



COMPETENCY-BASED CURRICULUM

FOR THE MODULE OF

APPAREL ORNAMENTALIST- GRADE I

UNDER

SKILL DEVELOPMENT INITIATIVE (SDI) SCHEME

Based on

MODULAR EMPLOYABLE SKILLS (MES)

**Government of India
Ministry of Skill Development and Entrepreneurship**

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1. INTRODUCTION

The Ministry of Skill Development and Entrepreneurship is an apex organization for the development and coordination of the vocational training including vocational training for women in our country. The Ministry conducts the training programmes through the Craftsmen Training Scheme (CTS), Apprenticeship Training Scheme (ATS), Skill Development Initiative (SDI) Scheme based on Modular Employable Skills (MES), and Craftsmen Instructor Training Scheme (CITS) to cater to the needs of different segments of the Labour market. The National Council for Vocational Training (NCVT) acts as a central agency to advise Government of India in framing the training policy and coordinating vocational training throughout India.

A majority of Indian workforce does not possess marketable skills which is an obstacle in getting decent employment and improving their economic condition. A large number of school drop outs do not have access to skill development for improving their employability. The higher entry requirements and long duration of courses under the formal training system are some of the obstacles for a person of low educational attainment to acquire employable skills.

The Ministry is implementing the Skill Development Initiative (SDI) Scheme based on Modular Employable Skills (MES) to provide vocational training to early school leavers and existing workers especially in the unorganized sector to develop skilled manpower for the industry. Training is provided by registered Vocational Training Providers (VTPs) under the Government, Private Sector, and Industrial establishments located all over the country. Testing of skills acquired informally by an individual are directly tested on pre-determined parameters through independent Assessing Bodies. Nationally as well as internationally recognized NCVT certificate is issued to every successful individual.

The key features of the Modular Employable Skills (MES) are:

- Short-term training programmes designed in consultation with the Industry.
- Identification of “minimum skills set” sufficient to get employment.
- Flexible training delivery mechanism (part time, weekend, or full time).
- Different levels of programmes (Foundation level to advanced level).
- Opportunity for lifelong learning.

The training under MES would benefit different target groups like workers seeking certification of their skills acquired informally, workers seeking skill up gradation, and early school dropouts and unemployed. Central Government facilitates and promotes the training while registered Vocational Training Providers (VTP) under the Govt. and Private Sector provide the training. Testing of skills is done by independent Assessing Bodies to ensure impartiality.

The National Skills Qualification Framework (NSQF), published in the Gazette of Government of India on 27th December, 2013, is a national framework that aims to integrate general and vocational streams of education and training. The main thrust of the NSQF is to focus on competency-based qualifications. The National Skill Development Agency (NSDA) under the Ministry is responsible for the implementation of the Framework, by bringing together the key stakeholders through the National Skill Qualifications Committee (NSQC).

The competency-based framework organizes qualifications into ten levels, with the entry level being 1, and the highest level being 10. Each level of the NSQF is described by a statement of learning outcomes

in five domains, known as level descriptors. These five domains are (1) Process, (2) Professional knowledge, (3) Professional skill, (4) Core skill, and (5) Responsibility. The paradigm shift from learning focused on inputs to an outcome/competency-based education would help in the Recognition of Prior Learning (RPL), and simultaneously enable the alignment of the Indian qualifications with international ones. Government funding is expected to be on a preferential basis for NSQF compliant courses. The NSQF notification provides a Qualification Register, which is the official national database of all qualifications aligned to NSQF levels. Through this Register, learners can expect access to all NSQF compliant qualifications.

The Ministry has set up Mentor Councils to focus on courses under NCVT in various sectors with representation from thought leaders among different stakeholders viz., industries, innovative entrepreneurs who have proved to be game-changers, academic/professional institutions, and champion ITIs for each of the sectors. The Mentor Council for each sector reviews curricula, admission criteria, course duration, and requirement of trainers and assessment/evaluation systems for the sector on a continuous basis and make recommendations regarding the same. Sector-wise Core Groups are formed to plan and prepare the documentation for the competency-based curricula for the courses under each sector.

2. GENERAL INFORMATION AND COURSE STRUCTURE

1	Qualification	: APPAREL ORNAMENTALIST- GRADE I
2	MES Code No.	: FAD 704
3	NSQF Level	: Level-2
4	Duration of Modular Training	: 400 hrs. + 100 hrs
5	Entry Qualification	: Passed 7 th Class + 14 years of age
6	Trainees per unit	: 20

Distribution of training on Hourly basis:

Sl. No.	Broad Practical components to be covered	Duration (in Hrs)
1	Practicing Basic Embroidery Stitches, Composite stitches. Use of beads and sequins. Painting Strokes round brush strokes, Flat brush strokes. Development of Motives	400
2	Soft & Entrepreneurship Skill	100
	Total	500

***Note:** Any candidate completed training for 100 hrs. Soft & Entrepreneurship skills under MES in any module need not to repeat the same.

