

Model Curriculum

QP Name: Self Employed Tailor

QP Code: AMH/Q1947

QP Version: 4.0

NSQF Level: 2.5

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

Sector	**Apparels**
Sub-Sector	Apparel
Occupation	Tailoring
Country	India
NSQF Level	2.5
Aligned to NCO/ISCO/ISIC Code	NCO-2015/7531.0100
Minimum Educational Qualification and Experience	· Grade 9 with No Experience required · Grade 8 pass and pursuing continuous schooling in regular school with No Experience required · 8th grade pass with 1 year relevant experience · 5th grade pass with 4 year relevant experience · Ability to read and write with 5 year relevant experience · Previous relevant Qualification of NSQF Level 2 with 6 months relevant experience · Previous relevant Qualification of NSQF Level 1 with 1.5 year relevant experience
Pre-Requisite License or Training	NA
Minimum Job Entry Age	14 Years
Last Reviewed On	17-11-2022
Next Review Date	17-11-2025
NSQC Approval Date	17/11/2022
QP Version	4.0
Model Curriculum Creation Date	09/10/2022
Model Curriculum Valid Up to Date	31/03/2027
Model Curriculum Version	4.0
Minimum Duration of the Course	300
Maximum Duration of the Course	300

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.

- Draft and cut the fabric.
- Carry out the process of sewing for dress materials and common household items of textiles.
- Carry out inspections and alterations to adjust corrections for fittings.
- Maintain health, safety and security in the tailoring shop.
- 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	OJT Duration (Mandatory)	OJT Duration (Recommended)	Total Duration
AMH/N1947: Drafting and Cutting the Fabric	**15:00**	**45:00**	**NA**	**NA**	**60:00**
Module 1 Introduction and Orientation- Bridge Module and Soft Skills	03:00	00:00	NA	NA	03:00
Module 2 Drafting the fabric	06:00	30:00	NA	NA	36:00
Module 3 Cutting the fabric	06:00	15:00	NA	NA	21:00
AMH/N1948: Carry out the process of sewing for dress materials and common household items of textiles	**12:00**	**78:00**	**NA**	**NA**	**90:00**
Module 4 Preparation for sewing the dress materials and common household textiles	03:00	30:00	NA	NA	33:00
Module 5 Sewing the dress materials and common household items of textiles	09:00	48:00	NA	NA	57:00
AMH/N1949: Carry out inspections and alterations to adjust corrections for fittings	**09:00**	**21:00**	**NA**	**NA**	**30:00**
Module 6 Carry out inspections and alterations to adjust corrections for fittings	09:00	21:00	NA	NA	30:00

AMH/N1950: Maintain health, safety and security in tailoring shop with Gender & PwD Sensitization	**12:00**	**18:00**	**NA**	**NA**	**30:00**
Module 7 Maintain health, safety and security in tailoring shop with Gender & PwD Sensitization	12:00	18:00	NA	NA	30:00
AMH/N0102: Maintain work area, tools and machines	**15:00**	**15:00**	**NA**	**NA**	**30:00**
Module 8 Maintain work area, tools and machines	15:00	15:00	NA	NA	30:00
AMH/N0104 Comply with industry, regulatory and organizational requirements and Greening of Job Roles	**15:00**	**15:00**	**NA**	**NA**	**30:00**
Module 9 Comply with industry, regulatory and organizational requirements and Greening of Job Roles	15:00	15:00	NA	NA	30:00
Module 10 Employability Skills	12:00	18:00	NA	NA	30:00
	90:00	210:00			300:00

Module Details

Module Name 1: Introduction and Orientation to Self Employed Tailor

Mapped to Bridge Module

Terminal Outcomes:

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

Mapped to Soft Skills

Terminal Outcomes:

- Explain the importance of effective communication.
- Communicate effectively with others.
- Understand the process of interviews

Duration: *<03:00>*	**Duration**: *<00:00>*
Theory – Key Learning Outcomes	**Practical – Key Learning Outcomes**
• Describe the size and scope of the apparel industry. • Explain roles and responsibilities of a '**Self Employed Tailor**. • Describe various employment opportunities for a '**Self Employed Tailor** in the apparel industry. • Describe the apparel production process and the role that the '**Self Employed Tailor** plays in the process. **Soft Skills** • Explain the importance of effective communication. • Communicate effectively with others. • Follow organization procedures and maintain personal health and hygiene and avoid habits like ghutka, tobacco etc. • Manage time effectively. • Explain the importance of resume and prepare your resume. • Prepare for interviews.	
Classroom Aids:	
Charts, Models, Flip Chart, White-Board/Smart Board, Marker, Duster	
Tools, Equipment and Other Requirements	

