



QUALIFICATION FILE

Apparel Quality Analyst

Short Term Training (STT) Long Term Training (LTT) Apprenticeship

Upskilling Dual/Flexi Qualification For TOT For TOA

General Multi-skill (MS) Cross Sectoral (CS) Future Skills OEM

NCRF/NSQF Level: 5

Submitted By:

Apparel, Made-ups & Home Furnishing Sector Skill Council

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Section 1: Basic Details

1.	Qualification Name	Apparel Quality Analyst																
2.	Sector/s	Apparel																
3.	Type of Qualification: <input checked="" type="checkbox"/> New <input type="checkbox"/> Revised <input type="checkbox"/> Has Electives/Options <input type="checkbox"/> OEM	NQR Code & version of existing/previous qualification: NA	Qualification Name of existing/previous version: NA															
4.	a. OEM Name b. Qualification Name <i>(Wherever applicable)</i>	NA																
5.	National Qualification Register (NQR) Code &Version <i>(Will be issued after NSQC approval)</i>	QG-05-AP-04758-2026-V1-AMHSSC	6. NCRF/NSQF Level: 5															
7.	Award (Certificate/Diploma/Advance Diploma/ Any Other <i>(Wherever applicable specify multiple entry/exits also & provide details in annexure)</i>	Certificate																
8.	Brief Description of the Qualification	The Apparel Quality Analyst is responsible for monitoring, analyzing, and improving quality standards across various stages of apparel production using both conventional and AI-enabled tools. This role combines traditional quality assurance methodologies with lean manufacturing tools and AI-based analytics to enhance efficiency, reduce defects, and meet quality standards. This position demands an innovative mindset that integrates digitized quality systems with on-ground audits, ensuring a data-driven approach to quality control and continuous improvement across operations.																
9.	Eligibility Criteria for Entry for Student/Trainee/Learner/Employee	a. Entry Qualification & Relevant Experience: b. <table border="1"> <thead> <tr> <th>S. No.</th> <th>Academic/Skill Qualification (with Specialization - if applicable)</th> <th>Required Experience (with Specialization - if applicable)</th> </tr> </thead> <tbody> <tr> <td>1</td> <td>UG diploma or equivalent</td> <td>06 month relevant experience in quality assurance</td> </tr> <tr> <td>2</td> <td>UG Certificate or equivalent</td> <td>1.5 Years of relevant experience in quality assurance</td> </tr> <tr> <td>3</td> <td>12th Grade Pass</td> <td>03 Years of relevant experience in quality assurance</td> </tr> <tr> <td>4</td> <td>Previous relevant Qualification of NSQF Level 4</td> <td>03 Years of relevant experience in quality assurance</td> </tr> </tbody> </table> c. Age: 21 years		S. No.	Academic/Skill Qualification (with Specialization - if applicable)	Required Experience (with Specialization - if applicable)	1	UG diploma or equivalent	06 month relevant experience in quality assurance	2	UG Certificate or equivalent	1.5 Years of relevant experience in quality assurance	3	12th Grade Pass	03 Years of relevant experience in quality assurance	4	Previous relevant Qualification of NSQF Level 4	03 Years of relevant experience in quality assurance
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3	12th Grade Pass	03 Years of relevant experience in quality assurance																
4	Previous relevant Qualification of NSQF Level 4	03 Years of relevant experience in quality assurance																

10.	Credits Assigned to this Qualification, Subject to Assessment (as per National Credit Framework (NCrF))	17	11. Common Cost Norm Category (I/II/III) (wherever applicable): Category I																				
12.	Any Licensing requirements for Undertaking Training on This Qualification (wherever applicable)	NA																					
13.	Training Duration by Modes of Training Delivery (Specify Total Duration as per selected training delivery modes and as per requirement of the qualification)	<input checked="" type="checkbox"/> Offline <input type="checkbox"/> Online <input type="checkbox"/> Blended <table border="1"> <thead> <tr> <th>Training Delivery Modes</th> <th>Theory (Hours)</th> <th>Practical (Hours)</th> <th>OJT Mandatory (Hours)</th> <th>OJT Recommended (Hours)</th> <th>Total (Hours)</th> </tr> </thead> <tbody> <tr> <td>Classroom (offline)</td> <td>210</td> <td>240</td> <td>60</td> <td>0</td> <td>510</td> </tr> <tr> <td>Online</td> <td></td> <td></td> <td></td> <td></td> <td></td> </tr> </tbody> </table> (Refer Blended Learning Annexure for details)				Training Delivery Modes	Theory (Hours)	Practical (Hours)	OJT Mandatory (Hours)	OJT Recommended (Hours)	Total (Hours)	Classroom (offline)	210	240	60	0	510	Online					
Training Delivery Modes	Theory (Hours)	Practical (Hours)	OJT Mandatory (Hours)	OJT Recommended (Hours)	Total (Hours)																		
Classroom (offline)	210	240	60	0	510																		
Online																							
14.	Aligned to NCO/ISCO Code/s (if no code is available mention the same)	NCO-2015/NIL																					
15.	Progression path after attaining the qualification (Please show Professional and Academic progression)	QC Executive-Stitched Items (Horizontal) Quality Manager (Vertical)																					
16.	Other Indian languages in which the Qualification & Model Curriculum are being submitted	Hindi																					
17.	Is similar Qualification(s) available on NQR-if yes, justification for this qualification	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No URLs of similar Qualifications:																					
18.	Is the Job Role Amenable to Persons with Disability	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No If "Yes", specify applicable type of Disability: NA																					
19.	How Participation of Women will be Encouraged	Skilled women workforce will find jobs with organised apparel exporters, manufacturers.																					
20.	Are Greening/ Environment Sustainability Aspects Covered (Specify the NOS/Module which covers it)	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No Adhere to industry, regulatory, and organizational standards and embrace environmentally sustainable practices																					
21.	Is Qualification Suitable to be Offered in Schools/Colleges	Schools <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No Colleges <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No																					
22.	Name and Contact Details of Submitting / Awarding Body SPOC (In case of CS or MS, provide details of both Lead AB & Supporting ABs)	Name: Amit Singh, Email: jdqs@sscammh.com , Contact No.: 09599929121, Website: www.sscammh.com																					
23.	Final Approval Date by NSQC: 13-02-2026	24. Validity Duration: 36 Months	25. Next Review Date 13-02-2029																				