3. JOB ROLES

BRIEF DESCRIPTION OF JOB ROLES

This course is meant for the candidates who aspire to become Fashion designer using the ornaments and ornamentation techniques.

NOS & QP/NCO MAPPING

**QP/NOS: AMH/Q0401 - AMH/N0401, AMH/N0103, AMH/N0102, AMH/N0104
AMH/Q0102 – AMH/N0105, AMH/N0106, AMH/N0103, AMH/N0104**

NCO: 7243.90

4. NSQF LEVEL COMPLIANCE

The Broad Learning outcomes of APPAREL ORNAMENTALIST- GRADE I trade under MES matches with the Level descriptor at Level- 2.

The NSQF level-2 descriptor is given below:

LEVEL	Process required	Professional knowledge	Professional skill	Core skill	Responsibility
Level 2	Prepares person to/carry out process that are repetitive on regular basis with little application of understanding, more of practice	Material tools and application in a limited context, understands context of work and quality	Limited service skill used in limited context, select and apply tools, assist in professional works with no variables differentiates good and bad quality	Receive and transmit written and oral messages, basic arithmetic personal financing understanding of social political and religious diversity, hygiene and environment	No responsibility works under instruction and close supervision

5. GENERAL TRAINING PLAN, ASSESSMENT & CERTIFICATE

General Training Plan

The knowledge and skill components as stated in the section for 'learning outcomes' are to be imparted in accordance with the instructions in respect of the content and time structure.

Assessment

The competency assessment for the Modular Employable Skills under the SDI scheme is being done by the assessor of the independent Assessing Bodies (AB) which is not involved in training delivery, to ensure an impartial assessment. The assessment process through Assessing Bodies aims to test and certify the competency of the persons who seek certification of their skills acquired informally or the persons who have been trained at the registered VTIPs. In the assessment process, identification of competency, ways to measure the competency and deciding on the type of evidence that has to be collected are the responsibility of the Assessing Bodies whereas administering the assessment and collecting the evidence and reporting the results are the responsibility of the assessors.

Candidates are to demonstrate that they are able to:

1. Plan and organize work processes, identify necessary materials and tools;
2. Perform task with due consideration to safety rules, accident prevention regulations and environmental protection stipulations;
3. Apply professional knowledge and soft skills & entrepreneurship while performing the task.
4. Check the job for accuracy, identify and rectify errors in job.

The details of the assessment standard are as per section-13.

Pass regulation:

Minimum passing marks for Practical is 60%

Minimum pass marks for theory is 40%

Certificate

Successful persons will be awarded certificates issued by National Council for Vocational Training (NCVT).

6. LEARNING OUTCOMES

The following are minimum broad learning outcomes after completion of the APPAREL ORNAMENTALIST- GRADE I course:

6.1. GENERIC OUTCOMES

1. Recognize & comply safe working practices, environment regulation and housekeeping.
2. Understand and practice soft skills, OSH&E, working with Computer and communicate with required clarity.
3. Demonstrate knowledge of concept and principles of basic arithmetic calculation and apply knowledge of specific area to perform practical operations.
4. Explain time management, entrepreneurship and manage/organize related task in day to day work for personal & societal growth.

6.2. SPECIFIC OUTCOMES

1. Prepare samples of Basic Embroidery and composite stitches, under instruction and close supervision, having limited skill requirements that are repetitive on regular basis with little application of understanding, with the ability to select and apply tools, understand the context of work using embroidery machines and quality, and with the knowledge of materials, tools and application in a limited context.
2. Prepare samples of regional embroidery, under instruction and close supervision, having limited skill requirements that are repetitive on regular basis with little application of understanding, with the ability to select and apply tools, understand the context of work using embroidery machines and quality, and with the knowledge of materials, tools and application in a limited context
3. Use Beads and sequins, under instruction and close supervision, having limited skill requirements that are repetitive on regular basis with little application of understanding, with the ability to select and apply tools, understand the context of work and quality, and with the knowledge of materials, tools and application in a limited context.
4. Prepare samples of painting, under instruction and close supervision, having limited skill requirements that are repetitive on regular basis with little application of understanding, with the ability to select and apply tools, understand the context of work and quality, and with the knowledge of materials, tools and application in a limited context
5. Prepare samples of Design Development by painting, under instruction and close supervision, having limited skill requirements that are repetitive on regular basis with little application of understanding, with the ability to select and apply tools, understand the context of work and quality, and with the knowledge of materials, tools and application in a limited context
6. Prepare Samples of Design Development by Embroidery, under instruction and close supervision, having limited skill requirements that are repetitive on regular basis with little application of understanding, with the ability to select and apply tools, understand the context of work and quality, and with the knowledge of materials, tools and application in a limited context

NOTE: Learning outcomes are reflection of total competencies of a trainee. Each learning outcome may include multiple assessment components. However assessment will be carried out as per assessable outcome and assessment criteria.

