



# Model Curriculum

**QP Name: Fashion Designer**

**QP Code: AMH/Q1201**

**QP Version: 2.0**

**NSQF Level: 5**

**Model Curriculum Version: 2.0**

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

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## Training Parameters

<b>Sector</b>	<b>Apparels</b>
<b>Sub-Sector</b>	Apparel
<b>Occupation</b>	Designing
<b>Country</b>	India
<b>NSQF Level</b>	5
<b>Aligned to NCO/ISCO/ISIC Code</b>	NCO-2015/7532.0100
<b>Minimum Educational Qualification and Experience</b>	10th class with 23yrs exp. In relevant field OR 12th Class + 2 yrs of relevant experience OR Diploma with 2 yrs of relevant experience OR Graduation with 2 Years of relevant experience OR NSQF Level 4 with 2 years of experience as Assistant Designer
<b>Pre-Requisite License or Training</b>	NA
<b>Minimum Job Entry Age</b>	18 Years
<b>Last Reviewed On</b>	31/12/2021
<b>Next Review Date</b>	
<b>NSQC Approval Date</b>	31/12/2021
<b>QP Version</b>	2.0
<b>Model Curriculum Creation Date</b>	10/12/2021
<b>Model Curriculum Valid Up to Date</b>	
<b>Model Curriculum Version</b>	2.0
<b>Minimum Duration of the Course</b>	735
<b>Maximum Duration of the Course</b>	735

## 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.

- Conduct research to create design collection.
- Creation of design for collection.
- Prepare tech pack.
- Create pattern of the garment.
- Construct the prototype garment for the collection.
- Evaluate design development processes.
- Make correction in the garment
- Maintain the work area, tools, machines and computers
- Maintain health, safety and security at workplace

### 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>Module 1 Introduction and Orientation- Bridge Module</b>	01:00	0:00	NA	NA	01:00
<b>Module 2 Maintain health, safety and security at work place with Gender and PwD Sensitization</b> AMH/N0103: Maintain health, safety and security at work place with Gender and PwD Sensitization	15:00	15:00	NA	NA	30:00
<b>Module 3 Maintain the work area, tools, machines and computers and greening of job roles</b> AMH/N1204: Maintain the work area, tools, machines and computers and greening of job roles	20:00	18:00	NA	NA	38:00
<b>Module 4 Conduct research to create design collection</b> AMH/N1201: Prepare to make a design collection	35:00	65:00	NA	NA	100:00
<b>Module 5 Creation of design for collection</b> AMH/N1201: Prepare to make a design collection	20:00	85:00	NA	NA	105:00

<b>Module 6 Prepare tech pack</b> AMH/N1202: Prepare prototype garments for the collection	25:00	30:00	NA	NA	55:00
<b>Module 7 Create pattern of the garment</b> AMH/N1202: Prepare prototype garments for the collection	20:00	70:00	NA	NA	90:00
<b>Module 8 Construct the prototype garment for the collection</b> AMH/N1202: Prepare prototype garments for the collection	20:00	80:00	NA	NA	100:00
<b>Module 9 Evaluate design development processes</b> AMH/N1203: Evaluate Design Development Processes	30:00	70:00	NA	NA	100:00
<b>Module 10 Make correction in the garment</b> AMH/N1203: Evaluate Design Development Processes	28:00	83:00	NA	NA	111:00
<b>Module 11 Soft Skills (Bridge Module)</b>	03:00	02:00	NA	NA	05:00
	217:00	518:00			735:00

## Module Details

### Module Name 1: Introduction and Orientation to Fashion Designer

*Mapped to Bridge Module*

#### Terminal Outcomes:

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

<b>Duration:</b> <01:00>	<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>• Explain roles and responsibilities of a 'Fashion Designer'.</li> <li>• Describe various employment opportunities for a 'Fashion Designer' in the apparel industry.</li> <li>• Describe the apparel production process and the role that the 'Fashion Designer' plays in the process.</li> </ul>	
<b>Classroom Aids:</b>	
Charts, Models, Flip Chart, White-Board/Smart Board, Marker, Duster	
<b>Tools, Equipment and Other Requirements</b>	
training kit (trainer guide, presentations)	