Section 2: Module Summary

NOS/s of Qualifications

(In exceptional cases these could be described as components)

Mandatory NOS/s:

Specify the training duration and assessment criteria at NOS/ Module level. For further details refer curriculum document.

Th.-Theory *Pr.*-Practical *OJT-On the Job* *Man.*-Mandatory Training *Rec.*-Recommended *Proj.*-Project

S. No	NOS/Module Name	NOS/Module Code & Version (if applicable)	Core/ Non-Core	NERF/ NSQF Level	Credits as per NCRF	Training Duration (Hours)				Assessment Marks				
						Th.	Pr.	OJT-Man.	Total	Th.	Pr.	Viva	Total	Weightage (%) (if applicable)
1	Analyze and Classify Garment Defects in Apparel Production	AMH/N01 08	Core	5	2	30	30	0	60	22	30	8	60	12%
2	Analyze Data and Prepare Quality Insights Reports	AMH/N01 09	Core	5	2	15	15	30	60	25	30	10	65	13%
3	Integrate Digital and AI Tools in Quality Assurance Systems	AMH/N01 10	Core	5	2	21	39	0	60	20	17	8	45	9%
4	Utilize AI-Based Analytics for Quality Monitoring	AMH/N01 11	Core	5	2	30	30	0	60	36	25	9	70	14%
5	Apply Quality Control Tools and Techniques	AMH/N01 12	Core	5	3	30	30	30	90	35	34	11	80	16%

6	Document, Report, and Visualize Quality Data	AMH/N01 13	Core	5	2	30	30	0	60	20	20	10	50	10%
7	Promote and sustain safety, health, and security in workplace, while fostering Gender and Persons with Disabilities (PwD) Sensitization	AMH/N06 20	Non-Core	5	1	15	15	0	30	22	12	6	40	8%
8	Adhere to industry, regulatory, and organizational standards and embrace environmentally sustainable practices	AMH/N06 21	Non-Core	5	1	15	15	0	30	20	10	10	40	8%
9	Employability Skills (60 Hours)	DGT/VSQ/ N0102 V 1.0	Non-Core	4	2	24	36	0	60	20	30	0	50	10%
Total Marks					17	210	240	60	510	220	208	72	500	100%

Assessment - Minimum Qualifying Percentage

Please specify **any one** of the following:

Minimum Pass Percentage – Aggregate at qualification level: 70 % (Every Trainee should score specified minimum aggregate passing percentage at qualification level to successfully clear the assessment.)

Minimum Pass Percentage – NOS/Module-wise: NA % (Every Trainee should score specified minimum passing percentage in each mandatory and selected elective NOS/Module to successfully clear the assessment.)

Section 3: Training Related

1.	Trainer's Qualification and experience in the relevant sector (in years) (as per NCVET guidelines)	Diploma with 4 Year of relevant industry experience in Quality Assurance OR Graduation with 3 Year of relevant industry experience in Quality Assurance OR Post graduate diploma with 2 Year of relevant industry experience in Quality Assurance
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		OR Post Graduate with 1 Year of relevant industry experience in Quality Assurance
2.	Master Trainer's Qualification and experience in the relevant sector (in years) (as per NCVET guidelines)	Diploma with 4 Year of relevant industry experience in Quality Assurance OR Graduation with 3 Year of relevant industry experience in Quality Assurance OR Post graduate diploma with 2 Year of relevant industry experience in Quality Assurance OR Post Graduate with 1 Year of relevant industry experience in Quality Assurance
3.	Tools and Equipment Required for Training	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No (If "Yes", details to be provided in Annexure) Refer Annexure
4.	In Case of Revised Qualification, Details of Any Upskilling Required for Trainer	NA

Section 4: Assessment Related

1.	Assessor's Qualification and experience in relevant sector (in years) (as per NCVET guidelines)	ITI with 4 Year of relevant industry experience in Quality Assurance OR Diploma with 4 Year of relevant industry experience in Quality Assurance OR Graduation with 3 Year of relevant industry experience in Quality Assurance OR Post graduate diploma with 2 Year of relevant industry experience in Quality Assurance OR Post Graduate with 1 Year of relevant industry experience in Quality Assurance
2.	Proctor's Qualification and experience in relevant sector (in years) (as per NCVET guidelines)	ITI with 4 Year of relevant industry experience in Quality Assurance OR Diploma with 4 Year of relevant industry experience in Quality Assurance OR Graduation with 3 Year of relevant industry experience in Quality Assurance OR Post graduate diploma with 2 Year of relevant industry experience in Quality Assurance OR Post Graduate with 1 Year of relevant industry experience in Quality Assurance

