

QUALIFICATIONS PACK - OCCUPATIONAL STANDARDS FOR APPAREL MADE-UPS & HOME FURNISHING SECTOR



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What are Occupational Standards(OS)?

- OS describe what individuals need to do, know and understand in order to carry out a particular job role or function
- OS are performance standards that individuals must achieve when carrying out functions in the workplace, together with specifications of the underpinning knowledge and understanding

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Introduction

Qualifications Pack – Sewing Machine Operator (Aligned to Hearing Impairment and Locomotor Disability)

SECTOR: APPAREL, MADE-UP'S AND HOME FURNISHING

SUB-SECTOR: APPAREL

OCCUPATION: Stitching

REFERENCE ID: PWD/AMH/Q 0301

ALIGNED TO: NCO-2004 / 8263.10

Sewing Machine Operations involves stitching of components of garments together using a sewing machine. The role of a sewing machine operator is very critical to the industry as it enhances the quality of the product.

Brief Job Description: A Sewing Machine Operator, also called a 'Stitcher or Machinist' is an important job-role associated with Apparel sector. The primary responsibility of a machinist is to stitch/ sew fabric, fur, or synthetic materials to produce apparels.

Personal Attributes: A Sewing Machine Operator should have good eyesight, eye-hand-leg coordination, motor skills and vision (including near vision, distance vision, colour vision, peripheral vision, depth perception and ability to change focus).

Job Details	Qualifications Pack Code	AMH/Q0301		
	Job Role	Sewing Machine Operator		
	Credits (NSQF)	TBD	Version number	1.0
	Sector	Apparel, Made-Up's and Home Furnishing	Drafted on	01/03/14
	Sub-sector	Apparel	Last reviewed on	11/07/14
	Occupation	Stitching	Next review date	01/10/14
Job Role		Sewing Machine Operator		
Role Description		To sew fabric, fur or synthetic materials to produce apparels in garment industry		
NSQF level		4		
Minimum Educational Qualifications		Preferably Training on Sewing Operation		
Maximum Educational Qualifications				
Training (Suggested but not mandatory)		Training in sewing operations		
Minimum Job Entry Age		18 years		
Experience		Preferably 2 years of experience in woven & knits operations		
National Occupational Standards (NOS)		Compulsory: 1. AMH/N 0301 (Carry out stitching activities using machines or by hand) 2. AMH/N0302 Contribute to achieve product quality in stitching operations 3. AMH/N0102 Maintain work area, tools and machines 4. AMH/N0103Maintain health, safety and security at workplace 5. AMH/N0104 Comply with industry, regulatory and organizational requirements Optional: N/A		
Performance Criteria		As described in the relevant OS units		

