



# Model Curriculum

**QP Name: Processing Supervisor (Dyeing & Printing)**

**QP Code: AMH/Q0615**

**QP Version: 4.0**

**NSQF Level: 5**

**Model Curriculum Version: 4.0**

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

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## Training Parameters

<b>Sector</b>	<b>Apparel</b>
<b>Sub-Sector</b>	Apparel
<b>Occupation</b>	Apparel, Made-Ups & Home Furnishing
<b>Country</b>	Department Supervision
<b>NSQF Level</b>	5
<b>Aligned to NCO/ISCO/ISIC Code</b>	NCO-2015/2141.1600
<b>Minimum Educational Qualification and Experience</b>	12th Grade Pass with 3-year relevant experience Completed 2nd year of UG (UG Diploma) in textile and apparel with 1 year experience Previous relevant Qualification of NSQF Level 4 with 3-year relevant experience
<b>Pre-Requisite License or Training</b>	NA
<b>Minimum Job Entry Age</b>	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>	480
<b>Maximum Duration of the Course</b>	480

## Program Overview

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

### Training Outcomes

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

- Plan the process of dyeing and printing as per customer requirements.
- Organise materials to be dyed and printed as per customer requirements and dyes and chemicals.
- Develop recipe for dyeing and printing as per the customer requirement or pantone shade.
- Supervise the process of dyeing and printing as per plan received from production planning.
- Maintain health, safety and security in the processing department.
- Maintain work area, tools and machines.
- 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	On-the-Job Training Duration (Mandatory)	On-the-Job Training Duration (Recommended)	Total Duration
<b>AMH/N0615: Plan and organize materials to be dyed and printed as per customer requirements and dyes and chemicals</b> NOS Version- 3.0 NSQF Level- 5	30.00	90.00	0.00	0.00	120.00
Module 1: Introduction (Bridge Module)	3.00	0.00	0.00	0.00	3.00
Module 2: Fundamentals of dyes and chemicals	7.00	30.00	0.00	0.00	37.00
Module 3: Plan and organize materials to be dyed and printed as per customer requirements	20.00	60.00	0.00	0.00	80.00
<b>AMH/N0616: Develop recipe for dyeing and printing as per the customer requirement or pantone shade</b> NOS Version- 3.0 NSQF Level- 5	30.00	90.00	30.00	0.00	150.00
Module 4: Develop recipe for dyeing and printing	15.00	30.00	0.00	0.00	45.00
Module 5: The process for dyeing	15.00	60.00	30.00	0.00	105.00

<b>AMH/N0617: Supervise the process of dyeing and printing as per plan received from production planning</b> <b>NOS Version- 3.0</b> <b>NSQF Level- 5</b>	<b>21.00</b>	<b>39.00</b>	<b>0.00</b>	<b>0.00</b>	<b>60.00</b>
Module 6: Supervise the process of dyeing and printing as per plan received from production planning	21.00	39.00	0.00	0.00	60.00
<b>AMH/N0618: Maintain health, safety and security in the processing department with Gender &amp; PWD Sensitization.</b> <b>NOS Version- 3.0</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 7: Maintain health, safety and security in the processing department with Gender & PD Sensitization.	15.00	15.00	0.00	0.00	30.00
<b>AMH/N0619: Manage the workspace, operate tools, and handle machinery efficiently.</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 8: Manage the workspace, operate tools, and handle machinery efficiently.	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 9: 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 Name 10: Employability Skills	24.00	36.00	0.00	0.00	60.00
<b>Total Duration</b>	<b>150.00</b>	<b>300.00</b>	<b>30.00</b>	<b>0.00</b>	<b>480.00</b>

## Module Details

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

*Mapped to Bridge Module*

#### Terminal Outcomes:

#### Describe the outline of the Apparel industry in India

- Recognize various employment opportunities for a 'Processing Supervisor' in the apparel industry.