Module Name 2: Drafting the fabric

Mapped to (AMH/N1947)

Terminal Outcomes:

- Identify the fashion vogue
- Identify different types of fabric
- Identify the dress form
- Identify the correct handling of measuring equipment
- Identify the basics of drafting and use of tools required and fabric cutting

Duration: <06:00>	*Duration: <30:00>*
Theory – Key Learning Outcomes	**Practical – Key Learning Outcomes**
• Describe the various types of fabrics such as woven, knits; cotton, silk, georgette, crepe. • Describe the standard size chart for women, men and children. • Describe the process of paper drafting. • Describe the methods of calculating the number of components required. • Describe the main characteristics of the materials and how to identify them. • Describe the concept of fabric shrinkage. • Describe various types of trims and accessories such as buttons, zippers, sequins, beads, etc.	• Identify customer requirements with respect to style and fashion in vogue. • Identify various characteristics of fabrics such as softness, drape, stretchability etc. • Identify various marking tools and equipment like L-scale, leg curve scale, measuring tape, tracing wheel, etc. • Take body measurement of the customer or the product. • Select the appropriate tools & materials for drafting. • Cut the paper pattern as per the measurement. • Mark the measurements of a garment on a piece of paper with the help of the tools and make the standard patterns for reference. • Place the cut components of paper for cutting the cloth.
Classroom Aids:	
Charts, Models, Flip Chart, White-Board/SmartBoard, Marker, Duster	
Tools, Equipment, and Other Requirements Domestic Sewing Machines, Bobbin, Bobbin Case, Fabric, good quality muslin mandatory, other types optional for stitching and embroidery, qnt may vary), Fabric/Trims And Accessories/seams types Swatch File, First Aid Box, Cutting Table/Pattern Table, Small screw driver with screws, Overlock Machine , Sewing Kit Includes thread clipper/ thumb trimmer ,seam ripper , tracing wheel etc, Garments , Made Ups And Home Furnishing Articles, each, Iron And Iron Table, Types Of Scales: normal straight big ruler, hip curve, leg shaper, pattern master, French curve , Tailors Chalk , Basic Stationary, Calculator, Documents set like Spec Sheet, size chart, Mannequin(Male or female Size M), Dexterity Test Kit, Other books and Documents samples, Students Book/Manual, Dustbin , Baskets/Boxes For Storing, Hanger, Cleaning Cloth, Sewing Threads (Surplus thread is used for stitching .The quantity, thread packaging, variety may vary as per requirement), , Hand Needle, various sizes for embroidery and hemming, Machine Needle, various sizes, Embroidery frame, Dress Maker's Pin ,Pins & Safety Pins, Pin Cushion, Students Stools For Sewing, Teachers Table, Teacher's Chair, First Aid Box, White /Black Board , Labels And Stickers, Board Eraser And Marker/Chalk, Fire Extinguisher, Students Chairs With Table Arms, Pattern Papers &tracing paper, Trims And Accessories like laces, buttons, zippers (assortment), Machine Folders with Attachments, Machine Oils, Fusing, embroidery thread, Paper Cutting Scissors, packing materials, measuring tape, Fabric Cutting Scissors, Computer, and Computer Peripherals and projector	

Module Name 3: Cutting the fabric

Mapped to (AMH/N1947)

Terminal Outcomes:

- Identify the Cutting tools
- Identify the use of cutting tools
- Identify the different type of cutting technique
- Describe how to reduce wastage material during cutting