## Module Name 2 : Maintain a healthy, safe and secure working environment with Gender and PwD Sensitization

*Mapped to (AMH/N0103)*

### Terminal Outcomes:

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

<b>Duration: 15:00</b>	<b>Duration: 15:00</b>
<p><b>Theory – Key Learning Outcomes</b></p> <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>• Describe hazards like physical injuries, electric shock, etc. associated with operation and handling of sewing machines.</li> <li>• Describe how to perform emergency procedures such as first-aid and Cardio Pulmonary Resuscitation (CPR).</li> </ul>	<p><b>Practical – Key Learning Outcomes</b></p> <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>• Carry out running maintenance within agreed schedules.</li> <li>• Carry out maintenance and cleaning of tools and equipment within ones responsibility.</li> <li>• Make sure that the correct machine guards are in place.</li> <li>• Choose the correct posture of working in a comfortable position.</li> <li>• Select cleaning equipment and methods appropriate for the work.</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	
<p><b>Tools, Equipment, and Other Requirements</b> Sewing Machines and related equipment</p>	

## Module Name 3: Comply with industry, regulatory and organizational requirements and Greening of Job roles

**Mapped to (AMH/N1204)**

### Terminal Outcomes:

- Importance of Green jobs in organization
- 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.

<i>Duration: 20:00</i>	<i>Duration:18:00</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>• State benefits to self and the organisation due to the practice of values and ethics.</li> <li>• Describe how to create the backup of the design created.</li> <li>• Describe how to store the soft copies as per the instructions provided.</li> <li>• Identify and report any possible deviation to regulatory requirements.</li> <li>• Seek and obtain clarifications on policies and procedures, from the supervisor or other authorized personnel.</li> <li>• Dispose the waste material in the dustbin.</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>• 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>• Maintain tools and equipment.</li> <li>• Demonstrate cleaning of sewing machine and other tools.</li> <li>• Demonstrate the method of working in a correct posture.</li> <li>• Carry out work functions in accordance with legislation and regulations, organizational guidelines and procedures.</li> <li>•</li> </ul>
<b>Classroom Aids:</b>	
Charts, Flip Chart, White-Board/SmartBoard, Marker, Duster	
<b>Tools, Equipment, and Other Requirements</b>	
<ul style="list-style-type: none"> <li>• First Aid kit, Fire Extinguisher , machinery and equipment</li> </ul>	



## Module Name 4: Conduct research to create design collection

**Mapped to (AMH/N1201)**

### Terminal Outcomes:

- Understand the organizations policies, procedures, guidelines and standards for dealing with buyers/clients
- Describe the importance to communication
- Describe to make arrangement for research

<i>Duration: 35:00</i>	<i>Duration: 65:00</i>
<b>Theory – Key Learning Outcomes</b>	<b>Practical – Key Learning Outcomes</b>
<ul style="list-style-type: none"> <li>• Describe the various types of fiber, their properties, and textiles processes.</li> <li>• Follow compliance requirements related to usage of various types of dyes such as azo free dyes and garment construction process.</li> <li>• Identify various design elements.</li> <li>• Identify swatches of the fabrics (print, embroidery, dyed etc.), trims and accessories that are required for design development.</li> </ul>	<ul style="list-style-type: none"> <li>• Plan market research using various tools of research such as forecast magazines, fashion shows, market analysis etc.</li> <li>• Identify the business process to be followed while creation of product range.</li> <li>• Conduct market research for trends and forecast from various sources such as forecasting sites like WGSN, forecast catalogues, etc. for garment design.</li> <li>• Develop a mood/theme board based on the market research.</li> <li>• Extract the key elements from the mood board which is intended to be put in the garment design as per the instructions given and the clientele.</li> </ul>