3.	Lead Assessor's/Proctor's Qualification and experience in relevant sector (in years) <i>(as per NCVET guidelines)</i>	ITI with 4 Year of relevant industry experience in Quality Assurance OR Diploma with 4 Year of relevant industry experience in Quality Assurance OR Graduation with 3 Year of relevant industry experience in Quality Assurance OR Post graduate diploma with 2 Year of relevant industry experience in Quality Assurance OR Post Graduate with 1 Year of relevant industry experience in Quality Assurance
4.	Assessment Mode <i>(Specify the assessment mode)</i>	Offline
5.	Tools and Equipment Required for Assessment	<input checked="" type="checkbox"/> Same as for training <input type="checkbox"/> Yes <input type="checkbox"/> No <i>(details to be provided in Annexure-if it is different for Assessment)</i>

Section 5: Evidence of the need for the Qualification

Provide Annexure/Supporting documents name.

1.	Latest Skill Gap Study (not older than 2 years) (Yes/No): No
2.	Latest Market Research Reports or any other source (not older than 2 years) (Yes/No): No
3.	Government /Industry initiatives/ requirement (Yes/No): No
4.	Number of Industry validation provided: 30
5.	Estimated nos. of persons to be trained and employed: 10000
6.	Evidence of Concurrence/Consultation with Line Ministry/State Departments: <i>Ministry Of Textiles is Line Ministry of AMHSSC.</i> If "No", why: NA

Section 6: Annexure & Supporting Documents Check List

Specify Annexure Name / Supporting document file name

1.	Annexure: NCRF/NSQF level justification based on NCRF level/NSQF descriptors <i>(Mandatory)</i>	NCRF/NSQF level justification based on NCRF level/NSQF descriptors
2.	Annexure: List of tools and equipment relevant for qualification <i>(Mandatory, except in case of online course)</i>	List of tools and equipment relevant for qualification

3.	Annexure: Detailed Assessment Criteria (<i>Mandatory</i>)	Detailed Assessment Criteria
4.	Annexure: Assessment Strategy (<i>Mandatory</i>)	Assessment Strategy
5.	Annexure: Blended Learning (<i>Mandatory, in case selected Mode of delivery is "Blended Learning"</i>)	Offline Learning Mode
6.	Annexure: Multiple Entry-Exit Details (<i>Mandatory, in case qualification has multiple Entry-Exit</i>)	NA
7.	Annexure: Acronym and Glossary (<i>Optional</i>)	Acronym and Glossary
8.	Supporting Document: Model Curriculum (<i>Mandatory – Public view</i>)	Model Curriculum
9.	Supporting Document: Career Progression (<i>Mandatory - Public view</i>)	Career Progression
10.	Supporting Document: Occupational Map (<i>Mandatory</i>)	Occupational Map
11.	Supporting Document: Assessment SOP (<i>Mandatory</i>)	Assessment SOP
12.	Any other document you wish to submit:	NA

Annexure: Evidence of Level

NCRF/NSQF Level Descriptors	Key requirements of the job role/ outcome of the qualification	How the job role/ outcomes relate to the NCRF/NSQF level descriptor	NCRF/NSQF Level
Professional Theoretical Knowledge/Process	<ul style="list-style-type: none"> The skill of an Apparel Quality Analyst requires them to understand textile science, fabric properties, and garment construction methods. They are required to know conventional and AI-enabled quality assurance methodologies, international quality standards (AQL, ISO, ASTM), and lean manufacturing principles. They must interpret technical documents such as tech packs, buyer manuals, and compliance guidelines to determine quality benchmarks. 	<ul style="list-style-type: none"> Basic working/ operational knowledge in the area of work with understanding of basic materials, tools, applications in a limited context. Possesses broad and deep knowledge of apparel quality control processes and the integration of AI-based analytics for quality monitoring. The skill of an Apparel Quality Analyst requires them to apply theoretical knowledge to assess production quality, solve defects-related problems, and ensure compliance with buyer and industry standards. 	5
Professional and Technical Skills/ Expertise/ Professional Knowledge	<ul style="list-style-type: none"> An Apparel Quality Analyst should be proficient in using AI-based analytics tools, ERP/QC software, and 	<ul style="list-style-type: none"> The individual shall have basic factual knowledge for various activities to be performed during operation and procedure. 	5