7. ASSESSABLE OUTCOMES WITH ASSESSMENT CRITERIA

Note:

1. The training shall be conducted as per the syllabus.
2. The trainee shall demonstrate the competencies which are defined below in assessable outcome and assessment criteria.
3. All the assessable outcomes are to be tested during formative assessment, observations, and viva-voce.
4. Assessable outcome of Soft skills & entrepreneurship shall be tested separately and also be applied in Theory and Practical examinations.
5. These assessable outcomes and assessment criteria will serve as a set of guidelines for Trainers and Assessors.

Generic assessable outcomes:

ASSESSABLE OUTCOMES	ASSESSMENT CRITERIA
1. Recognize & comply safe working practices, environment aspect and housekeeping.	1.1 Follow and maintain procedures to achieve a safe working environment in line with occupational health and safety regulations and requirements and according to site policy.
	1.2 Identify and take necessary precautions on fire and safety hazards and report according to site policy and procedures.
	1.3 Report supervisor/ Competent of authority in the event of accident or sickness of any staff and record accident details correctly according to site accident/injury procedures.
	1.4 Identify Personal Productive Equipment (PPE) and use the same as per related working environment.
	1.5 Identify basic first aid and use them under different circumstances.
	1.6 Take opportunities to use energy and materials in an environmentally friendly manner
	1.7 Avoid waste and dispose waste as per procedure
	1.8 Recognize different components of 5S and apply the same in the working environment.
2. Understand and practice soft skills, working with Computer and communicate with required clarity.	2.1 Recognize & practice soft skills in day to day work.
	2.2 Conduct appropriate discussions with within the team and report to higher authority.
	2.3 Present facts and circumstances and use appropriate terminology related to work.
	2.4 Conduct written communication.
	2.5 Use computers and access internet for day to day activity
3. Demonstrate knowledge of concept and principles of basic arithmetic calculation, co-ordinate system and apply knowledge of specific area to perform practical operations.	3.1 Apply basic arithmetic calculations for arriving dimensional parameters as per drawing.
	3.2 Use co-ordinate system for part programming.
4. Explain time management, entrepreneurship and manage/organize	4.1 Ascertain appropriate time for the assigned task.
	4.2 Execute the assigned task within time frame.

related task in day to day work for personal & social growth.	4.3 Manage own work within specified time.
	4.4 Explain importance & factors affect the development Of entrepreneurship.
	4.5 Identify service providers for developing Entrepreneur/business establishment.

Specific assessable outcomes:

Assessable outcomes	Assessment criteria
5. Prepare samples of Basic Embroidery and composite stitches, under instruction and close supervision, having limited skill requirements that are repetitive on regular basis with little application of understanding, with the ability to select and apply tools, understand the context of work using embroidery machines and quality, and with the knowledge of materials, tools and application in a limited context.	• Identify tools for Cutting, Embroidery & Finishing and use of these tools with safety.
	• Select suitable fabric. Select suitable needle size and Embroidery thread according to fabric
	• Trace the Motif on fabric
	• Fasten the fabric in the embroidery ring
	• Sit in a correct posture and sew the Basic Embroidery stitches on the Fabric
	• Use proper Embroidery aids while Embroidering The sample
6. Prepare samples of regional embroidery, under instruction and close supervision, having limited skill requirements that are repetitive on regular basis with little application of understanding, with the ability to select and apply tools, understand the context of work using embroidery machines and quality, and with the knowledge of materials, tools and application in a limited context.	• Identify tools for Cutting, Embroidery & Finishing and use of these tools with safety.
	• Select suitable fabric. Select suitable needle size and Embroidery thread according to fabric
	• Trace the Regional embroidery Motif on fabric
	• Fasten the fabric in the embroidery ring
	• Sit in a correct posture and sew the Regional Embroidery stitches on the Fabric
	• Use proper Embroidery aids while Embroidering The sample
7. Use Beads and sequins, under instruction and close supervision, having limited skill requirements that are repetitive on regular basis with little application of understanding, with the ability to select and apply tools, understand the context of work and quality, and with the knowledge of materials, tools and application in a limited context.	• Identify tools for, Sewing the beads and sequins& use of these tools with safety.
	• Decide the design features of the embroidery motif according to beads and sequins
	• Select the fabric and other raw materials suitable for the sample
	• Explain the Different sizes of beads and sequins
	• Sew the beads and sequins as per the design .
	• Finish the Sample with design particulars.