### Classroom Aids:

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

### Tools, Equipment, and Other Requirements

Computer with Computer Table And Chairs and peripherals, Projector/LCD, Printer, Dexterity Test Kit, Display Board, Garment sample (various types), lab dips, pit loom and strike off samples, Tags, Tag pins, Tagging Gun, Dress Form (size medium, male or female), Fabric Cutting Shears, Paper Cutting Scissors, Pinking Shears (The quantity may vary as per requirement), Trims with Accessories (assortment) swatch file, Packing material (The quantity may vary as per requirement), First Aid Box, Dustbin, Student's Chair With Table Arm, Teacher's Table & Chair, Student Notes, Fire Safety Equipment, Checking Table, White/Black Board, Basic stationary, Labels And Stickers (The quantity may vary as per requirement), Highlighter, Paper (printable sheets), Stapler (small and big size), Staple Pins (Small and big size. The quantity may vary), Punching Machine, Files and folders (The quantity may vary as per requirement), Push Pins, Glue Stick/Fevicol/Adhesive (The quantity may vary as per requirement), Cello-tape/ Double Sided Tape (The quantity may vary as per requirement), White Board with Marker, White Board Eraser, Documents set (Tech Pack, Specification Sheet, Buyer Requirement /comment Sheet, Production Order Sheet, purchase order, invoices, Cost Quotations etc.), fabric swatch file, Theme/mood boards, Types of book (e.g. Fashion Forecasting Books/Journals/Magazines, Company Quality Standards, Product Manufacturing related, Color matching light box, Pantone Shade Cards, grey scale.

## Module Name 5: Creation of design for collection

*Mapped to (AMH/N1201)*

### Terminal Outcomes:

- Identify how to conduct market research
- Describe the compliance process

<i>Duration: 20:00</i>	<i>Duration: 85:00</i>
<b>Theory – Key Learning Outcomes</b>	<b>Practical – Key Learning Outcomes</b>
<ul style="list-style-type: none"> <li>• Identify the requirements of the client.</li> <li>• Identify the quality standards to be followed while creating the design.</li> <li>• Identify various types of garments(shirts, skirts, trousers, etc.) and the types of garment parts such as sleeves, collars, necklines, etc.</li> </ul>	<ul style="list-style-type: none"> <li>• Construct a design using the various elements of design using computer and design software/ hand.</li> <li>• Develop a file of the swatches collected.</li> <li>• Identify various national and international standard sizes.</li> <li>• Identify the intellectual property rights related to designing.</li> <li>• Identify the garment construction technique as per the design created.</li> <li>• Identify the cost components of the garment.</li> </ul>
<b>Classroom Aids:</b>	
Charts, Models, Flip Chart, White-Board/SmartBoard, Marker, Duster	
<b>Tools, Equipment, and Other Requirements</b>	
<p>Computer with Computer Table And Chairs and peripherals, Projector/LCD, Printer, Dexterity Test Kit, Display Board, Garment sample (various types), lab dips, pit loom and strike off samples, Tags, Tag pins, Tagging Gun, Dress Form (size medium, male or female), Fabric Cutting Shears, Paper Cutting Scissors, Pinking Shears (The quantity may vary as per requirement), Trims with Accessories (assortment) swatch file, Packing material (The quantity may vary as per requirement), First Aid Box, Dustbin, Student's Chair With Table Arm, Teacher's Table &amp; Chair, Student Notes, Fire Safety Equipment, Checking Table, White/Black Board, Basic stationery, Labels And Stickers (The quantity may vary as per requirement), Highlighter, Paper (printable sheets), Stapler (small and big size), Staple Pins (Small and big size. The quantity may vary), Punching Machine, Files and folders (The quantity may vary as per requirement), Push Pins, Glue Stick/Fevicol/Adhesive (The quantity may vary as per requirement), Cello- tape/ Double Sided Tape (The quantity may vary as per requirement), White Board with Marker, White Board Eraser, Documents set(Tech Pack, Specification Sheet, Buyer Requirement /comment Sheet, Production Order Sheet, purchase order, invoices ,Cost Quotations etc.), fabric swatch file, Theme/mood boards, Types of book (e.g. Fashion Forecasting Books/Journals/Magazines, Company Quality Standards, Product Manufacturing related, Color matching light box, Pantone Shade Cards, grey scale.</p>	