	<p>defect classification systems (e.g., 4-point fabric inspection, garment defect categories).</p> <ul style="list-style-type: none"> • They should know how to conduct inline, end-line, and final inspections, perform root cause analysis, and implement corrective and preventive actions (CAPA). • They should be skilled in preparing quality reports, KPI tracking (DHU, RFT, FPY), and interpreting data to recommend process improvements. 	<ul style="list-style-type: none"> • Excellent cognitive skills and technical prowess utilized to perform complex quality management tasks, including AI-based defect detection and production data analysis for informed decision-making. • An Apparel Quality Analyst should be able to visualize potential defect trends and propose preventive measures using both traditional and digital tools. 	
<p>Employment Readiness & Entrepreneurship Skills & Mind-set/Professional Skill</p>	<ul style="list-style-type: none"> • An Apparel Quality Analyst plans and organizes inspections to achieve quality targets and production deadlines. • They plan processes for quality checks, encourage the adoption of best practices, and foster continuous improvement. • They assess equipment/machinery performance from a quality perspective, identify defects in products and processes, and determine corrective measures. • They evaluate inspection data, communicate findings effectively to production teams, and prepare actionable quality improvement plans. • They provide constructive feedback on quality performance and ensure customer satisfaction by maintaining agreed quality standards. • They take appropriate decisions related to responsibilities, maintain ethical practices, and handle operational challenges in real time. • They identify and report any malfunctions in machinery, deviations in process, or potential quality risks. 	<ul style="list-style-type: none"> • Team worker, with broad employability skills who displays of motivation and positive attitude for work. • A versatile professional with excellent communication, digital and analytical literacy, ethical values, self-management skills, and an entrepreneurial mindset. • An Apparel Quality Analyst plans and manages quality assurance processes while integrating AI-driven insights to enhance industry competitiveness. 	<p>5</p>

<p>Broad Learning Outcomes/Core Skill</p>	<ul style="list-style-type: none"> • An Apparel Quality Analyst reads and follows quality manuals, inspection guidelines, and compliance policies. • They update themselves with the latest modifications in buyer quality parameters and industry standards through digital and written communication. • They can read and interpret spec sheets, bills of materials, and incorporate shrinkage/tolerance allowances in inspections. • They seek guidance from seniors regarding specialized quality requirements and maintain a learning attitude. • They respond to emergencies (e.g., production stoppages due to quality issues) promptly and coordinate corrective measures. • They value workplace discipline, hygiene, and adherence to health and safety norms during inspections. 	<ul style="list-style-type: none"> • The candidate carries out a job in familiar, predictable, routine, situation of clear choice, can focus on range of application of standard procedures or operations in production/ services. Must be able to identify/ anticipate the problems and possible range of solutions. • A skilled professional with technical expertise in quality assurance, adept at solving complex production issues and improving output quality. • An Apparel Quality Analyst should be able to communicate effectively with team members and clients, follow protocols, and meet service-level agreements in quality management. 	<p>5</p>
<p>Responsibility</p>	<ul style="list-style-type: none"> • The Apparel Quality Analyst uses AI-enabled QC systems and manual inspection techniques to monitor and verify product quality at different production stages. • They are responsible for defect detection, defect trend analysis, report generation, and ensuring that quality standards are met before shipment. • They are responsible for their own work outcomes and play a role in training/mentoring junior inspectors to meet quality expectations. • They ensure the implementation of corrective actions and monitor their effectiveness in subsequent production cycles. 	<ul style="list-style-type: none"> • Highly skilled Quality Assurance professional responsible for achieving tangible quality outcomes, managing change in inspection practices, building team capability, and mentoring the workforce. • The responsibility of an Apparel Quality Analyst includes maintaining quality in line with buyer requirements, market trends, and sustainability practices. 	<p>5</p>

Annexure: Tools and Equipment (Lab Set-Up)

List of Tools and Equipment

Batch Size: 30

S. No.	Tool / Equipment Name	Specification	Quantity for specified Batch size
1	Tech pack /spec sheet/Trim card/size chart		1
2	Reference garment, made-ups and home furnishing samples	defected and correct samples	10
3	Historic data on previous styles		1
4	bobbin, bobbin case, sewing needles, pins etc		7
5	Defect Marking materials (Stickers / Colour Coded Stickers / Tags)		1
6	AQL checklist and quality standards		1
7	Basic stationary(pen, pencil, paper)		30
8	Record maintenance sheet & reporting format		1
9	Dress form(preferably woman, size M)		1
10	Machine tool kit (screw driver, screw etc.)		1
11	Operation bulletin		1
12	Garment templates		1
13	Lab Dips/strike off/pit loom samples		1
14	Checking Table		1
15	Boxes for storage of assessed pieces		7
16	Industrial SNLS Sewing machine and stools		5
17	Industrial DNLS Sewing machine		1
18	5 Thread Overlock sewing machine and stools		1
19	Flatlock Machine or other Specialised Sewing Machines and stools		1
20	Teacher's Chair & Table		1
21	Trainees stools		10
22	Students chairs with table arms		30
23	Dust bin , first aid & fire extinguisher	1 each	1
24	Sewing kit(measuring tape, trimmer, scissors etc)		30
25	Stationary set (note book, eraser, per, pencil etc)		30
26	Scale, variety(eg: straight etc, depending on type of garments etc)		5
27	Hanger(wood or plastic)		5
28	Previous Inspection reports		1

29	Washing samples		1
30	Grey scale		1
31	Defect list	fabric etc	1
32	Shrinkage test marker		1
33	Dexterity Test Kit		1
34	Sewing thread(surplus, eg: cotton as per req)		20
35	Fabric(surplus, muslin compulsory, other types as per req)		100
36	Trims and accessories		5
37	Color check light box(color matching cabinet)		1
38	Pantone shade card		1
39	Students Notes/ Manuals		30
40	Projector /LCD		1
41	Defect list	fabric etc	
42	Computer & Computer Peripherals		30

Classroom Aids

The aids required to conduct sessions in the classroom are:

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

Annexure: Industry Validations Summary

Provide the summary information of all the industry validations in table. This is not required for OEM qualifications.