<p>8. Prepare samples of painting, under instruction and close supervision, having limited skill requirements that are repetitive on regular basis with little application of understanding, with the ability to select and apply tools, understand the context of work and quality, and with the knowledge of materials, tools and application in a limited context.</p>	<ul style="list-style-type: none"> ● Identify tools for Fabric Painting ● Decide the design features of the Painting motif according to Sample ● Select the fabric and other raw materials suitable for the sample ● Explain the Different types of brushes and strokes of brushes ● Decide the colour and brush size as per the design . ● Fasten the sample in the embroider ring. ● Fill the colour with appropriate brush strokes ● Finish the sample.
<p>9. Prepare samples of Design Development by painting, under instruction and close supervision, having limited skill requirements that are repetitive on regular basis with little application of understanding, with the ability to select and apply tools, understand the context of work and quality, and with the knowledge of materials, tools and application in a limited context</p>	<ul style="list-style-type: none"> ● Select the suitable fabric for a sample ● Sketch a composition of Geometrical and abstract ,floral design on a Paper ● Trace the design on the fabric ● Select the suitable colours and brushes technique for developing a sample ● Fill the colour on selected design ● Finish the sample
<p>10. Prepare Samples of Design Development by Embroidery, under instruction and close supervision, having limited skill requirements that are repetitive on regular basis with little application of understanding, with the ability to select and apply tools, understand the context of work and quality, and with the knowledge of materials, tools and application in a limited context</p>	<ul style="list-style-type: none"> ● Identify tools for Cutting, Embroidery & Finishing and use of these tools with safety. ● Select suitable fabric. Select suitable needle size and Embroidery thread according to fabric ● Sketch a composition of Geometrical and abstract ,floral design on a Paper ● Trace the design on the fabric ● Fasten the fabric in the embroidery ring ● Sit in a correct posture and sew the Design Embroidery stitches on the Fabric ● Use proper Embroidery aids while Embroidering The sample ● Identify tools for Cutting, Embroidery & Finishing and use of these tools with safety. ● Select suitable fabric. Select suitable needle size and Embroidery thread according to fabric

8. SYLLABUS CONTENT WITH TIME STRUCTURE

8.1 FOR THE MODULE OF APPAREL ORNAMENTALIST- GRADE I (FAD 704)

Duration: 400 hrs. + 100 hrs

SYLLABUS FOR APPAREL ORNAMENTALIST- GRADE I

Practical Competencies	Underpinning Knowledge (Theory)
<ul style="list-style-type: none"> ➤ Use of tools and equipments in safe manner. ➤ Practicing Basic Embroidery Stitches, Composite stitches. ➤ Use of beads and sequins ➤ Painting Strokes round brush strokes, Flat brush strokes ➤ Development of Motives. 	<ul style="list-style-type: none"> ➤ Apparel Art ➤ Tools and Equipments. ➤ Study of Embroidery and Basic stitches. ➤ Study of painting Techniques. ➤ Study of Regional Embroidery. ➤ Design development.

8.2 FOR SOFT & ENTREPRENURESHIP SKILLS

General Information

Name of the subject	:SOFT & ENTREPRENURESHIP SKILLS
Applicability	:Compulsory with every SDIS module of duration 300 Hrs. or more
Hours of Instruction	100 Hrs.
Assessment	: The assessment shall be conducted by independent Assessing Bodies.
Instructor Qualification	<p>MBA OR BBA with two years experience OR Graduate in Sociology/ Social Welfare/ Economics with Two years experience OR Graduate/ Diploma with Two years experience and trained in Employability Skills from DGET institutes</p> <p style="text-align: center;">AND</p> <p>Must have studied English/ Communication Skills and Basic Computer at 12th / Diploma level and above</p>

8.2. SYLLABUS CONTENT OF SOFT & ENTREPRENEURSHIP SKILLS

Learning Objectives:

1. Communicate with required clarity ensuring that the information communicated is clear and accurate.
2. Understand and apply basic computer working, basic operating system and uses internet services to get accustomed & take benefit of IT developments in the industry.
3. Knowledge of entrepreneurship and identify establishment for supporting the development of businesses/entrepreneurship.
4. Follow and maintain procedures to achieve a safe working environment in line with occupational health, safety, environment regulations.
5. Comply time management technique in day to day work.