#### 5 Processing Supervisor (Dyeing & printing)

- Identify apparel production process and the role that the “Processing Supervisor” 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 ‘Processing Supervisor (Dyeing &amp; Printing)’ in the apparel industry.</li> <li>Explain roles and responsibilities of a ‘Processing Supervisor (Dyeing &amp; Printing)’.</li> <li>Describe the apparel production process and the role that the ‘Processing Supervisor (Dyeing &amp; Printing)’ plays in the process</li> </ul>	
<b>Classroom Aids:</b>	
White /black Board with Marker and Chalk, Duster	
<b>Tools, Equipment and Other Requirements</b>	

## Module Name 2: Fundamentals of dyes and chemicals

Mapped to AMH/N0615 (version 3.0)

### Terminal Outcomes:

- Identify the process of chemical use in the organisation
- Describe the consumption of dyes, chemicals in organisation
- Describe the production process and the specific work activities that relate to the whole process

<b>Duration:</b> 07:00	<b>Duration:</b> 30:00
<b>Theory – Key Learning Outcomes</b>	<b>Practical – Key Learning Outcomes</b>
<ul style="list-style-type: none"> <li>Describe the operation and handling of dyeing machine based on capacity,</li> <li>Describe the suitability for product types, dyeing cycle, etc.</li> </ul>	<ul style="list-style-type: none"> <li>Explain various types of dyes and chemicals, their shelf-life, etc.</li> <li>Explain the effect of various chemicals on solubility, colour fastness, etc. with respect to materials being dyed.</li> <li>Identify the effect of types of chemicals on uniformity of dyeing.</li> <li>Identify the process of scouring, bleaching, dyeing, printing and finishing</li> <li>Describe various parameters affecting dyeing and printing like pH, temperature, time, etc.</li> <li>Describe the features of fibre, yarn and fabric being processed.</li> <li>Describe the understanding of mentioned work order</li> <li>Describe the maintenance and cleaning schedule in organisation</li> </ul>
<b>Classroom Aids:</b>	
Charts, Models, Video presentation, Flip Chart, White-Board/Smart Board, Marker, Duster	
<b>Tools, Equipment, and Other Requirements</b>	
Dyeing & printing machine, Students manuals/notes, Trainees stools, mixers/Mixing tanks, Various types Dyes and Chemicals, Colour matching Light Box, Coloured chalk or marker (The quantity may vary as per requirement), Pantone shade card, First aid box & Fire Extinguisher, Weighing scales, Personal Protective Equipment (One each type (Nose mask, Hand gloves, Gum boots, etc.)), Measuring tape, Marker, Basic Stationary Items, Types Of Scales, normal straight big ruler,, Calculator, Scissors, Clips/pins, type of fabrics, trims and accessories, Apparel , made ups and home furnishing articles, Types of Books on (dyeing and printing techniques, International quality standards, different type of fabric, International quality standards, interaural property rights and compliance, Garments , Made ups and Home furnishing articles and there Manufacturing,,	

### 6 Processing Supervisor (Dyeing & printing)

Inventory/stock register, fabric swatch file, client specification sheet/Designing sheet/screens, Job card, Printing table, Printing blocks, checking table, Hourly & Daily Work Report, Trainer's & Student's Chair, Trainer's & Student's Table, Projector/LCD

## Module Name 3: Plan and organize materials to be dyed and printed as per customer requirements

*Mapped to AMH/N0615 (version 3.0)*

### Terminal Outcomes:

- Identify the process of Identify customer's requirement
- Identify the process of dyeing
- Identify how to reduce consumption of water

<i>Duration: 20:00</i>	<i>Duration: 60:00</i>
Theory – Key Learning Outcomes	Practical – Key Learning Outcomes
<ul style="list-style-type: none"> <li>• State the organization's rules, codes and guidelines, including timekeeping with relation to dyeing and printing.</li> <li>• Describe the production process and the specific work activities that relate to the whole process.</li> <li>• Describe the equipment operating procedures/ manager's instructions.</li> <li>• State the company's quality standards.</li> <li>• Ensure dyes and chemicals are arranged with distinct lot number.</li> </ul>	<ul style="list-style-type: none"> <li>• Explain how to reduce the consumption of dyes, chemicals, water, etc.</li> <li>• Interpret the requirements of the work order.</li> <li>• Identify pantone shade card and/or standard reference sample.</li> <li>• Follow the preventive maintenance schedule and ensure that all controls of the equipment are functioning properly.</li> <li>• Ensure that all weighing scales, mixers, mixing tanks, etc. are clean.</li> <li>• Ensure availability of resources (dyes &amp; chemicals), materials for dyeing and printing with location and contact person etc.</li> <li>• Allocate dyeing machines based on dyeing cycle, machine availability, color type, urgency and priority of shade required.</li> <li>• Allocate operators based on skill suitability for dyeing technicalities and printing sophistications</li> </ul>