Duration: <06:00>	*Duration: <15:00>*
Theory – Key Learning Outcomes	**Practical – Key Learning Outcomes**
• Select the appropriate tools & materials for cutting. • Describe how to measure the length and width of the material/fabric before starting to cut. • Describe the various cutting methods and the means of operations and subsequent • operations. • Explain the process of cutting out, trimming, marking up and fitting. • Describe how to avoid fabric/material wastage while cutting.	• Identify various cutting tools and equipment like scissors, shears, etc. • Identify the required fabric cutting technique in order to cut neatly & with precision. • Identify the quantity of material required for a particular garment. • Lay the fabric on the table in accordance with fabric grain line, designs, checks or plaids, etc. • Cut the various garment components with precision. • Avoid fabric/material wastage while cutting. • Organise cut components in a suitable bundle tied together • Ensure there are no defects on the material.
Classroom Aids:	
Charts, Models, Flip Chart, White-Board/SmartBoard, Marker, Duster	
Tools, Equipment, and Other Requirements Domestic Sewing Machines, Bobbin, Bobbin Case, Fabric, good quality muslin mandatory, other types optional for stitching and embroidery, qnt may vary), Fabric/Trims And Accessories/seams types Swatch File, First Aid Box, Cutting Table/Pattern Table, Small screw driver with screws, Overlock Machine , Sewing Kit Includes thread clipper/ thumb trimmer ,seam ripper , tracing wheel etc, Garments , Made Ups And Home Furnishing Articles, each, Iron And Iron Table, Types Of Scales: normal straight big ruler, hip curve, leg shaper, pattern master, French curve , Tailors Chalk , Basic Stationary, Calculator, Documents set like Spec Sheet, size chart, Mannequin(Male or female Size M), Dexterity Test Kit, Other books and Documents samples, Students Book/Manual, Dustbin , Baskets/Boxes For Storing, Hanger, Cleaning Cloth, Sewing Threads (Surplus thread is used for stitching .The quantity, thread packaging, variety may vary as per requirement), , Hand Needle, various sizes for embroidery and hemming, Machine Needle, various sizes, Embroidery frame, Dress Maker's Pin ,Pins & Safety Pins, Pin Cushion, Students Stools For Sewing, Teachers Table, Teacher's Chair, First Aid Box, White /Black Board , Labels And Stickers, Board Eraser And Marker/Chalk, Fire Extinguisher, Students Chairs With Table Arms, Pattern Papers &tracing paper, Trims And Accessories like laces, buttons, zippers (assortment), Machine Folders with Attachments, Machine Oils, Fusing, embroidery thread, Paper Cutting Scissors, packing materials, measuring tape, Fabric Cutting Scissors, Computer, and Computer Peripherals and projector	

Module Name 4: Preparation for sewing the dress materials and common household textiles

Mapped to (AMH/N1948)

Terminal Outcomes:

- Describe basic embroidery stitches.
- Identify the machine and machine parts
- Identify the customer requirements.

Duration: <03:00>	*Duration: <30:00>*
Theory – Key Learning Outcomes	**Practical – Key Learning Outcomes**
• Describe customer requirements for stitching quality and product design. • Describe how to operate the manual, semi-manual and electrically operated sewing machine. • Describe how to make the costsheet.	• Perform a test run to ensure the machine is operating correctly. • Identify the sequence of sewing the cut components. • Identify the customer requirements • Identify the final cost of the dress. • Set machines according to manufacturers' instructions and sewing requirements. • Set machine controls for the materials being stitched.
Classroom Aids:	
Charts, Models, Video presentation, Flip Chart, White-Board/SmartBoard, Marker, Duster	
Tools, Equipment, and Other Requirements Domestic Sewing Machines, tools and equipment required for embroidery, fabric, trims and accessories, tailor's chalk, documents like cost sheet, sewing kit, measuring tape, bobbin and bobbin case, fabric cutting scissors, cleaning cloth, screws with screwdrivers, fusing, threads, iron and iron table, Dress Maker's Pin, sewing needles, tools and equipment for embroidery	

Module Name 5: Sewing the dress materials and common household items of textiles

Mapped to (AMH/N1948)

Terminal Outcomes:

- Understand the various embroidery
- Understand the various types of stitches
- Identify how to joint the components

Duration: <09:00>	*Duration: <48:00>*
Theory – Key Learning Outcomes	**Practical – Key Learning Outcomes**
• Describe various types of basic embroidery stitches. • Describe the full component of garment. Describe how to joint the garment.	• Explain the basic principles of costing. • Make a final cost sheet. • Join cut components by stitching. • Carry out hand sewing (kaj making, button fixing, hemming, or basic embroidery etc.)
Classroom Aids:	
Charts, Models, Flip Chart, White-Board/SmartBoard, Marker, Duster	
Tools, Equipment, and Other Requirements Domestic Sewing Machines, tools and equipment required for embroidery, fabric, trims and accessories, tailor's chalk, documents like cost sheet, sewing kit, measuring tape, bobbin and bobbin case, fabric cutting scissors, cleaning cloth, screws with screwdrivers, fusing, threads, iron and iron table, Dress Maker's Pin.	

