### Classroom Aids:

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

## Tools, Equipment and Other Requirements

### Unique Equipment Required:

Measurement tape, tailor chalk, size chart, spec sheet, techpack, garment( various types), madeups sample, home furnishing sample, sticker ticket, checking table, dress form(size medium, male or female) basic stationary, trimmer, record maintenance sheet, check list and reporting format, defect samples black/white board, board pens/chalks, duster, fabric cutting shears, teacher's table, teacher's chair, students chair with table arms, fire safety equipment, hanger, plastic/ wooden, cleaning cloth, dustbin, tags, patterns (sampling patterns), job card & stickers, student notes/ manual, trainees stools, first aid box

## Module Name 7: Ensure the promotion of a safe and secure work environment while integrating Gender and Persons with Disabilities (PwD) Sensitization

Mapped to AMH/N0309 (Version 1.0)

- 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>• List potential hazards, risks and threats based on nature of operations.</li> <li>• Describe potential accidents, emergencies and response to these scenarios.</li> <li>• List the possible 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> </ul>	<ul style="list-style-type: none"> <li>• Demonstrate how to follow environment management system related procedures.</li> <li>• Demonstrate how to 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>• Demonstrate how to ask questions to obtain more information on tasks when the instructions are unclear.</li> <li>• Demonstrate how to agree and review your agreed upon work targets with your supervisor and check for special instructions, if any</li> <li>• Ensure how to check that tools and equipment are safe to use; select, sort and use the correct tools and equipment</li> <li>• Ensure how 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>• Demonstrate how to carry out operations at a rate which maintains work flow and meets production targets</li> <li>• Demonstrate how to minimize wastage and dispose off waste materials safely and return re-useable materials</li> </ul>

### Classroom Aids:

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

### Tools, Equipment and Other Requirements

#### Training kit (trainer guide, presentations) Unique Equipment Required:

Job Card and other documents like lay plan, fabric defect list etc., Laying Table, Table length-(eg: 8 to 10 m), Spreading height – 90-120 cm, Working width- 150 to 160 cm,, Fire Extinguisher, Spreading Machine, Reference Light(to be mounted on crossbar of machine etc), Trainer's Table & Chair, Black/White Board+Duster+Chalk/Marker, Tailor's Chalk, Stools, Ruler, Metallic Rod, End Cutter, Marker(eg: 4 way, 6 way), Patterns, Fabric Stapler, Push Pins, Measuring Tape, Basic Stationary Items(Pens, Pencils, Erasers),

Absorbent Pad, Dry Cleaning Solvent, Plastic Tag, String Tag, Metallic Stickers, Clamp, Anti-fusion Paper, Interleaving Paper (any good quality. Variety and qty may vary as per requirement), Tweezer, Metallic Combs, Stopwatch, Fabric Inspection Sheet( 4 point system, 10 point system etc), Dustbin, First Aid, Boxes for storing Items, Scissors(fabric and paper cutting), Weights, Dexterity Test Kit, Students' chairs with table arms, Fabric (variety, the qty may vary), Basic Stationary Items (Pens, Pencils, Erasers), Students Notes, Projector /LCD.

## Module Name 8: Abide by industry, regulatory, and organizational mandates, while integrating environmentally friendly practices

Mapped to AMH/N0311 (version 1.0)

- 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.

Duration: 15:00	Duration: 15:00
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>• Describe how to report any possible deviation to regulatory requirements.</li> <li>• List the doubts on policies and procedures, from the supervisor or other authorized personnel.</li> <li>• Describe the organisational policies and procedures within limits of self-authority.</li> <li>• Describe how to 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> </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 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>

<b>Classroom Aids:</b>
Charts, Models, Flip Chart, White-Board/SmartBoard, Marker, Duster
<b>Tools, Equipment, and Other Requirements</b>
Job Card and other documents like lay plan, fabric defect list etc., Laying Table, Table length-(eg: 8 to 10 m ), Spreading height – 90-120 cm, Working width- 150 to 160 cm,, Fire Extinguisher, Spreading Machine, Reference Light(to be mounted on crossbar of machine etc), Trainer's Table & Chair,Black/White Board+Duster+Chalk/Marker, Tailor's Chalk, Stools , Ruler,Metallic Rod, End Cutter, Marker(eg:4 way, 6 way), Patterns, Fabric Stapler,Push Pins, Measuring Tape , Basic Stationary Items(Pens, Pencils, Erasers), Absorbent Pad, Dry Cleaning Solvent, Plastic Tag, String Tag, Metallic Stickers, Clamp, Anti-fusion Paper, Interleaving Paper (any good quality.Variety and qty may vary as per requirement), Tweezer, Metallic Combs,Stopwatch, Fabric Inspection Sheet( 4 point system,10 point system etc), Dustbin, First Aid, Boxes for storing Items, Scissors(fabric and paper cutting), Weights, Dexterity Test Kit, Students' chairs with table arms, Fabric (variety,the qnt may vary), Basic Stationary Items (Pens, Pencils, Erasers), Students Notes, Projector /LCD.