## Module Name 6 : Prepare tech pack

*Mapped to (AMH/N1202)*

### Terminal Outcomes:

- Describe the techpack creation
- Describe the design brief
- Explain the type of garments
- Describe the roles of people in various departments

<i>Duration: 25:00</i>	<i>Duration: 30:00</i>
<b>Theory – Key Learning Outcomes</b>	<b>Practical – Key Learning Outcomes</b>
<ul style="list-style-type: none"> <li>• Explain the process of garment construction.</li> <li>• Identify the various key elements covered in a techpack such as specs of the garment, type of fabric, color of fabric, type of trims and accessories, etc. including processes used and materials employed as per the customer’s requirement, manufacturing process.</li> </ul>	<ul style="list-style-type: none"> <li>• Analyze the sketches, drawings and samples to illustrate the design requirements.</li> <li>• Prepare the techpack.</li> <li>• Explain the roles of people working in various departments in the industry such as tailor, pattern maker, and merchandiser.</li> <li>• Explain the method of coordinating with various departments.</li> <li>• Explain the method of monitoring the process of creating sample</li> </ul>
Classroom Aids:	
Charts, Models, Flip Chart, White-Board/SmartBoard, Marker, Duster	
<b>Tools, Equipment, and Other Requirements</b>	
<p>Computer with Computer Table And Chairs and peripherals, Projector/LCD, Printer, Dexterity Test Kit, Display Board, Garment sample (various types), lab dips, pit loom and strike off samples, Tags, Tag pins, Tagging Gun, Dress Form (size medium, male or female), Fabric Cutting Shears, Paper Cutting Scissors, Pinking Shears (The quantity may vary as per requirement), Trims with Accessories (assortment) swatch file, Packing material (The quantity may vary as per requirement), First Aid Box, Dustbin, Student's Chair With Table Arm, Teacher’s Table &amp; Chair, Student Notes, Fire Safety Equipment, Checking Table, White/Black Board, Basic stationary, Labels And Stickers (The quantity may vary as per requirement), Highlighter, Paper (printable sheets), Stapler (small and big size), Staple Pins (Small and big size. The quantity may vary), Punching Machine, Files and folders (The quantity may vary as per requirement), Push Pins, Glue Stick/Fevicol/Adhesive (The quantity may vary as per requirement), Cello- tape/ Double Sided Tape (The quantity may vary as per requirement), White Board with Marker, White Board Eraser, Documents set(Tech Pack, Specification Sheet, Buyer Requirement /comment Sheet, Production Order Sheet, purchase order, invoices ,Cost Quotations etc.), fabric swatch file, Theme/mood boards, Types of book (e.g. Fashion Forecasting Books/Journals/Magazines, Company Quality Standards, Product Manufacturing related, Color matching light box, Pantone Shade Cards, grey scale</p>	

## Module Name 7: Create pattern of the garment

Mapped to AMH/N1202

### Terminal Outcomes:

- Describe the pattern of the garment construction
- Describe the pattern as per the draping
- Describe the Details of the job role and responsibilities
- Identify the correct mannequin for draping as per the design