Detail of Syllabus:

Sl. No.	Practical	Theory
1.	Development Competency / Proficiency in English /Vernacular (Hindi/regional Language) - 15 Hrs.	
	Practice on:	
	<ul style="list-style-type: none"> • Oral/spoken communication skill & testing - voice and accent, voice clarity, voice modulation & intonation, word stress etc. • Feedback & questioning technique: • Objectiveness in argument (Both one on one and in groups) • 5 Ws & 1 H & 7 Cs for effective Communication • Development Etiquette and manners • Study of different pictorial expression of non-verbal communication and its analysis 	
2.	Effective Communication - 10 Hrs.	
	<ul style="list-style-type: none"> • Concept of Effective Communication • Components of Effective Communication- Conviction, confidence & enthusiasm, Listening • Communication Process & Handling them • KISS (keep it short & simple) in communication - composing effective messages • Barriers to Communication- Int. & Ext Barriers Intrinsic Motivation, Perception, Language, Fear Power of speech etc. • Listening -it's importance, Good and bad listening • Non-Verbal Communication - its importance and Nuances Facial Expression, Posture, Gesture, eye contact, Appearance (Dress Code) 	
3.	Self & Time Management - 10 Hrs.	
	<ul style="list-style-type: none"> • Self Management • Self Evaluation • Self discipline • Self criticism • Recognition of one's own limits and deficiencies • Independency etc. 	<ul style="list-style-type: none"> • Self Management • Identifying one's strength and weakness • Planning & Goal setting • Managing self -emotions, ego, pride

	<ul style="list-style-type: none"> • Thoughtful & Responsible • Self Awareness 	
	<ul style="list-style-type: none"> • Time Management Technique • Practice by game play and other learning methodology for achieving targets and getting of right first time 	<ul style="list-style-type: none"> • Time Management concept • Attendance, Discipline & Punctuality • Act in time on commitment • Quality /Productive time
4.	Motivation Techniques - 05hrs.	
	<ul style="list-style-type: none"> • Motivation/ Inspiration • Ability to shape and direct working/process methods according to self defined criteria • Motivate customers • Ability to think for oneself • Apply oneself to a task independently with self motivation. 	<ul style="list-style-type: none"> • Motivation techniques • Motivation technique based on needs and field situation • Idealising
5.	Interpersonal Skill Development - 05 Hrs.	
	<ul style="list-style-type: none"> • Interpersonal Skill Development • Positive Relationship • Positive Attitudes • Empathise : comprehend other opinions, points of views, and face them with understanding • Mutuality • Trust • Emotional Bonding • Handling Situations (Interview) 	<ul style="list-style-type: none"> • Interpersonal Skill • Importance of interpersonal skill
6.	Computer Literacy - 20 Hrs.	
	<ul style="list-style-type: none"> • Computer Fundamentals -Customize the Desktop Environment e.g. • Desktop, Start Menu, and Taskbar etc. • Configuring & Migrating Files, Folders & Settings - Folder Views, Accessibility Settings • MS Word -Creating, Organizing & Formatting Content Collaborating - Merge, Insert, View, Edit, Track Mode etc. • Formatting & Managing Documents • MS Excel -Creating, Analyzing & Formatting Data & Content Collaborating - Insert, View, Edit etc. Managing Workbooks • MS PowerPoint Creating & Formatting Content Collaborating - Track, Edit, Add, Delete Comments, Merge 	<ul style="list-style-type: none"> • Computer Fundamentals, MS-Office & Internet • Introduction to Computers History of Computers Components of Hardware Peripherals • Concept of Operating System - Windows XP Exploring & Configuring the Windows XP • Desktop Environment - Customize the Desktop, • Start Menu, and Taskbar etc. Configuring & Migrating Files, Folders &Settings - Folder Views, Accessibility Settings • Features of Windows XP • Understanding concepts of Word processing using MS-Word • Understanding concepts of Electronic

	<ul style="list-style-type: none"> Managing & Delivering Presentations Internet Concepts Opening websites and downloading data Writing, reading and sending emails, 	<p>spreadsheet and various types of entries in it</p> <ul style="list-style-type: none"> Understanding concepts of URL -Creating and Opening an E-mail account. Receiving and sending emails Searching information on Internet.
	Life Skills - 05 Hrs.	
07.		<ul style="list-style-type: none"> Knows how to use technology to communicate safely and effectively. Knows and understands the concept of "community" Knows how to access community resources in case of emergency. Knows how to obtain copies of personal documents Knows how to book train ticket, Bus Ticket and Air Ticket. Knows how to get a driver's license.
	Entrepreneurship - 20 Hrs.	
08.		<ul style="list-style-type: none"> Define the term Entrepreneurship Definition of entrepreneurship from different perspectives.
		<ul style="list-style-type: none"> Outline the importance of entrepreneurship Importance of entrepreneurship: <ul style="list-style-type: none"> Enhances creativity and innovation Builds self confidence in people Serves as a tool for nation building Serves as the engine of growth for the nation's economy
		<ul style="list-style-type: none"> Explain the reasons why entrepreneurship should be developed in a country Reasons include: employment generation, increased national production, re-investing national resources, harnessing youth vigour
		<ul style="list-style-type: none"> Describe who an entrepreneur is and who a business person is An entrepreneur refers to one who undertakes to organize and manage resources and assumes the risk of a business to come out with goods and services.
		<ul style="list-style-type: none"> State the characteristics of an entrepreneur Characteristics of the entrepreneurs: Risk taking, Need to achieve, Innovation and creativity, Opportunity, Orientation
		<ul style="list-style-type: none"> Explain the factors that affect the development of entrepreneurship Factors that affect the development of