### Classroom Aids:

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

### Tools, Equipment, and Other Requirements

Dyeing & printing machine, Students manuals/notes, Trainees stools, mixers/Mixing tanks, Various types Dyes and Chemicals, Colour matching Light Box, Coloured chalk or marker (The quantity may vary as per requirement), Pantone shade card, First aid box & Fire Extinguisher, Weighing scales, Personal Protective Equipment (One each type (Nose mask, Hand gloves, Gum boots, etc.)), Measuring tape, Marker, Basic Stationary Items, Types Of Scales, normal straight big ruler,, Calculator, Scissors, Clips/pins, type of fabrics, trims and accessories, Apparel , made ups and home furnishing articles, Types of Books on (dyeing and printing techniques, International quality standards, different type of fabric, International quality standards, interaural property rights and compliance, Garments , Made ups and Home furnishing articles and there Manufacturing,, Inventory/stock register, fabric swatch file, client specification sheet/Designing sheet/screens, Job card, Printing table, Printing blocks, checking table, Hourly & Daily Work Report, Trainer's & Student's Chair, Trainer's & Student's Table, Projector/LCD



## Module Name 4: Develop recipe for dyeing and printing

Mapped to AMH/N0616 (version 3.0)

### Terminal Outcomes:

- Identify the quantity of chemical while making dyeing
- Identify reaction of chemical
- Describe the dyeing recipe

<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 various types of dyes and chemicals such as reactive dyes, natural dyes, disperse dyes, etc.</li> <li>• Describe the various materials to be dyed such as cotton, wool, synthetic etc.</li> <li>• Describe the use of PPE before and while working</li> <li>• Develop dyeing recipe with details like dyeing cycle, MLR, and other parameters</li> </ul>	<ul style="list-style-type: none"> <li>• Identify various types of printing machines such as sample printing machine, dyeing machine etc. for various dyeing needs such as beaker dyeing, garment dyeing, etc.</li> <li>• Identify the process parameters for dyeing and printing</li> <li>• Explain how to develop a dyeing recipe with the minimum of recipe data bank while maintaining greater flexibility.</li> </ul>
Charts, Models, Video presentation, Flip Chart, White-Board/Smart Board, Marker, Duster	
<b>Tools, Equipment, and Other Requirements</b> Dyeing & printing machine, Students manuals/notes, Trainees stools, mixers/Mixing tanks, Various types Dyes and Chemicals, Colour matching Light Box, Coloured chalk or marker (The quantity may vary as per requirement), Pantone shade card, First aid box & Fire Extinguisher, Weighing scales, Personal Protective Equipment (One each type (Nose mask, Hand gloves, Gum boots, etc.)), Measuring tape, Marker, Basic Stationary Items, Types Of Scales, normal straight big ruler,, Calculator, Scissors, Clips/pins, type of fabrics, trims and accessories, Apparel , made ups and home furnishing articles, Types of Books on (dyeing and printing techniques, International quality standards, different type of fabric, International quality standards, interaural property rights and compliance, Garments , Made ups and Home furnishing articles and there Manufacturing,, Inventory/stock register, fabric swatch file, client specification sheet/Designing sheet/screens, Job card, Printing table, Printing blocks, checking table, Hourly & Daily Work Report, Trainer's & Student's Chair, Trainer's & Student's Table, Projector/LCD	

## Module Name 5: The process of dyeing

Mapped to AMH/N0616 (version 3.0)

### Terminal Outcomes:

- Describe the parameters of dyeing
- Describe the fastness of dyes
- Identify the use of PPE kit in color store

<i>Duration: 15:00</i>	<i>Duration: 60:00</i>
<b>Theory – Key Learning Outcomes</b>	<b>Practical – Key Learning Outcomes</b>
<ul style="list-style-type: none"> <li>• Describe the process parameters for dyeing and printing with all their technicalities and technologies.</li> <li>• State the importance of complying with written instructions.</li> </ul>	<ul style="list-style-type: none"> <li>• Use appropriate PPE (personal protective equipment) before and while working in the color store.</li> <li>• Ensure that all dyestuff is weighed separately, with bigger quantity first and smaller</li> </ul>