<b>Duration: 20:00</b>	<b>Duration:70:00</b>
<b>Theory – Key Learning Outcomes</b>	<b>Practical – Key Learning Outcomes</b>
<ul style="list-style-type: none"> <li>• Describe the various tools and equipment required for garment construction like sewing machine, pattern making tools, cutting tools.</li> <li>• Describe the method of creating a pattern.</li> <li>• Develop the pattern as per the draping done or using direct measurement.</li> <li>• Complete the pattern after cutting the notches, marking the grain line and writing the garment component's detail.</li> <li>• Write details on the pattern.</li> <li>• Describe various tools and equipment for pattern making</li> </ul>	<ul style="list-style-type: none"> <li>• Iron the fabric.</li> <li>• Lay the fabric on the cutting table.</li> <li>• Lay the pattern on the fabric.</li> <li>• Cut the garment as per the pattern</li> <li>• Illustrate various techniques of taking body measurement on the live model, sample and mannequin.</li> <li>• Identify the method of draping the mannequin.</li> <li>• Drape the mannequin to construct the pattern in the required design.</li> <li>• Take the measurements from the mannequin to create the pattern</li> <li>• Analyze the finally draped mannequin to create the pattern as per the requirement and the specs.</li> <li>• Identify the method of creating a pattern</li> <li>• Identify the various tools and equipment required for garment construction like sewing machine, pattern making tools, cutting tools.</li> </ul>
<b>Classroom Aids:</b>	
<b>Charts, Models, Flip Chart, White-Board/SmartBoard, Marker, Duster</b>	
<b>Tools, Equipment, and Other Requirements</b>	
<p>Computer with Computer Table And Chairs and peripherals, Projector/LCD, Printer, Dexterity Test Kit, Display Board, Garment sample (various types), lab dips, pit loom and strike off samples, Tags, Tag pins, Tagging Gun, Dress Form (size medium, male or female), Fabric Cutting Shears, Paper Cutting Scissors, Pinking Shears (The quantity may vary as per requirement), Trims with Accessories (assortment) swatch file, Packing material (The quantity may vary as per requirement), First Aid Box, Dustbin, Student's Chair With Table Arm, Teacher's Table &amp; Chair, Student Notes, Fire Safety Equipment, Checking Table, White/Black Board, Basic stationary, Labels And Stickers (The quantity may vary as per requirement), Highlighter, Paper (printable sheets), Stapler (small and big size), Staple Pins (Small and big size. The quantity may vary), Punching Machine, Files and folders (The quantity may vary as per requirement), Push Pins, Glue Stick/Fevicol/Adhesive (The quantity may vary as per requirement), Cello- tape/ Double Sided Tape (The quantity may vary as per requirement), White Board with Marker, White Board Eraser, Documents set(Tech Pack, Specification Sheet, Buyer Requirement /comment Sheet, Production Order Sheet, purchase order, invoices ,Cost Quotations etc.), fabric swatch file, Theme/mood boards, Types of book (e.g. Fashion Forecasting Books/Journals/Magazines, Company Quality Standards, Product Manufacturing related, Color matching light box, Pantone Shade Cards, grey scale</p>	

## Module Name 8: Construct the prototype garment for the collection

Mapped to (AMH/N1202) V2.0

### Terminal Outcomes:

- Identify the construct cut component
- Identify different types of design
- Identify different types of samples
- Describe costsheet preparation

<i>Duration: 20:00</i>	<i>Duration: 80:00</i>
<b>Theory – Key Learning Outcomes</b>	<b>Practical – Key Learning Outcomes</b>
<ul style="list-style-type: none"> <li>• Describe creation of techpack</li> <li>• Trace the embroidery design on the component/garment.</li> <li>• Describe how to construct the proto samples as per techpack as per the sequence of assembling the components.</li> <li>• Describe the important document required for the the garment collection</li> <li>• Prepare the cost sheet of the style in the given format.</li> </ul>	<ul style="list-style-type: none"> <li>• Identify the various types of garment samples such as proto type sample, fit sample.</li> <li>• Identify the types of seams and stitches.</li> <li>• Stitch the samples of types of seams using different stitches.</li> <li>• Sketch the design for the embroidery on the component/garment.</li> <li>• Construct the cut components and assemble them to form a garment.</li> <li>• Embroider the constructed garment using different embroidery techniques.</li> <li>• Demonstrate different dyeing and printing techniques.</li> <li>• Identify the various types of samples constructed like proto sample, fit sample.</li> <li>• Evaluate the proto sample as per the details given in the techpack.</li> </ul>