S.No	Organization	Name of Representative	Designation	State	Email Id	Contact number
1	5 Star Garments	Dinesh Dongare	Manager	Maharashtra	ddongare100@gmail.com	8806405410
2	Aon Private Ltd.	Narendra Sunwani	Manager	Madhya Pradesh	skill.aontextiles@gmail.com	7898526884
3	Stable Textile Pvt Ltd	Roushan Jha	Manager	Madhya Pradesh	skill.stabletextiles@gmail.com	8770388924
4	Sriram Fashions	SC Swaminathan	HR Manager	Tamil Nadu	tcswaminathan@sriramfashions.com	9894018689
5	Prateksha Sourcing Quality	G Selvakumar	Merchandiser	Tamil Nadu	sk@prateksha.com	9877743416
6	Sakthi Knitting Pvt Ltd.	Sivanandan T.	Manager Personal & Admin	Tamil Nadu	sfl-hr@shakthiknitting.com	9655632060
7	RKC Garments	Chibinandan R	Managing Director	Tamil Nadu	chibi@rkcgarments.com	7259363754
8	Reverse Lifestyle Pvt Ltd	Jitendra Kalbande	Manager	Maharashtra	jitendrakalbande500@gmail.com	7776030092
9	KBS Garments	B Sateesh Kumar	Manager	Tamil Nadu	kbs.garment888@gmail.com	9943457766
10	OTTO-AGN	Arun Kumar	3D Technical Product Developer	Tamil Nadu	arun.kumar@ottoint.com	9597040404
11	National Textile Corporation	Vilas Mandhalkar	Manager	Maharashtra	vilasmandhalkar@gmail.com	9595883836
12	Kanishka Colors	R Senthilkumar	Managing Director	Tamil Nadu	kanishkacolors2901@gmail.com	9566467799

13	JPLL	Anant Singh	Project In Charge	Madhya Pradesh	anant.jppl@gmail.com	7024152612
14	Herin Fashion	Ravibharatbhai Dobariya	General Manager	Gujarat	Herinfashion.naps@gmail.com	9689408334
15	Atulyaa Industries	Mahesh Lalaso Jadhav	Training and Placement Manager	Maharashtra	maheshjadhav258@gmail.com	9624663078
16	Indian Textile Company	Yogesh Nimje	Manager	Maharashtra	yogeshnimje1312@gmail.com	9168453836
17	HPPL	Gautam Jha	Manager	Maharashtra	skill.hppl@gmail.com	9752599602
18	Gainup Industries	Sasi Kumar	Sr Executive HR	Tamil Nadu	skill@gainup.in	8925900346
19	First Garment Pvt Ltd	Smt Bala A	Manager Personal & Admin	Tamil Nadu	hrsd@fmgc.in	8072163150
20	Shree Tirupati Balajee FIBC Ltd.	Nilesh Yadav	Manager	Madhya Pradesh	skillindia@tripatibalajee.com	9516616209
21	Ever bags packaging pvt. ltd.	Mohsin Ansari	Manager	Madhya Pradesh	skill.everbags@gmail.com	9165555562
22	DCM Textiles	Narendra Rakshit	Manager	Rajasthan	narendrarakshit05@gmail.com	8605330718
23	Connect Accessories	Dr. Lavanya Jayakar	India Manager	Tamil Nadu	lavanya@connect-acc.com	8344555888
24	Color Dreams	S Senthilkumar	HR Manager	Tamil Nadu	cdhrm@ssm-india.com	9750928805
25	Barshi Textile	Jayant Gharpure	Manager	Maharashtra	jyntgharpureg@gmail.com	8010981468
26	Atul Global Ltd.	Sumit Gupta	Director	Punjab	Sumit.gupta@atulglobal.com	9888858680
27	Amayapper Pvt ltd	Smt Bala A	Manager Personal & Admin	Tamil Nadu	hrsd@fmgc.in	8072163150
28	Raymond Apparel Ltd	Chinappa Reddy	Lead - Product Development	Maharashtra	chinnapa.vemula@raymond.in	9833024241

29	Shahi Exports	Daulat Ram/Anjani	Training Lead	Haryana	anjani.mishra@shahi.co.in	7739404959
30	Purecots Ecolifestyle	Umesh Shelar	Compliance Manager	Gujarat	umesh.shelar@purecotz.com	9712442729

Annexure: Training & Employment Details

Training and Employment Projections:

Year	Total Candidates		Women		People with Disability	
	Estimated Training #	Estimated Employment Opportunities	Estimated Training #	Estimated Employment Opportunities	Estimated Training #	Estimated Employment Opportunities
2026	3000	2000	1000	800	NA	NA
2027	3200	2500	1200	900	NA	NA
2028	3500	2700	1500	1000	NA	NA

Data to be provided year-wise for next 3 years

Training, Assessment, Certification, and Placement Data for previous versions of qualifications:

Qualification Version	Year	Total Candidates				Women				People with Disability			
		Trained	Assessed	Certified	Placed	Trained	Assessed	Certified	Placed	Trained	Assessed	Certified	Placed
Version 1.0	2025	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA
Version 1.0	2024	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA
Version 1.0	2020	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA

Applicable for revised qualifications only, data to be provided year-wise for past 3 years.