Module Name 6: Carry out inspections and alterations to adjust corrections for fittings

Mapped to (AMH/N1949)

Terminal Outcomes:

- Identify the correct tools reuired for changes in garment
- Identify how to make the alter the garment as per the reord
- Identify the process of final checking of garment

Duration: <09:00>	*Duration: <21:00>*
Theory – Key Learning Outcomes	**Practical – Key Learning Outcomes**
• Describe the skills, tools and equipment required for incorporating changes in garments as per alteration needs. • Describe handling of a seam ripper. •	• Check size and fit of the dress materials from the customers. • Make a record to alter the garment • Carry out alterations as per records. • Record required alteration measurements and instructions on tags or labels and attach them to garments.
Classroom Aids:	
Charts, Models, Flip Chart, White-Board/Smart Board, Marker, Duster	
Tools, Equipment and Other Requirements Domestic Sewing Machines, tools and equipment required for embroidery, fabric, trims and accessories, tailor's chalk, documents like cost sheet, sewing kit, measuring tape, bobbin and bobbin case, fabric cutting scissors, cleaning cloth, screws with screwdrivers, fusing, threads, iron and iron table, Dress Maker's Pin, sewing needles, tools and equipment for embroidery	

Module Name 7: Maintain health, safety and security in tailoring shop with Gender & PwD Sensitization

Mapped to (AMH/N1950)

Terminal Outcomes:

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

Duration: <12:00>	*Duration: <18:00>*
Theory – Key Learning Outcomes	**Practical – Key Learning Outcomes**
• Explain health and safety related practices applicable at the workplace. • Explain importance of complying with health, safety, gender and PwD related instructions applicable to workplace • Describe safe working practices for the cleaning and maintenance of equipment. • Describe the effects of contamination on products i.e. Machine oil, dirt etc. • Describe various machines used for layering and spreading processes • Describe various markers and tools that are required for marking. • Describe different types of cutting machines like scissors, straight knife, band knife, laser cutting machine, etc. • List procedures to conduct maintenance of tools and equipment. • Identify common faults with equipment and the method to rectify. • Explain the importance of effective communication with colleagues and supervisors. • Describe the company's quality standards. • Describe the types of records kept and the methods to complete the records.	• Discuss importance of training sensitization programs for gender, and PwD awareness organized at workplace. • Identify signage related to health and safety measures. • Identify the lines of communication, authority and reporting procedures.. • Carry out regular running maintenance of tools and equipment within agreed schedules and limits of responsibility. • Carry out safe working practices for the cleaning and maintenance of equipment. • Identify different ways of minimizing wastage. • Identify different types of cleaning equipment and substances and their use. • Handle materials and tools safely and correctly. • Use cleaning equipment and methods appropriate for the work to be carried out. • Use correct lifting and handling procedures. • Maintain a comfortable position with correct posture while working. • Dispose off waste safely in the designated location. • Carry out cleaning according to schedules and limits of responsibility. • Store cleaning equipment safely at the designated place after use.
Classroom Aids:	
Charts, Models, Flip Chart, White-Board/Smart Board, Marker, Duster	
Tools, Equipment and Other Requirements	

Module Name 8 : Maintain work area, tools and machines

Mapped to (AMH/N0102)

Terminal Outcomes:

- Identify how to clean the tools
- Identify how to make safe cleaning of tools
- Identify how to layering spreading process
- Importance of effective communication with colleagues and supervisors.

Duration: *<15:00>*	**Duration:** *15:00*
Theory – Key Learning Outcomes	**Practical – Key Learning Outcomes**
• Describe safe working practices for the cleaning and maintenance of equipment. • Describe the effects of contamination on products i.e. Machine oil, dirt etc. • Describe various machines used for layering and spreading processes. • Describe various markers and tools that are required for marking. • Describe different types of cutting machines like scissors, straight knife, band knife, laser cutting machine, etc. • List procedures to conduct maintenance of tools and equipment. • Handle materials and tools safely and correctly. • Use cleaning equipment and methods appropriate for the work to be carried out. • Identify common faults with equipment and the method to rectify. • schedules and limits of responsibility. • Carry out safe working practices for the cleaning and maintenance of equipment. • Maintain a comfortable position with correct posture while working. • Store cleaning equipment safely at the designated place after use. • Describe the company's quality standards. • Describe the types of records kept and the methods to complete the records. .	• Identify different types of cleaning equipment and substances and their use. • Use correct lifting and handling procedures. • Carry out regular running maintenance of tools and equipment within agreed timeline. • Identify different ways of minimizing wastage. • Dispose off waste safely in the designated location. • Carry out cleaning according to schedules and limits of responsibility. • Explain the importance of effective communication with colleagues and supervisors. • Identify the lines of communication, authority and reporting procedures. • Identify the importance of complying with written instructions. • Report quality issues to appropriate people. • State the importance of keeping accurate records concerning quality. • State safe working practices and organizational procedures. • Identify limits of self-responsibility. • Identify the ways of resolving problems within the work area.
Classroom Aids:	
Charts, Models, Flip Chart, White-Board/SmartBoard, Marker, Duster	