### Classroom Aids:

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

### Tools, Equipment, and Other Requirements

Computer with Computer Table And Chairs and peripherals, Projector/LCD, Printer, Dexterity Test Kit, Display Board, Garment sample (various types), lab dips, pit loom and strike off samples, Tags, Tag pins, Tagging Gun, Dress Form (size medium, male or female), Fabric Cutting Shears, Paper Cutting Scissors, Pinking Shears (The quantity may vary as per requirement), Trims with Accessories (assortment) swatch file, Packing material (The quantity may vary as per requirement), First Aid Box, Dustbin, Student's Chair With Table Arm, Teacher's Table & Chair, Student Notes, Fire Safety Equipment, Checking Table, White/Black Board, Basic stationary, Labels And Stickers (The quantity may vary as per requirement), Highlighter, Paper (printable sheets), Stapler (small and big size), Staple Pins (Small and big size. The quantity may vary), Punching Machine, Files and folders (The quantity may vary as per requirement), Push Pins, Glue Stick/Fevicol/Adhesive (The quantity may vary as per requirement), Cello- tape/ Double Sided Tape (The quantity may vary as per requirement), White Board with Marker, White Board Eraser, Documents set(Tech Pack, Specification Sheet, Buyer Requirement /comment Sheet, Production Order Sheet, purchase order, invoices ,Cost Quotations etc.), fabric swatch file, Theme/mood boards, Types of book (e.g. Fashion Forecasting Books/Journals/Magazines, Company Quality Standards, Product Manufacturing related, Color matching light box, Pantone Shade Cards, grey scale

## Module Name 9: Evaluate design development processes

*Mapped to AMH/N1203*

### Terminal Outcomes:

- Describe the how to prioritize your workload according to urgency.
- Describe the importance and the benefits of all process of checking
- Identify proto sample
- Describe the Details of the job role and responsibilities

<b>Duration: 30:00</b>	<b>Duration:70:00</b>
<b>Theory – Key Learning Outcomes</b>	<b>Practical – Key Learning Outcomes</b>
<ul style="list-style-type: none"> <li>• Describe how to Check the proto sample as per the instructions given in the techpack or by the client.</li> <li>• Describe how to Check proto sample for design (woven/print), and attributes like washability, utility, etc.</li> <li>• Describe the process of checking of proto sample for fitting.</li> <li>• Describe the coordination with the other departments in the manufacturing unit like merchandising, production department.</li> <li>• Describe the document design brief, development processes and outcomes</li> </ul>	<ul style="list-style-type: none"> <li>• Check proto sample for design (woven/print), and attributes like washability, utility, etc</li> <li>• Identify check the proto sample as per the instructions given in the techpack or by the client.</li> <li>• Identify Check proto sample for fitting.</li> <li>• Identify the prototype for the feasibility of the garment in terms of sourcing fabric and trims available for the span of production.</li> <li>• Identify the important points to be considered for production of garments.</li> <li>• Identify the appropriate timescales for completing the work.</li> </ul>
<b>Classroom Aids:</b>	
<b>Charts, Models, Flip Chart, White-Board/SmartBoard, Marker, Duster</b>	
<b>Tools, Equipment, and Other Requirements</b> sewing machines and tools,sewing kit, mannequin	

## Module Name 10: Make correction in the garment

Mapped to AMH/N1203

### Terminal Outcomes:

- Describe the Measurement issue
- Identify the defect in garment
- Identify the process of correction in garment as per sample
- Identify measurement issue