Glossary of Key Terms

Table 1: Glossary of Key Terms

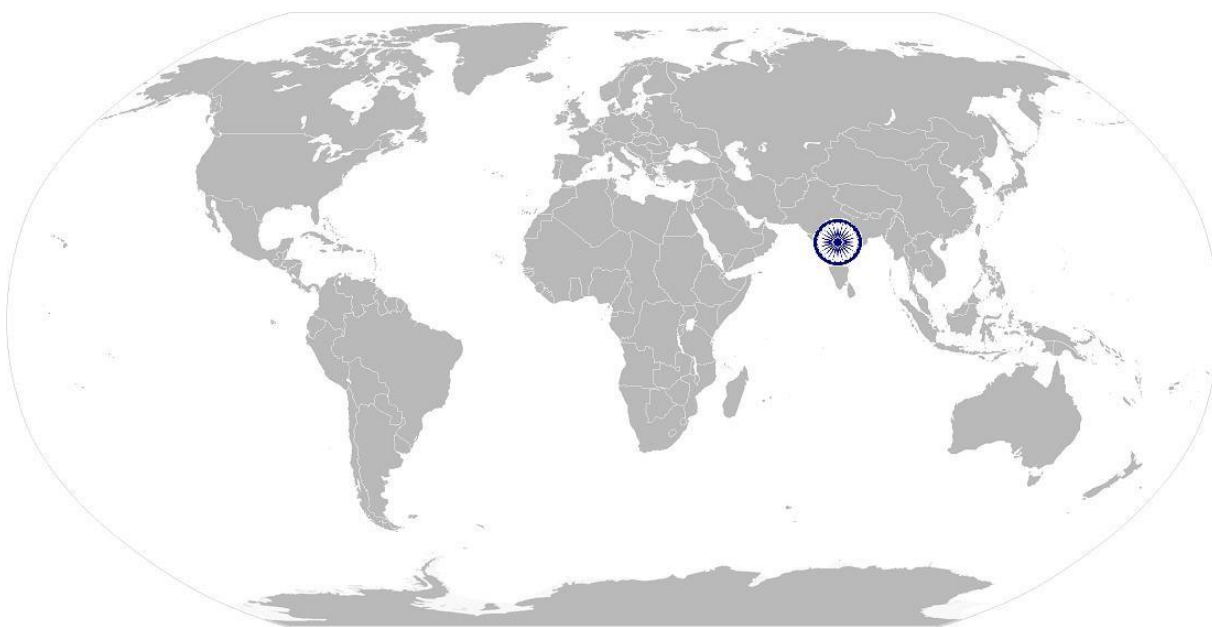
Definitions	Keywords /Terms	Description
	Sector	Sector is a conglomeration of different business operations having similar businesses and interests. It may also be defined as a distinct subset of the economy whose components share similar characteristics and interests.
	Sub-sector	Sub-sector is derived from a further breakdown based on the characteristics and interests of its components.
	Vertical	Vertical may exist within a sub-sector representing different domain areas or the client industries served by the industry.
	Occupation	Occupation is a set of job roles, which perform similar/related set of functions in an industry.
	Function	Function is an activity necessary for achieving the key purpose of the sector, occupation, or area of work, which can be carried out by a person or a group of persons. Functions are identified through functional analysis and form the basis of OS.
	Sub-functions	Sub-functions are sub-activities essential to fulfill the achieving the objectives of the function.
	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 they need to meet that standard consistently. Occupational Standards are applicable both in the Indian and global contexts.
	Performance Criteria	Performance Criteria 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 Code	Qualifications Pack Code is a unique reference code that identifies a qualifications pack.
	Qualifications Pack(QP)	Qualifications Pack comprises the set of OS, together with the educational, training and other criteria required to perform a job role. A Qualifications Pack is assigned a unique qualification pack code.
	Unit Code	Unit Code is a unique identifier for an OS unit, which can be denoted with either an 'O' or 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 the 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 the quality of performance required.
Knowledge and Understanding	Knowledge and Understanding are statements which together specify the technical, generic, professional and organizational specific knowledge that an individual need in order to perform to the required standard.
Organizational Context	Organizational Context includes the way the organization is structured and how it operates, including the extent of operative knowledge managers have of their relevant areas of responsibility.
Technical Knowledge	Technical Knowledge is the specific knowledge needed to accomplish specific designated responsibilities.
Core Skills/Generic Skills	Core Skills or Generic Skills are a group of skills that are key to learning and working 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.
Helpdesk	Helpdesk is an entity to which the customers will report their IT problems. IT Service Helpdesk Attendant is responsible for managing the helpdesk.
Keywords /Terms	Description
SSC	Sector Skill Council
OS	Occupational Standard(s)
NOS	National Occupational Standard(s)
QP	Qualifications Pack
UGC	University Grants Commission
MHRD	Ministry of Human Resource Development
MoLE	Ministry of Labor and Employment
NVEQF	National Vocational Education Qualifications Framework
NVQF	National Vocational Qualifications Framework

Acronyms

AMH/N 0301 Carry out stitching activities using machine or by hand

National Occupational Standard



Overview

This unit provides Performance Criteria, Knowledge & Understanding and Skills & Abilities required to stitch components using machines or by hand.

AMH/N 0301 Carry out stitching activities using machine or by hand

National Occupational Standard	Unit Code	AMH/N 0301
	Unit Title (Task)	Carry out stitching activities using machine or by hand
	Description	This unit provides Performance Criteria, Knowledge & Understanding and Skills & Abilities required to stitch components using machines or by hand.
	Scope	<p>This unit/task covers the following:</p> <ul style="list-style-type: none"> • Prepare for stitching operations • Stitch components to produce apparels
	Performance Criteria (PC) w.r.t. the Scope	
	Elements	Performance Criteria
	Prepare for stitching operations	<p>To be competent, the user/individual on the job must be able to: PC1. Make sure the work area is free from hazards</p> <p>PC2. Follow the instructions on the work ticket/ job card in line with the responsibilities of respective job role</p> <p>PC3. Ask questions to obtain more information on tasks when the instructions you have are unclear</p> <p>PC4. Agree and review your agreed upon work targets with your supervisor and check for special instructions, if any</p> <p>PC5. Use the correct tools and equipment</p> <p>PC6. Check that equipment is safe and set up in readiness for use</p> <p>PC7. Select the correct component parts for the style being worked on PC8. Check that the materials to be used are free from faults</p> <p>PC9. Ensure the materials used meet the specification matching</p> <ul style="list-style-type: none"> • Within a product • Between a pair of products where applicable • <p>PC10. Carry out test sews</p> <p>PC11. Check needles, awls and threads regularly</p> <p>PC12. Check if fabric / Component is correctly marked and pieces cut as required</p> <p>PC13. Fabric pieces and linings are pinned or sewn together as required, and appropriately hung in readiness for assembly.</p> <p>PC14. Report faults in the materials</p> <p>PC15. Conform to company quality standards</p> <p>PC16. Report any damaged work to the responsible person</p> <p>PC17. Follow company reporting procedures about defective tools and machines which affect work and report risks/ problems likely to affect services to the relevant person promptly and accurately</p> <p>PC18. Sort and place work to assist the next stage of production and minimize the risk of damage</p> <p>PC19. Leave work area safe and secure when work is complete PC20.</p> <p>PC20. Complete forms, records and other documentation</p>