		<p>entrepreneurial spirit in people:</p> <ul style="list-style-type: none"> i) Environment immediate family and friends), community, national, international ii) Financial iii) Displacement, etc. • The role of the <ul style="list-style-type: none"> i) Government ii) Society iii) Families and friends iv) Other stakeholders, for example, financial institutions play in the development of entrepreneurship in the Country.
		<ul style="list-style-type: none"> • Define employment • Describe the types of employment <ul style="list-style-type: none"> (i) Wage employment (ii) Self employment
		<ul style="list-style-type: none"> • State the advantage and disadvantage of wage and self employment • Types and characteristics of wage employment and self employment.
		<ul style="list-style-type: none"> • Outline the reasons why people go into wage or self employment <ul style="list-style-type: none"> (i) Self employment (ii) Regain lost image (iii) Exercise control over business (iv) Become boss (v) Wage employment (vi) Assured income (vii) Commitment may be less.
		<ul style="list-style-type: none"> • Define small business • Small business are defined based on the number of people and the capital employed • State the characteristics of small business, Labour intensive Small capital outlay, etc.
		<ul style="list-style-type: none"> • List the areas of small operation Areas: Trading, Catering, Etc
		<ul style="list-style-type: none"> • Outline the role of small businesses • The role that small businesses play in the country. They form the nursery for other entrepreneurs technical base for economic development , platform for mobilizing resources for economic development. Etc.
		<ul style="list-style-type: none"> • Explain the challenges/problems facing small businesses • Challenges/problems facing small businesses

		include: (i) Financing (ii) Access to markets
		<ul style="list-style-type: none"> • Government policies • Inadequate managerial skills
		<ul style="list-style-type: none"> • Define the business environment • Definition of the terms: (i) Business (ii) Environment (iii) Business environment
		<ul style="list-style-type: none"> • Business development service providers in India. • DIC, MSME, NSIC, SIDCO, Financial Institutions and Banks.
		<ul style="list-style-type: none"> • Describe the procedure for registering a business • Define Business Idea • Definition of business idea., source of business idea. Programmes/ procedure and available schemes.
		<ul style="list-style-type: none"> • Describe how to generate Business Plan • Generation of business ideas Consider talents, skills and knowledge required Identify problems and find innovative solutions to them, market survey Etc.
		<ul style="list-style-type: none"> • Mention the sources of Business Ideas Sources of ideas (i) Needs and wants of the community (ii) External environment (iii) Hobbies and interest.
		<ul style="list-style-type: none"> • State the process of starting a New Enterprises Process • Mobilize resources reorganize resources
		<ul style="list-style-type: none"> • Assess the suitability of the various sources/uses of fund • The advantages and disadvantages of the various sources of funds .
		<ul style="list-style-type: none"> • Distinguish between: Money, cash and cheques, Notes, coins and currency . • Detail description of money, cash, cheques, notes, coins, currency. • How to open bank account? • How to fill up Cheque? • How to deposit cheque in the bank? • What is PAN Card? • Why it is mandatory? Explain on-line banking.
		<ul style="list-style-type: none"> • Explain source Documents Source Documents

		<ul style="list-style-type: none"> receipts , honour certificate, invoice.
		<ul style="list-style-type: none"> List the Basic Books kept by Small Business <p>Basic books :</p> <ul style="list-style-type: none"> (i) Cash record (ii) Stock (iii) Credit purchase (Creditors (iv) Account Record) (v) Credit sales book (customers (vi) Accounts Record) (vii) Record Books (Ledger) (viii) Trial balance.

09. Occupational Safety, Health and Environment Education - 10 Hrs

Safety & Health	<ul style="list-style-type: none"> Introduction to Occupational Safety and Health importance of safety and health at workplace.
Occupational Hazards	<ul style="list-style-type: none"> Basic Hazards, Chemical Hazards, Vibroacoustic Hazards, Mechanical Hazards, Electrical Hazards, Thermal Hazards. Occupational health, Occupational hygienic, Occupational Diseases/ Disorders & its prevention.
Accident & safety	<ul style="list-style-type: none"> Basic principles for protective equipment.