List Schemes in which the previous version of Qualification was implemented:

1. PMKVY
2. DDUGKY
3. NULM

Content availability for previous versions of qualifications:

Participant Handbook Facilitator Guide Digital Content Qualification Handbook Any Other:

Languages in which Content are available:

Hindi

Annexure: Detailed Assessment Criteria

Detailed assessment criteria for each NOS/Module are as follows:

Analyze and Classify Garment Defects in Apparel Production					
PC	Assessment Criteria for Outcomes	Theory Marks	Practical Marks	Viva Marks	Total Marks
PC1	Identify common garment defects (e.g., puckering, open seam, misalignment) during audits	3	3	1	7
PC2	Differentiate between major and minor defects based on severity and standards	3	2	1	6
PC3	Categorize defects by type, frequency, and garment section	2	3	1	6
PC4	Interpret reports to detect defect patterns and trends	2	3	1	6
PC5	Correlate fabric issues with garment defects	2	3	1	6
PC6	Evaluate defect impact on aesthetics, functionality, and customer satisfaction.	2	2	0	4
PC7	Document garment defects with photos and timestamps for traceability.	2	4	1	7
PC8	Develop visual defect classification boards and SOPs.	2	3	0	5
PC9	Validate repaired garments against defect resolution criteria	2	4	1	7
PC10	Benchmark internal garment defect rates with industry standards	2	3	1	6
NOS Total		22	30	8	60
Analyze Data and Prepare Quality Insights Reports					
PC1	Collect inspection data from cutting, sewing, and finishing stages using digital Check Sheets, mobile inspection apps, or hand-held tablets.	3	3	1	7
PC2	Evaluate for and fix any missing or wrong entries in the quality data.	2	3	1	6
PC3	Standardize and structure inspection data across product categories.	3	2	1	6
PC4	Analyze simple charts like Pareto to find common quality problems and their main causes.	3	5	2	10
PC5	Monitor average values and control charts to see if the quality process is stable.	3	3	1	7

PC6	Prepare easy-to-read reports every week or month using graphs and visuals.	2	2	0	4
PC7	Suggest ways to reduce defects and improve quality by using the report findings.	3	3	1	7
PC8	Present analytical findings to QA, production, and vendor teams using structured formats.	2	2	1	5
PC9	Apply simple tools to auto-generate reports on a fixed schedule to save time.	2	3	1	6
PC10	Evaluate the report formats regularly based on feedback from managers and auditors.	2	4	1	7
	NOS Total	25	30	10	65
Integrate Digital and AI Tools in Quality Assurance Systems					
PC1	Describe commonly used AI quality tools in the garment industry	4	3	2	9
PC2	Demonstrate how to customize digital quality checklists for different types of garments.	3	2	1	6
PC3	Integrate AI tools with ERP or factory systems to track inspection results in real-time.	3	3	1	7
PC4	Configure AI tools to watch quality checkpoints and vendor-wise performance.	2	2	1	5
PC5	Review performance using team feedback and adjust settings to improve results.	3	2	1	6
PC6	Revise and update digital inspection protocols in collaboration with stakeholders.	2	3	1	6
PC7	Document inspection records, visual evidence, and system insights with version control.	3	2	1	6
	NOS Total	20	17	8	45
Utilize AI-Based Analytics for Quality Monitoring					
PC1	Apply AI systems to detect recurring defect patterns by garment style, machine, operator, or production shift.	6	4	2	12
PC2	Predict potential defect hotspots using AI predictive analytics and recommend quality improvement actions.	4	3	1	8
PC3	Apply image-recognition systems to automatically detect visible defects in fabric or garments.	5	4	2	11
PC4	Take immediate corrective actions based on AI alerts by coordinating with QA and production teams.	5	4	1	10
PC5	Develop and maintain comprehensive quality documentation and reports based on data collected from AI systems.	3	3	0	6
PC6	Interpret AI-generated quality reports to identify root causes and propose preventive actions.	4	2	2	8

PC7	Validate AI-predicted defects by cross-checking against physical samples or manual inspection results.	5	3	0	8
PC8	Evaluate the effectiveness of AI-recommended quality actions over time using performance data.	4	2	1	7
	NOS Total	36	25	9	70
Apply Quality Control Tools and Techniques					
PC1	Perform structured Root Cause Analysis (RCA) using combined defect data, process flow, and operator feedback to isolate systemic issues.	2	4	1	7
PC2	Apply Cause-and-Effect (Ishikawa) diagrams to investigate root causes of critical garment defects.	3	3	1	7
PC3	Evaluate Pareto Charts to prioritize high-frequency defects.	2	3	1	6
PC4	Analyze Histograms and Control Charts to assess process stability and variation.	2	2	0	4
PC5	Develop Scatter Diagrams to analyze relationships (e.g., machine type vs. defect rate).	2	2	1	5
PC6	Maintain Check Sheets and Flow Charts for quality data and SOP visualization.	2	2	1	5
PC7	Apply DMAIC framework to solve high-defect production issues.	2	2	1	5
PC8	Create SIPOC diagrams to map quality-related processes end-to-end.	1	2	1	4
PC9	Apply FMEA to identify and rank potential failure points.	2	2	0	4
PC10	Conduct Gage R&R studies to ensure accuracy of inspection methods and staff.	2	2	0	4
PC11	Evaluate Cp/Cpk (Process Capability and Process Capability Index) to assess if production meets quality specifications.	2	1	1	4
PC12	Implement Control Plans to sustain quality improvements post-intervention.	2	2	1	5
PC13	Conduct 5S audits to maintain organized and hygienic production spaces.	2	2	1	5
PC14	Organize Kaizen events to drive small, continuous quality improvements.	3	2	1	6
PC15	Create visual control systems for proactive quality monitoring by operators.	2	2	0	4
PC16	Standardize inspection scoring formats using visual protocols.	4	1	0	5
	NOS Total	35	34	11	80
Document, Report, and Visualize Quality Data					