Module Name 9: Comply with industry, regulatory, organizational requirements and Greening of Job Roles

Mapped to (AMH/N0104)

Terminal Outcomes:

- Carry out the activities of E-commerce
- Follow export-related practices
- Maintain product packaging SOPs

Duration: <15:00>	*Duration: <15:00>*
Theory – Key Learning Outcomes	**Practical – Key Learning Outcomes**
• State the importance of having an ethical and value-based approach to governance. • State benefits to self and the organisation due to practice of values and ethics. • State the importance of punctuality and attendance. • State customer specific requirements mandated as a part of the work process. • State country/customer specific regulations for the apparel sector and their importance. • State reporting procedure of the organisation in case of deviations. • State limits of personal responsibility. • Report any possible deviation to regulatory requirements. • Clarify doubts on policies and procedures, from the supervisor or other authorized personnel. • Follow the organisational policies and procedures within limits of self-authority.	• 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. • Carry out work functions in accordance with legislation and regulations, organizational guidelines and procedures.
Classroom Aids:	
Charts, Models, Flip Chart, White-Board/SmartBoard, Marker, Duster	
Tools, Equipment, and Other Requirements	
Basic Stationery	

Module Name 10 : Employability Skills

Mapped to ES Module

Terminal Outcomes:

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

Duration: 30:00 Hrs (Theory 12 Hrs + Practical 18 Hrs)

Key Learning Outcomes

Introduction to Employability Skills Duration: 1 Hour
After completing this programme, participants will be able to:
1. Discuss the importance of Employability Skills in meeting the job requirements

Constitutional values - Citizenship Duration: 1 Hour
2. Explain constitutional values, civic rights, duties, citizenship, responsibility towards society etc. that are required to be followed to become a responsible citizen.
3. Show how to practice different environmentally sustainable practices

Becoming a Professional in the 21st Century Duration: 1 Hours
4. Discuss 21st century skills.
5. Display positive attitude, self -motivation, problem solving, time management skills and continuous learning mindset in different situations.

Basic English Skills Duration: 2 Hours
6. Use appropriate basic English sentences/phrases while speaking

Communication Skills Duration: 4 Hour
7. Demonstrate how to communicate in a well -mannered way with others.
8. Demonstrate working with others in a team

Diversity & Inclusion Duration: 1 Hour
9. Show how to conduct oneself appropriately with all genders and PwD
10. Discuss the significance of reporting sexual harassment issues in time

Financial and Legal Literacy Duration: 4 Hours
11. Discuss the significance of using financial products and services safely and securely.
12. Explain the importance of managing expenses, income, and savings.
13. Explain the significance of approaching the concerned authorities in time for any exploitation as per legal rights and laws

Essential Digital Skills Duration: 3 Hours
14. Show how to operate digital devices and use the associated applications and features, safely and securely
15. Discuss the significance of using internet for browsing, accessing social media platforms, safely and securely

Entrepreneurship Duration: 7 Hours
16. Discuss the need for identifying opportunities for potential business, sources for arranging money and potential legal and financial challenges

Customer Service Duration: 4 Hours
17. Differentiate between types of customers
18. Explain the significance of identifying customer needs and addressing them
19. Discuss the significance of maintaining hygiene and dressing appropriately

Getting ready for apprenticeship & Jobs Duration: 2 Hours
20. Create a biodata
21. Use various sources to search and apply for jobs
22. Discuss the significance of dressing up neatly and maintaining hygiene