Accident Prevention	<ul style="list-style-type: none"> Accident Prevention techniques - control of accidents and safety measures.
First Aid	<ul style="list-style-type: none"> Care of injured & Sick at the workplaces, First-Aid & Transportation of sick person
Basic Provisions	<ul style="list-style-type: none"> Idea of basic provision of safety, health, welfare under legislation of India.
Ecosystem	<ul style="list-style-type: none"> Introduction to Environment. Relationship between Society and Environment, Ecosystem and Factors causing imbalance.
Pollution	<ul style="list-style-type: none"> Pollution and pollutants including liquid, gaseous, solid and hazardous waste.
Energy Conservation	<ul style="list-style-type: none"> Conservation of Energy, re-use and recycle.
Environment	<ul style="list-style-type: none"> Right attitude towards environment, Maintenance of in - house environment

Methodology

Above practices may be imparted by using Movie clips, games, examples, story / sharing questionnaire /role play/ exercise/Task, Video / Audio recording, group discussion, role play etc.

9. INFRASTRUCTURE

1. Instructors' Qualification	Graduate in Apparel related subject or 3 years Diploma in Costume Design & Dress Making/Fashion Technology from recognized Institute with 2 years of Experience in the field.
2. Desirable qualification	Craft Instructor Certificate in any trade of garment Sector
3. Space Norms	-
4. Power Norms	03 KW
5. Tools, Equipment & General Machinery	(As per Annexure I)

10. ASSESSMENT STANDARD

10.1ASSESSMENT GUIDELINE

Appropriate arrangements should be made to ensure that there will be no artificial barriers to assessment. The nature of special needs should be taken into account while undertaking the assessment. Due consideration shall be given while assessing for teamwork, avoidance/reduction of scrap/wastage and disposal of scarp/wastage as per procedure, behavioral attitude, sensitive to environment and regularity in training. The sensitivity towards OSHE and self-learning attitude shall be considered while assessing competency.

Assessment will be evidence based comprising the following:

- 1) Job carried out in labs/workshop
- 2) Record book/ daily diary
- 3) Answer sheet for assessment
- 4) Viva-voce
- 5) Progress Chart
- 6) Attendance and punctuality
- 7) Assignment
- 8) Project work

Evidence of internal assessment should be preserved for an appropriate period of time for audit and verification by examination body.

The following marking pattern to be adopted while assessing:

a) Weightage in the range of 60-75% to be allotted during assessment under following performance level:

For performance in this grade, the candidate with occasional guidance and showing due regard for safety procedures and practices, has produced work that demonstrates attainment of an acceptable standard of craftsmanship. In this work there is evidence of:

- Demonstration of good skill in the use of hand tools, machine tools, and workshop equipment
- Below 70% tolerance dimension achieved while undertaking different work with those demanded by the component/job.
- A fairly good level of neatness and consistency in the finish
- Occasional support in completing the project/job.

b) Weightage in the range of above75%- 90% to be allotted during assessment under following performance level:

For this grade, the candidate, with little guidance and showing due regard for safety procedures and practices, has produced work that demonstrates attainment of a reasonable standard of craftsmanship. In this work there is evidence of:

- Good skill levels in the use of hand tools, machine tools, and workshop equipment
- 70-80% tolerance dimension achieved while undertaking different work with those demanded by the component/job.
- A good level of neatness and consistency in the finish
- Little support in completing the project/job

c) Weightage in the range of above 90% to be allotted during assessment under following performance level:

For performance in this grade, the candidate, with minimal or no support in organization and execution and with due regard for safety procedures and practices, has produced work which demonstrates attainment of a high standard of craftsmanship. In this work there is evidence of:

- High skill levels in the use of hand tools, machine tools, and workshop equipment
- Above 80% tolerance dimension achieved while undertaking different work with those demanded by the component/job.
- A high level of neatness and consistency in the finish.
- Minimal or no support in completing the project.

10.2. EXTERNAL ASSESSMENTS

NO.	ASSESSABLE OUTCOMES	ASSESSMENT MARKS
1.	Recognize & comply safe working practices, environment regulation and housekeeping.	
2.	Recognize & comply safe working practices, environment regulation and housekeeping.	
3.	Demonstrate knowledge of concept and principles of basic arithmetic calculation and apply knowledge of specific area to perform practical operations.	
4.	Explain time management, entrepreneurship and manage/organize related task in day to day work for personal & societal growth	
SPECIFIC		
1.	Apparel ornamentalist	
	Total of External assessment	

12. List of Tools & Equipment for module APPAREL ORNAMENTALIST- GRADE I

Standard list of tools & equipments per station for 20 trainees

Tools and equipment for batch of 20 trainees

DESCRIPTION	QUANTITY
Note Book 200 pgs, Pencil, Eraser, Ruler, Sharpener, Pen	20 sets
Hand Needle Assorted	20 Sets
White Carbon	20
Fabric Painting	20 set
White Cotton Fabric	4 Mts x 20
Flat & Round Brush (00,0,1,2,3,4,5,6,8)	20 Set
Embroidery Ring	20
Palate	20
Embroidery Threads	Depending on Usage
Tracing Sheet	20
Sequins, Beads and other ornamental items	As needed