<ul style="list-style-type: none"> <li>Describe how to weigh the dye stuff in descending order of their weight.</li> <li>Describe the various types of fastness of dyes like water fastness, color fastness, etc.</li> </ul>	<p>quantity last, and that dyestuff below 20 gms is weighed on precision balance.</p> <ul style="list-style-type: none"> <li>Explain the mechanism of dye fixation.</li> <li>Check the shades developed against standard sample and/or pantone shade card.</li> <li>Check that all controls are functioning properly</li> </ul>
<b>Classroom Aids:</b>	
Charts, Models, Video presentation, Flip Chart, White-Board/Smart Board, Marker, Duster	
<b><u>Tools, Equipment, and Other Requirements</u></b>	
<p>Dyeing &amp; printing machine, Students manuals/notes, Trainees stools, mixers/Mixing tanks, Various types Dyes and Chemicals, Colour matching Light Box, Coloured chalk or marker (The quantity may vary as per requirement), Pantone shade card, First aid box &amp; Fire Extinguisher, Weighing scales, Personal Protective Equipment (One each type (Nose mask, Hand gloves, Gum boots, etc.)), Measuring tape, Marker, Basic Stationary Items, Types Of Scales, normal straight big ruler,, Calculator, Scissors, Clips/pins, type of fabrics, trims and accessories, Apparel , made ups and home furnishing articles, Types of Books on (dyeing and printing techniques, International quality standards, different type of fabric, International quality standards, interaural property rights and compliance, Garments , Made ups and Home furnishing articles and there Manufacturing,, Inventory/stock register, fabric swatch file, client specification sheet/Designing sheet/screens, Job card, Printing table, Printing blocks, checking table, Hourly &amp; Daily Work Report, Trainer's &amp; Student's Chair, Trainer's &amp; Student's Table, Projector/LCD</p>	

## Module Name 6: Supervise the process of dyeing and printing as per plan received from production planning

*Mapped to AMH/N0617 (version 3.0)*

### Terminal Outcomes:

- Identify the dyeing and printing plan is prioritized in a sequence to minimize consumption of resources
- Identify the correction of dyeing like patchy dyeing, shade variation, etc.
- Describe the about effect of dyeing on material attributes like material harshness, shrinkage, etc.

<i>Duration: 21:00</i>	<i>Duration: 39:00</i>
<b>Theory – Key Learning Outcomes</b>	<b>Practical – Key Learning Outcomes</b>
<ul style="list-style-type: none"> <li>Describe how to the prioritize the dyeing and printing plan in a sequence to minimize the consumption of resources such as dyes, chemicals, water, etc.</li> <li>Describe the process of correction of dyeing like patchy dyeing, shade variation, etc.</li> <li>Describe the effect of dyeing on material attributes like material harshness, shrinkage, etc.</li> </ul>	<ul style="list-style-type: none"> <li>Ensure dyeing and printing process is executed as per defined dyeing cycle and printing process steps.</li> <li>Ensure materials after dyeing are washed as per defined washing cycle.</li> <li>Ensure materials after dyeing are hydro-extracted as per defined process parameters.</li> <li>Ensure materials after dyeing are dried as per defined process parameters.</li> <li>Identify the corrective action in case of any deviation in the dyeing/printing process</li> </ul>
<b>Classroom Aids:</b>	
Charts, Models, Video presentation, Flip Chart, White-Board/Smart Board, Marker, Duster	
<b><u>Tools, Equipment, and Other Requirements</u></b>	
Garment, fabric, purse jewellery for decoration, mannequin/dress form	

## Module Name 7: Maintain a healthy, safe and secure working environment with Gender and PWD Sensitization

Mapped to (AMH/N0618) (version 3.0)

### Terminal Outcomes:

- Demonstrate the process involved to keep up the Safety and secure working environment
- Discussed the important of PWD & Gender Sensitivity