Annexure

Trainer Requirements

Trainer Prerequisites						
Minimum Educational Qualification	**Specialization**	**Relevant Industry Experience**		**Training Experience**		**Remarks**
		Years	***Specialization***	***Years***	***Specialization***	
High School		6 Year	Tailoring	0	Tailoring	The candidate should possess good knowledge and experience of using sewing machines (eg: industrial single needle lock stitch machine etc) needles and their operations, stitching garments etc. The candidate should be able to communicate in English and local language. He /she should have knowledge of equipment, tools, material, Safety, Health & hygiene.
Senior Secondary		5 Year	Tailoring	0	Tailoring	
Diploma		4 Year	Tailoring	0	Tailoring	
Graduation		3 Year	Tailoring	0	Tailoring	
Post graduate diploma		2 Year	Tailoring	0	Tailoring	
Post Graduate Degree in relevant trade or sector		1 Year	Tailoring	0	Tailoring	

Trainer Certification	
Domain Certification	**Platform Certification**
Certified t o T O T f o r Job Role: “Self Employed Tailor’’mapped to QP: “AMH/Q1947 ” Minimum accepted score is 80%	Recommended that the Trainer is certified for the Job Role: “Trainer”, mapped to the Qualification Pack: “Master Trainer (VET and Skills) MEP/Q2601 v2.0”. Minimum accepted score is 80%.

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: • have good communication skills • be well versed in English • have digital skills • have attention to detail • be adaptable • have willingness to learn
Current ITI trainers	Employability Skills Training (3 days full-time course done between 2019-2022)					
Certified current EEE trainers (155 hours)	from Management SSC (MEPSC)					
Certified Trainer	Qualification Pack: Trainer (MEP/Q0102)					

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

Master Trainer Prerequisites Employability Skills						
Minimum Educational Qualification	**Specialization**	**Relevant Industry Experience**		**Training/Assessment Experience**		**Remarks**
		Years	***Specialization***	***Years***	***Specialization***	
Graduate/CITS	Any discipline			3	Employability Skills curriculum training experience with an interest to train as well as orient other	Prospective ES Master trainer should: • have good communication skills • be well versed in English • have basic digital skills • have attention to detail • be adaptable • have willingness to learn • be able to grasp concepts fast and is creative with teaching practices and likes sharing back their learning with others
Certified Master Trainer	Qualification Pack: Master Trainer (MEP/Q2602			3	EEE training of Management SSC (MEPSC) (155 hours)	

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

Assessor Requirements

Assessor Prerequisites						
Minimum Educational Qualification	**Specialization**	**Relevant Industry Experience**		**Training Experience**		**Remarks**
		Years	***Specialization***	***Years***	***Specialization***	
ITI		4 Year	Tailoring	0	Tailoring	The candidate should possess good knowledge and experience of using sewing machines (eg: industrial single needle lock stitch machine etc) needles and their operations, stitching garments etc. The candidate should be able to communicate in English and local language. He /she should have knowledge of equipment, tools, material, Safety, Health & hygiene.
Diploma		4 Year	Tailoring	0	Tailoring	
Graduation		3 Year	Tailoring	0	Tailoring	
Post graduate diploma		2 Year	Tailoring	0	Tailoring	
Post Graduate Degree in relevant trade or sector		1 Year	Tailoring	0	Tailoring	

Assessor Certification	
Domain Certification	**Platform Certification**
Certified t o T O A f o r Job Role: “Self Employed Tailor’’mapped to QP: “AMH/Q1947 ” Minimum accepted score 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

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

Glossary

Sector	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.
Sub-sector	Sub-sector is derived from a further breakdown based on the characteristics and interests of its components.
Occupation	Occupation is a set of job roles, which perform similar/ related set of functions in an industry.
Job role	Job role defines a unique set of functions that together form a unique employment opportunity in an organization.
Occupational Standards (OS)	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.

Performance Criteria (PC)	Performance Criteria (PC) are statements that together specify the standard of performance required when carrying out a task.
National Occupational Standards (NOS)	NOS are occupational standards which apply uniquely in the Indian context.
Qualifications Pack (QP)	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.
Unit Code	Unit code is a unique identifier for an Occupational Standard, which is denoted by an 'N'
Unit Title	Unit title gives a clear overall statement about what the incumbent should be able to do.
Description	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.
Scope	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.
Knowledge and Understanding (KU)	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.
Organisational Context	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.
Technical Knowledge	Technical knowledge is the specific knowledge needed to accomplish specific designated responsibilities.
Core Skills/ Generic Skills (GS)	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.
Electives	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.
Options	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.