Tools & Equipment for Soft & Entrepreneurship Skills:

SI. No.	Name of the Equipment	Quantity
Hardware:		
1	Server Computer (Latest configuration)	10 Nos for a batch of 20 students.
2	Multimedia Nodes (Pre-loaded Windows 2000 or latest)	
3	Inkjet/Laser Printer	1 no.
4	UPS	
Software:		
1	Windows 2008	
2	Microsoft Office 2010 Professional	
3	Anti Virus Software (TVD/ Norton/Any popular brand)	
4	Internet connection 0	

13 GUIDELINES FOR INSTRUCTORS AND ASSESSORS

1. Due care to be taken for proper & inclusive delivery among the batch. Some of the following method of delivery may be adopted:

- A) LECTURE
- B) LESSON
- C) DEMONSTRATION
- D) PRACTICE
- E) GROUP DISCUSSION
- F) DISCUSSION WITH PEER GROUP

3. Maximum utilization of latest form of training viz., audio visual aids, integration of IT, etc. May be adopted.

4. The total hours to be devoted against each topic may be decided with due diligence to safety & with prioritizing transfer of required skills.

5. Assessment may be based on following instructions:-

Sl. No.	Question on different aspect	Weightage in %age
1	Knowledge	15
2	Understanding	15
3	Practical Execution	70

1. Due weightage to be given to all the topics under the syllabus while assessing.

14. LIST OF TRADE COMMITTEE MEMBERS

Sector : Textile & Apparel			
Mentor Councils			
Sl. No.	Name of the member with Post (Shri /Smt/Ms)	Organisation	Position in SMC
1	<i>Mr. S. Venkatesh, Head HR & Admin</i>	<i>Raymond</i>	Member
2	<i>Mr. Sanjeev Mohanty Managing Director</i>	<i>Bennetton India Pvt. Ltd., Gurgaon</i>	Member
3	Mr. Animesh Saxena	Udyog Vihar Industries Association, Gurgaon B-40, Phase 5, Udyog Vihar Gurgaon-122017	Member
4	<i>Dr. Darlie Koshy Director General and CEO</i>	<i>LAM & ATDC Apparel Export Promotion Council Gurgaon</i>	Chairman
5	Mr. Arindam Das	National Institute of Fashion Technology, New Delhi	Member
6	Dr. Kushal Sen Professor	D/o Textile Technology IIT Delhi	Member
7	Mr. Bhattacharya. G HOD Textiles Department	Institute for Textile Technology, CHOUWAR	Member
8	<i>Ms. Poonam Thakur Professor & Academic Head</i>	<i>NIIFT, Mohali</i>	Member
9	Mr. L.N. Meena, Lecturer	<i>Arya Bhatt Polytechnic, Delhi</i>	Member
10	Mr. Prabhas Kashyap , General Manager- Planning & Production Co-ordination	Gokaldas Export Ltd., Bangalore	Member
11	Bishwanath Ganguly	Madura Fashion & Retail, Aditya Birla Centre for Retail Excellence (A B C R E)	Member
12	K.N. Chatterjee, HOD Fashion and Apparel Engineering	THE TECHNOLOGICAL INST. OF TEXTILE & SCIENCES, Bhiwani, Haryana, INDIA-127021.	Member

13	Tapas Kumar Adhikari, Sr. Manager	Reliance Industries Ltd.	Member
14	Vikas Verma, Asst. Vice President	Welspun India Ltd.	Member
15	Navjot Walia, Vice President	Maral Overseas Ltd., Noida	Member
16	Rajeev Mehani, Vice President	Vardhaman Textiles	Member
Mentor			
17	Mr.R.P. Dhingra, Director (P)	DGE&T	Mentor
Core Group			
Sl. No.	Name of the member with Designation (Shri /Smt/Ms)	Institute	Position in SMC
18	Mr. Haradhan Das, TO	CSTARI, Kolkata	Member
19	Mr. Subhankar Bhowmik, DPA Gr. B	NIMI, Chennai	NIMI Representative
20	Mr. Rajendra Kumar, JDT(WT)	DGE&T	Member
21	Ms. D. Shanthi, ADT	RVTI, Trivendrum	Member
22	Ms. Abha Rastogi, TO	RVTI, Panipat	Member
23	Ms. Chitra, TO	RVTI, Panipat	Member
24	Ms. Rinku Soni, TO	RVTI, Jaipur	Member
25	Ms. Babita, TO	NVTI, Noida	Member
26	Ms. Bhagyashree, TO	RVTI, Indore	Member
27	Mr. L. R. Ramesh Babu, TO	RVTI, Trivendrum	Member
28	Mr. S.S. Meena, TO	NVTI, Noida	Member
29	Mr. Bhavin Kumar M. Solanki	ITI, Jambughoda, Gujarat	Member