Duration: 15:00	Duration: 15:00
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>• Explain importance of complying with health, safety, gender and PWD related instructions applicable to workplace</li> <li>• Explain gender equality in apparel industry and methods.</li> <li>• State the environmental compliance requirements related to effluents.</li> <li>• Ensure that procedures related to environment management system are being followed.</li> <li>• State the compliance requirements related to dyes and chemicals.</li> <li>• Ensure the effluents are monitored periodically for compliance.</li> <li>• Describe the treatment processes which influence BOD, COD, pH, colour, etc. of the effluents.</li> <li>• Ensure dyeing effluents before discharge complies with industrial and environmental requirements like BOD, COD, pH, colour, etc.</li> <li>• State the health and safety requirements related to handling of dyes and chemicals.</li> <li>• Ensure safe and secure handling of dyeing equipment, tools and machineries</li> <li>• Monitor the workplace and work processes for potential risks and threats.</li> <li>• Describe the operating processes of ETP.</li> <li>• Describe various personal protective equipment like nose mask, hand gloves, gum boots, etc.</li> <li>• Demonstrate basic first aid.</li> <li>• Demonstrate basic CPR</li> </ul>	<ul style="list-style-type: none"> <li>• Discuss importance of training sensitization programs for gender, and PWD awareness organized at workplace.</li> <li>• Identify signage related to health and safety measures.</li> <li>• Identify the best use of materials to minimize waste.</li> <li>• Carryout running maintenance within agreed schedules.</li> <li>• Carry out maintenance and cleaning of tools and equipment within one's responsibility.</li> <li>• Explain the correct usage of personal protective equipment.</li> <li>• Ensure workers' participation in mock- drills/evacuation procedures organized at the workplace.</li> <li>• Ensure workers undertake first-aid, fire-fighting, and emergency response training.</li> <li>• Dispose waste safely in the designated location.</li> <li>• Store cleaning equipment safely after use.</li> <li>• Identify how to use different tools and equipment related to stitching like scissors, thread cutters, etc. safely and securely.</li> </ul>
Classroom Aids:	
Charts, Models, Flip Chart, White-Board/SmartBoard, Marker, Duster	
<b>Tools, Equipment, and Other Requirements</b>	
Sewing Machines and related equipment	

## Module Name 8: Manage the workspace, operate tools, and handle machinery efficiently.

*Mapped to AMH/N0619 (version 1.0)*

### Terminal Outcomes:

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

<i>Duration: 15:00</i>	<i>Duration: 15:00</i>
Theory – Key Learning Outcomes	Practical – Key Learning Outcomes
<ul style="list-style-type: none"> <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>• Interpret correctly legal, regulatory and ethical requirements specific to the apparel industry.</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 to concerned authority.</li> <li>• Obtain clarifications on policies and procedures, from the supervisor or other authorized personnel.</li> <li>• Follow the organisational policies and concerning quality.</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>	<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>• Identify procedures to follow if legal, regulatory and ethical requirements of the organisation are not met.</li> <li>• Carry out work functions in accordance with legislation and regulations, organizational guidelines and procedures.</li> <li>• Procedures within limits of self-authority.</li> <li>• Provide support to the supervisor and team members in enforcing the organisational considerations</li> <li>• Explain importance of greening solutions, procedures, policies, legislation and regulations</li> </ul>
<b>Classroom Aids:</b>	
Charts, Flip Chart, White-Board/Smart Board, Marker, Duster	
<b>Tools, Equipment, and Other Requirements</b>	

## Module Name 9: Adhere to industry, regulatory, and organizational standards and embrace environmentally sustainable practices

*Mapped to AMH/N0621 (Version 1.0)*

### Terminal Outcomes:

- Importance of Green jobs in organisation
- Optimize usage of material and resources at workplace.
- Describe how to accommodate employees with disabilities; etiquette to adhere to and proper language and terminology
- Describe how to communicate, offer help, respecting space, parking etc. for people with disabilities or special needs.