PC1	Apply Methods to Document Inspection Findings	2	2	1	5
PC2	Evaluate Quality Data to Compile Performance Reports	1	2	1	4
PC3	Create Visual Reports Using Quality Analysis Tools	2	2	1	5
PC4	Apply Report Customization Techniques for Stakeholder Needs	1	2	0	3
PC5	Analyze Real-Time Data to Configure Dashboard Alerts	2	1	1	4
PC6	Evaluate and Organize Quality Records for Audit Readiness	2	2	1	5
PC7	Create and Present Data-Driven Quality Improvement Insights	1	2	1	4
PC8	Analyze and Classify Defect Types from Quality Data	1	1	0	2
PC9	Apply Feedback to Improve Quality Control Processes	1	2	1	4
PC10	Evaluate Quality Compliance Through Structured Audits	3	1	1	5
PC11	Create Standard Operating Procedures for Quality Inspections	1	1	1	3
PC12	Apply Effective Communication to Share Quality Findings	1	1	0	2
PC13	Apply AI-Based Tools for Quality Data Analysis and Insights	2	1	1	4
	NOS Total	20	20	10	50
AMH/N0620: Promote and sustain safety, health, and security in workplace, while fostering Gender and Persons with Disabilities (PwD) Sensitization					
PC1	Demonstrate strict adherence to health, safety, gender, and PwD (People with Disability) guidelines governing the workplace environment.	4	2	1	7
PC2	Engage actively in mock drills, evacuation exercises, and group discussions pertaining to workplace safety and security protocols.	4	2	1	7
PC3	Participate in advanced training and sensitization programs focused on gender equality and PwD awareness, facilitating a more inclusive workplace environment.	4	2	1	7
PC4	Execute proper handling and maintenance of materials and equipment in accordance with established protocols and standards.	3	2	1	6
PC5	Exhibit proficiency in performing first-aid, firefighting, and other emergency response procedures, promptly adhering to organizational shutdown and evacuation protocols when necessary.	4	2	1	7
PC6	Monitor workplace conditions, identify risks, report promptly, ensure safety, including for individuals with disabilities, and uphold gender equality principles.	3	2	1	6

	NOS Total	22	12	6	40
AMH/N0621: -Adhere to industry, regulatory, and organizational standards and embrace environmentally sustainable practices					
PC1	Execute job responsibilities according to organizational standards, with a strong emphasis on eco-friendly solutions, while strictly adhering to established procedures, policies, and legal regulations.	2	1	1	4
PC2	Implement and uphold organizational policies and procedures, integrating sustainable consumption practices into daily operations.	2	1	1	4
PC3	Actively engage in enhancing organizational performance by driving the transition towards environmentally friendly processes and practices.	2	1	1	4
PC4	Safely handle materials, equipment, computers, and software to maintain a clean and hazard free work environment, actively supporting the adoption of eco-friendly practices throughout the workplace.	3	2	2	7
PC5	Perform routine maintenance and cleaning tasks within assigned duties and agreed-upon schedules, effectively managing any interruptions to workflow.	3	1	1	5
PC6	Immediately report any instances of unsafe equipment or hazardous incidents to the appropriate personnel to ensure swift resolution and mitigate risks.	2	1	1	4
PC7	Utilize appropriate cleaning equipment and techniques tailored to specific tasks, promoting efficiency and sustainability in workplace maintenance.	2	1	1	4
PC8	Proactively request system or software upgrades as necessary to optimize work efficiency, while also maintaining backup files to ensure data integrity and security when using various design software.	2	1	1	4
PC9	Maintain digital copies of design work in organized files for future reference, ensuring accessibility and preservation of valuable project assets.	2	1	1	4
	NOS Total	20	10	10	40
DGT/VSQ/N0102: Employability Skills (60 Hours)					
	<i>Introduction to Employability Skills</i>	1	1	0	2
PC1	Identify employability skills required for jobs in various industries				
PC2	Identify and explore learning and employability portals				
	<i>Constitutional values – Citizenship</i>	1	1	0	2
PC3	Recognize the significance of constitutional values, including civic rights and duties, citizenship, responsibility towards society etc. and personal values and ethics such as honesty, integrity, caring and respecting others, etc.				
PC4	Follow environmentally sustainable practices				