<b>Duration: 28:00</b>	<b>Duration:83:00</b>
<b>Theory – Key Learning Outcomes</b>	<b>Practical – Key Learning Outcomes</b>
<ul style="list-style-type: none"> <li>• Analyze all the corrections to be made with respect to fitting, measurement issues.</li> <li>• Describe how to make corrections in the proto/fit sample as per review inputs.</li> <li>• Describe the evaluation process the prototype for the feasibility of the garment in terms of sourcing of the fabric and the trims available for the span of production</li> </ul>	<ul style="list-style-type: none"> <li>• Explain the method for getting approval of the final sample from the Client</li> <li>• Identify how to make corrections in the proto/fit sample as per review inputs.</li> <li>• Identify the defects in the garment like stitching defects, fitting and</li> <li>• Evaluate the various test results of the garment testing to check its feasibility and acceptance by the customer.</li> <li>• Identify the various tests to be conducted to check the quality standard of the garment.</li> <li>• Prepare the file of the approved sample containing approved fabric swatches, accessories, techpack, cost sheet etc.</li> </ul>
<b>Classroom Aids:</b>	
<b>Charts, Models, Flip Chart, White-Board/SmartBoard, Marker, Duster</b>	
<b>Tools, Equipment, and Other Requirements</b> sewing machines and tools, sewing kit, mannequin	

## Module Name 11: Soft Skills

*Mapped to (Bridge Module)*

### Terminal Outcomes:

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

<i>Duration: 03:00</i>	<i>Duration: 02:00</i>
<b>Theory – Key Learning Outcomes</b>	<b>Practical – Key Learning Outcomes</b>
<ul style="list-style-type: none"><li>• Illustrate the steps followed for personal grooming and hygiene.</li><li>• Apply organization procedures and maintain personal health and hygiene and avoid habits like gutkha, tobacco etc.</li><li>• Write your resume</li></ul>	<ul style="list-style-type: none"><li>• Prepare for interviews.</li><li>• Interact effectively in a group.</li><li>• Identify and follow personal grooming and hygiene.</li><li>• Demonstrate effective interaction with the group.</li><li>• Demonstrate time management in the work.</li><li>• Demonstrate the preparation for the interviews.</li></ul>
<b>Classroom Aids:</b>	
Charts, Models, Flip Chart, White-Board/SmartBoard, Marker, Duster	
<b>Tools, Equipment, and Other Requirements</b>	
Basic Stationery	



# Annexure

## Trainer Requirements

Trainer Prerequisites						
Minimum Educational Qualification	Specialization	Relevant Industry Experience		Training Experience		Remarks
		Years	Specialization	Years	Specialization	
Diploma/Graduation/Post graduate diploma/Post Graduate Degree in relevant trade or sector	Fashion Deesigner	1 Year Diploma= 4 Years/2 Years Diploma= 3 Years/3 Years Diploma or Degree= 2 Years/Post Graduate Diploma or Post Graduate degree= 1 year	Fashion Deesigner	Minimum experience can be 0	Fashion Deesigner	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.
Trainer Certification						
Domain Certification			Platform Certification			
Certificate for Job Role: "Fashion Designer" mapped to QP: "AMH/Q1201"			Certified for Job Role: "Trainer " mapped to QP: "MEP/Q2601"; V:1.0			

## Assessor Requirements

Assessor Prerequisites						
Minimum Educational Qualification	Specialization <i>&lt;Specify the areas of specialization that are desirable.&gt;</i>	Relevant Industry Experience		Training/Assessment Experience		Remarks
		Years	Specialization	Years	Specialization	
ITI/Diploma/Graduation/Post graduate diploma/Post Graduate Degree in relevant trade or sector	Fashion Designer	ITI=4 years/1 Year Diploma =4 Years/2 Years Diploma =3 Years/3 Years Diploma or Degree= 2 Years/Post Graduate Diploma or Post Graduate degree= 1 year	Fashion Designer		Fashion Designer Sewing	The candidate should possess good communication skills with good knowledge of made-ups & homefurnishing products, merchandising process, merchandising documents, equipment, tools, material, inspection techniques of garments, computer knowledge, Safety, Health & hygiene and other requirements of relevant job role. The candidate should be able to communicate in English and local language.

Assessor Certification	
Domain Certification	Platform Certification
Certificate for Job Role: “ <b>Fashion Designer</b> ” mapped to QP: “AMH/Q1201”	Certified for Job Role: “Assessor ” mapped to QP: “MEP/Q2701; V:2.0

## Assessment Strategy

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

## Acronyms and Abbreviations

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

## Glossary

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

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