### 11 Processing Supervisor (Dyeing & printing)

<i>Duration: 15:00</i>	<i>Duration: 15:00</i>
<b>Theory – Key Learning Outcomes</b>	<b>Practical – Key Learning Outcomes</b>
<ul style="list-style-type: none"> <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> <li>• State the importance of having an ethical and value-based approach to governance.</li> <li>• Identify 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>• Describe the 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 to concerned authority.</li> <li>• Obtain clarifications on policies and procedures, from the supervisor or other authorized personnel.</li> <li>• Follow the organizational policies and procedures within limits of self-authority.</li> <li>• Provide support to the supervisor and team members in enforcing the organisational considerations</li> </ul>	<ul style="list-style-type: none"> <li>• Identify different ways of minimizing wastage.</li> <li>• Discussed the importance of energy</li> <li>• Discussed how to save energy</li> <li>• Switch of the machine when not in use.</li> <li>• Identify procedures to follow if legal, regulatory and ethical requirements of the organisation are not met.</li> <li>• Carry out work functions in accordance with legislation and regulations, organizational guidelines and procedures.</li> <li>• Interpret correctly legal, regulatory and ethical requirements specific to the apparel industry.</li> <li>• Identify the customer specific requirements mandated as a part of the work process.</li> <li>• Identify country/customer specific regulations for the apparel sector and their importance.</li> </ul>
<b>Classroom Aids:</b>	
Charts, Flip Chart, White-Board/Smart Board, Marker, Duster	
<b>Tools, Equipment, and Other Requirements</b>	
First Aid kit, Fire Extinguisher, machinery and equipment	

## Module Name 10: 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

## 13 Processing Supervisor (Dyeing & printing)

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 Educational Qualification	Specialization	Relevant Experience		Training Experience		Remarks
		Years	Specialization	Years	Specialization	
High School		6 Year	Dyeing	0	Dyeing	The candidate should possess good knowledge and

Senior Secondary		5 Year	Dyeing	0	Dyeing	experience of various hand embroidery techniques using tools like needles, aari etc.The candidate should be able to communicate in English and local language. The candidate should have knowledge of equipment, tools, material, Safety, Health & hygiene.
Diploma		4 Year	Dyeing	0	Dyeing	
Graduation		2 Year	Dyeing	0	Dyeing	
Post graduate diploma		2 Year	Dyeing	0	Dyeing	
Post Graduate Degree in relevant trade or sector		1 Year	Dyeing	0	Dyeing	
Trainer Certification						
Domain Certification		Platform Certification				
Certificate for Job Role: “Processing Supervisor (Dyeing & Printing)” mapped to QP: “AMH/ Q0615”		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

<b>Assessor Prerequisites</b>						
Minimum Educational Qualification	Specialization	Relevant Experience		Training Experience		Remarks
		Years	Specialization	Years	Specialization	
ITI		4 Year	Dyeing	0	Dyeing	The candidate should possess good knowledge and



Diploma		3 Year	Dyeing	0	Dyeing	experience of various hand embroidery techniques using tools like needles, aari etc. The candidate should be able to communicate in English and local language. The candidate should have knowledge of equipment, tools, material, Safety, Health & hygiene.
Graduation		2 Year	Dyeing	0	Dyeing	
Post graduate diploma		2 Year	Dyeing	0	Dyeing	
Post Graduate Degree in relevant trade or sector		1 Year	Dyeing	0	Dyeing	

#### Assessor Certification

##### Domain Certification

Certificate for Job Role: "Processing Supervisor Dyeing & Printing" mapped to QP: "AMH/ Q0615" Minimum accepted % as per respective SSC guidelines is 80%.

##### Platform Certification

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 trainers	ITI	Employability Skills Training (3 days full-time course done between 2019-2022)				

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

**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

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## 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>Organizational Context</b>	Organizational context includes the way the organization is structured and how it operates, including the extent of operative knowledge managers have of their relevant areas of responsibility.
<b>Technical Knowledge</b>	Technical knowledge is the specific knowledge needed to accomplish specific designated responsibilities.
<b>Core Skills/ Generic Skills (GS)</b>	Core skills or Generic Skills (GS) are a group of skills that are the key to learning and working in today's world. These skills are typically needed in any work environment in today's world. These skills are typically needed in any work environment. In the context of the OS, these include communication related skills that are applicable to most job roles.
<b>Electives</b>	Electives are NOS/set of NOS that are identified by the sector as contributive to specialization in a job role. There may be multiple electives within a QP for each specialized job role. Trainees must select at least one elective for the successful completion of a QP with Electives.
<b>Options</b>	Options are NOS/set of NOS that are identified by the sector as additional skills. There may be multiple options within a QP. It is not mandatory to select any of the options to complete a QP with Options.