## Module Name 9: Employability Skills

### DGT/VSQ/N0102:NOS (Version- 1.0)

#### Terminal Outcomes:

- Introduction to Employability Skills
- Constitutional values - Citizenship
- Becoming a Professional in the 21st Century
- Basic English Skills
- Career Development & Goal Setting
- Communication Skills
- Diversity & Inclusion
- Financial and Legal Literacy
- Essential Digital Skills
- Entrepreneurship
- Customer Service
- Getting ready for Apprenticeship & Jobs

*Duration: 60:00( Theory 24 Hrs + Practical 36 Hrs)*

#### Key Learning Outcomes

Introduction to Employability Skills Duration: 1.5 Hours

After completing this programme, participants will be able to:

1. Discuss the Employability Skills required for jobs in various industries
2. List different learning and employability related GOI and private portals and their usage

Constitutional values - Citizenship Duration: 1.5 Hours

3. Explain the constitutional values, including civic rights and duties, citizenship, responsibility towards society and personal values and ethics such as honesty, integrity, caring and respecting others that are required to become a responsible citizen
4. Show how to practice different environmentally sustainable practices.

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

5. Discuss importance of relevant 21st century skills.

6. Exhibit 21st century skills like Self-Awareness, Behavior Skills, time management, critical and adaptive thinking, problem-solving, creative thinking, social and cultural awareness, emotional awareness, learning to learn etc. in personal or professional life.

7. Describe the benefits of continuous learning.

Basic English Skills Duration: 10 Hours

8. Show how to use basic English sentences for everyday conversation in different contexts, in person and over the telephone

9. Read and interpret text written in basic English

10. Write a short note/paragraph / letter/e -mail using basic English

Career Development & Goal Setting Duration: 2 Hours

11. Create a career development plan with well-defined short- and long-term goals

Communication Skills Duration: 5 Hours

12. Demonstrate how to communicate effectively using verbal and nonverbal communication etiquette.

13. Explain the importance of active listening for effective communication

14. Discuss the significance of working collaboratively with others in a team

Diversity & Inclusion Duration: 2.5 Hours

15. Demonstrate how to behave, communicate, and conduct oneself appropriately with all genders and PwD

16. Discuss the significance of escalating sexual harassment issues as per POSH act.

Financial and Legal Literacy Duration: 5 Hours

17. Outline the importance of selecting the right financial institution, product, and service

18. Demonstrate how to carry out offline and online financial transactions, safely and securely

19. List the common components of salary and compute income, expenditure, taxes, investments etc.

20. Discuss the legal rights, laws, and aids

Essential Digital Skills Duration: 10 Hours

21. Describe the role of digital technology in today's life

22. Demonstrate how to operate digital devices and use the associated applications and features, safely and securely

23. Discuss the significance of displaying responsible online behavior while browsing, using various social media platforms, e-mails, etc., safely and securely

24. Create sample word documents, excel sheets and presentations using basic features

25. utilize virtual collaboration tools to work effectively

Entrepreneurship Duration: 7 Hours

26. Explain the types of entrepreneurship and enterprises

27. Discuss how to identify opportunities for potential business, sources of funding and associated financial and legal risks with its mitigation plan

28. Describe the 4Ps of Marketing-Product, Price, Place and Promotion and apply them as per requirement

29. Create a sample business plan, for the selected business opportunity

Customer Service Duration: 5 Hours

30. Describe the significance of analyzing different types and needs of customers
31. Explain the significance of identifying customer needs and responding to them in a professional manner.
32. Discuss the significance of maintaining hygiene and dressing appropriately

Getting Ready for apprenticeship & Jobs Duration: 8 Hours

33. Create a professional Curriculum Vitae (CV)
34. Use various offline and online job search sources such as employment exchanges, recruitment agencies, and job portals respectively
35. Discuss the significance of maintaining hygiene and confidence during an interview
36. Perform a mock interview
37. List the steps for searching and registering for apprenticeship opportunities

#### Classroom Aids:

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

#### Tools, Equipment, and Other Requirements

1. Computer (PC) with latest configurations – and Internet connection with standard operating system and standard word processor and worksheet software (Licensed)  
(all software should either be latest version or one/two version below)  
As required
2. UPS As required 3. Scanner cum Printer As required 4. Computer Tables As required 5. Computer Chairs As required
6. LCD Projector As required 7. White Board 1200mm x 900mm As required