	<i>Becoming a Professional in the 21st Century</i>	2	4	0	6
PC5	Recognize the significance of 21st Century Skills for employment				
PC6	Practice the 21st Century Skills such as Self-Awareness, Behavior Skills, time management, critical and adaptive thinking, problem-solving, creative thinking, social and cultural awareness, emotional awareness, learning to learn for continuous learning etc. in personal and professional life				
	<i>Basic English Skills</i>	2	3	0	5
PC7	Use basic English for everyday conversation in different contexts, in person and over the telephone				
PC8	Read and understand routine information, notes, instructions, mails, letters etc. written in English				
PC9	Write short messages, notes, letters, e-mails etc. in English				
	<i>Career Development & Goal Setting</i>	1	2	0	3
PC10	Understand the difference between job and career				
PC11	Prepare a career development plan with short- and long-term goals, based on aptitude				
	<i>Communication Skills</i>	2	2	0	4
PC12	Follow verbal and non-verbal communication etiquette and active listening techniques in various settings				
PC13	Work collaboratively with others in a team				
	<i>Diversity & Inclusion</i>	1	2	0	3
PC14	Communicate and behave appropriately with all genders and PwD				
PC15	Escalate any issues related to sexual harassment at workplace according to POSH Act				
	<i>Financial and Legal Literacy</i>	2	3	0	5
PC16	Select financial institutions, products and services as per requirement				
PC17	Carry out offline and online financial transactions, safely and securely				
PC18	Identify common components of salary and compute income, expenses, taxes, investments etc.				
PC19	Identify relevant rights and laws and use legal aids to fight against legal exploitation				
	<i>Essential Digital Skills</i>	3	4	0	7
PC20	Operate digital devices and carry out basic internet operations securely and safely				

PC21	Use e- mail and social media platforms and virtual collaboration tools to work effectively				
PC22	Use basic features of word processor, spreadsheets, and presentations				
	Entrepreneurship	2	3	0	5
PC23	Identify different types of Entrepreneurship and Enterprises and assess opportunities for potential business through research				
PC24	Develop a business plan and a work model, considering the 4Ps of Marketing Product, Price, Place and Promotion				
PC25	Identify sources of funding, anticipate, and mitigate any financial/ legal hurdles for the potential business opportunity				
	Customer Service	1	2	0	3
PC26	Identify different types of customers				
PC27	Identify and respond to customer requests and needs in a professional manner.				
PC28	Follow appropriate hygiene and grooming standards				
	Getting ready for apprenticeship & Jobs	2	3	0	5
PC29	Create a professional Curriculum vitae (Résumé)				
PC30	Search for suitable jobs using reliable offline and online sources such as Employment exchange, recruitment agencies, newspapers etc. and job portals, respectively				
PC31	Apply to identified job openings using offline /online methods as per requirement.				
PC32	Answer questions politely, with clarity and confidence, during recruitment and selection				
PC33	Identify apprenticeship opportunities and register for it as per guidelines and requirements				
	NOS Total	20	30	0	50
	GRAND TOTAL	220	208	72	500

Annexure: Assessment Strategy

This section includes the processes involved in identifying, gathering, and interpreting information to evaluate the Candidate on the required competencies of the program.

Mention the detailed assessment strategy in the provided template.

1. Assessment System Overview:

- Batches assigned to the assessment agencies for conducting the assessment on SIDH or email
- Assessment agencies send the assessment confirmation to VTP/TC looping SSC
- Assessment agency deploys the ToA certified Assessor for executing the assessment
- SSC monitors the assessment process & records

2. Testing Environment:

- Check the Assessment location, date and time
- If the batch size is more than 30, then there should be 2 Assessors.
- Check that the allotted time to the candidates to complete Theory & Practical Assessment is correct.

3. Assessment Quality Assurance levels/Framework:

- Question bank is created by the Subject Matter Experts (SME) are verified by the other SME
- Questions are mapped to the specified assessment criteria
- Assessor must be ToA certified & trainer must be ToT Certified

4. Types of evidence or evidence-gathering protocol:

- Time-stamped & geotagged reporting of the assessor from assessment location
- Centre photographs with signboards and scheme specific branding

5. Method of verification or validation:

- Surprise visit to the assessment location

6. Method for assessment documentation, archiving, and access

- Hard copies of the documents are stored

On the Job:

1. Each module will be assessed separately.
2. The candidate must score 60% in each module to successfully complete the OJT.
3. Tools of Assessment that will be used for assessing whether the candidate is having desired skills and etiquette of dealing with customers, understanding needs & requirements, assessing the customer and perform Soft Skills effectively:
 - Videos of Trainees during OJT
4. Assessment of each Module will ensure that the candidate is able to:
 - Effective engagement with the customers
 - Understand the working of various tools and equipment

Annexure: Acronym and Glossary

Acronym

Acronym	Description
AA	Assessment Agency
AB	Awarding Body

ISCO	International Standard Classification of Occupations
NCO	National Classification of Occupations
NCrF	National Credit Framework
NOS	National Occupational Standard(s)
NQR	National Qualification Register
NSQF	National Skills Qualifications Framework
OJT	On the Job Training

Glossary

Term	Description
National Occupational Standards (NOS)	NOS define the measurable performance outcomes required from an individual engaged in a particular task. They list down what an individual performing that task should know and also do.
Qualification	A formal outcome of an assessment and validation process which is obtained when a competent body determines that an individual has achieved learning outcomes to given standards
Qualification File	A Qualification File is a template designed to capture necessary information of a Qualification from the perspective of NSQF compliance. The Qualification File will be normally submitted by the awarding body for the qualification.
Sector	A grouping of professional activities on the basis of their main economic function, product, service or technology.
Long Term Training	Long-term skilling means any vocational training program undertaken for a year and above. https://ncvet.gov.in/sites/default/files/NCVET.pdf