## Annexure

### Trainer Requirements

Trainer Prerequisites						
Minimum Educational Qualification	Specialization	Relevant Industry Experience		Training Experience		Remarks
		Years	Specialization	Years	Specialization	
High School		6 Year	Quality Assurance	0	Quality Assurance	The candidate should possess good knowledge of manufacturing of products like garments madeups and home
Senior Secondary		5 Year	Quality Assurance	0	Quality Assurance	



Diploma		4 Year	Quality Assurance	0	Quality Assurance	furnishing articles for exports/retail. He should be thorough with fabric defects, stitching defects, quality parameters and AQL. The candidate should be able to communicate in basic English and local language. The candidate should have knowledge of equipment, tools, material, Safety, Health & hygiene.
Graduation		3 Year	Quality Assurance	0	Quality Assurance	
Post graduate diploma		2 Year	Quality Assurance	0	Quality Assurance	
Post Graduate Degree in relevant trade or sector		1 Year	Quality Assurance	0	Quality Assurance	

### Trainer Certification

Domain Certification	Platform Certification
Certificate for Job Role: "Checker Inline Measurement" to QP: "AMH/Q0103" <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%.

### 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> </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>• have digital skills</li> <li>• have attention to detail</li> <li>• be adaptable</li> <li>• have willingness to learn</li> </ul>
<b>Certified current trainers</b>	<b>EEE (155 hours)</b>	from Management SSC (MEPSC)					
<b>Certified Trainer</b>		Qualification Pack: Trainer (MEP/Q0102)					

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

Master Trainer Prerequisites Employability Skills						
Minimum Educational 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> </ul>

<b>Certified Master Trainer</b>	Qualification Pack: Master Trainer (MEP/Q2602)			3	EEE training of Management SSC (MEPSC) (155 hours)	<ul style="list-style-type: none"> <li>• 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>
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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

## Assessor Requirements

Assessor Prerequisites						
Minimum Educational Qualification	Specialization	Relevant Industry Experience		Training Experience		Remarks
		Years	Specialization	Years	Specialization	
ITI		4 Year	Quality Assurance	0	Quality Assurance	The candidate should possess good knowledge of manufacturing of products like garments madeups and home furnishing articles for exports/retail. He should be thorough with
Diploma		4 Year	Quality Assurance	0	Quality Assurance	
Graduation		3 Year	Quality Assurance	0	Quality Assurance	

Post graduate diploma		2 Year	Quality Assurance	0	Quality Assurance	fabric defects, stitching defects,quality parameters and AQL. The candidate should be able to communicate in basic English and local language. The candidate should have knowledge of equipment, tools, material, Safety, Health & hygiene.
Post Graduate Degree in relevant trade or sector		1 Year	Quality Assurance	0	Quality Assurance	
Assessor Certification						
Domain Certification		Platform Certification				
Certificate for Job Role: “Checker Inline Measurement” to QP: “AMH/Q0103” Minimum accepted % as per respective SSC guidelines is 80%.		Recommended that the Assessor is certified for the Job Role: “Assessor”, mapped to the Qualification Pack: “Assessor (VET and Skills) MEP/Q2701 v2.0”. Minimum accepted % as per respective SSC guidelines is 80%.				

### Assessment Strategy

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

## Acronyms and Abbreviations

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

## Glossary

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

<b>Unit Title</b>	Unit title gives a clear overall statement about what the incumbent should be able to do.
<b>Description</b>	Description gives a short summary of the unit content. This would be helpful to anyone searching on a database to verify that this is the appropriate OS they are looking for.
<b>Scope</b>	Scope is a set of statements specifying the range of variables that an individual may have to deal with in carrying out the function which have a critical impact on quality of performance required.
<b>Knowledge and Understanding (KU)</b>	Knowledge and Understanding (KU) are statements which together specify the technical, generic, professional and organizational specific knowledge that an individual needs in order to perform to the required standard.
<b>Organisational Context</b>	Organisational context includes the way the organisation is structured and how it operates, including the extent of operative knowledge managers have of their relevant areas of responsibility.
<b>Technical Knowledge</b>	Technical knowledge is the specific knowledge needed to accomplish specific designated responsibilities.
<b>Core Skills/ Generic Skills (GS)</b>	Core skills or Generic Skills (GS) are a group of skills that are the key to learning and working in today's world. These skills are typically needed in any work environment in today's world. These skills are typically needed in any work environment. In the context of the OS, these include communication related skills that are applicable to most job roles.
<b>Electives</b>	Electives are NOS/set of NOS that are identified by the sector as contributive to specialization in a job role. There may be multiple electives within a QP for each specialized job role. Trainees must select at least one elective for the successful completion of a QP with Electives.
<b>Options</b>	Options are NOS/set of NOS that are identified by the sector as additional skills. There may be multiple options within a QP. It is not mandatory to select any of the options to complete a QP with Options.