AMH/N 0301 Carry out stitching activities using machine or by hand

<p>Stitch components to produce apparels</p>	<p>PC21. Examine the specific item to identify what type of stitching is best suited</p> <p>PC22. Estimate the expected length of time for the process role</p> <p>PC. Use needle & thread to carry out Running stitch on a given material as per the given specifications & quality standards</p> <p>PC23. Set up machine (Apparel Sewing machine) according to manufacturer's instructions and production requirements</p> <p>PC24. Set machine controls for the materials being stitched</p> <p>PC25. Cut the thread appropriately</p> <p>PC26. Thread the needle in the machine and adjust the needle as per the requirements</p> <p>PC27. Perform a test run to ensure machine is operating correctly</p> <p>PC28. Report defective machines, tools and/or equipment to the responsible person</p> <p>PC29. Operate machines safely and in accordance with guidelines</p> <p>PC30. Optimize the positioning and layout of materials to ensure as smooth and rapid throughput</p> <p>PC31. Check the equipment prior to making the stitching, including:</p> <ol style="list-style-type: none"> Correct tools Correct attachments Changing needles Changing threads Changing awls Correct timing <p>PC32. Stitch the correct materials in the right sequence as required by the production specification</p> <p>PC33. Ensure stitched product conforms to shape and size requirement</p> <p>PC34. Ensure stitched products meets specification in terms of labels and trimmings</p> <p>PC35. Inspect stitched products against specifications Inspect stitched products against specifications</p> <p>PC36. Identify mark and place rejects in the designated locations</p> <p>PC37. Carry out alterations to meet customer requirements</p> <p>PC38. Pass the stitched item to the next stage in the manufacturing process after validation</p> <p>PC39. Respond accordingly where stitched items do not meet production specification</p> <p>PC40. Minimize and dispose the waste materials in the approved manner</p> <p>PC41. Seek feedback from team mates on work related performance</p> <p>PC42. Check with in charge /others when unsure of new product details</p> <p>PC43. Clean and make safe machines after use</p> <p>PC44. Carry out basic maintenance of own machines</p> <p>PC45. Report risks/ problems likely to affect services to the relevant person promptly and accurately</p> <p>PC46. Carry out Operations at a rate which maintains workflow and meets production targets</p>
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AMH/N 0301 Carry out stitching activities using machine or by hand

Knowledge and Understanding (K)	
A. Organizational Context (Knowledge of the company / organization and its processes)	<p>The user/individual on the job needs to know and understand:</p> <p>KA1. The organization's policies and procedures</p> <p>KA2. Responsibilities under health, safety and environmental legislation</p> <p>KA3. Guidelines for storage and disposal of waste materials</p> <p>KA4. Potential hazards associated with the machines and the safety precautions that must be taken</p> <p>KA5. Protocol to obtain more information on work related tasks</p> <p>KA6. Contact person in case of queries on procedure or products and for resolving issues related to defective machines, tools and/or equipment</p> <p>KA7. Details of the various job roles and responsibilities</p> <p>KA8. Documentation and reporting formats</p> <p>KA9. Work target and review mechanism with your supervisor</p> <p>KA10. Protocol and format for reporting work related risks/ problems</p> <p>KA11. Method of obtaining/ giving feedback related to performance</p> <p>KA12. Importance of team work and harmonious working relationships</p> <p>KA13. Process for offering/ obtaining work related assistance</p>
B. Technical Knowledge	<p>The user/individual on the job needs to know and understand:</p> <p>KB1. Knowledge of fabrics/apparels and garments and types of fabrics/apparels that require stitching by hand or machine stitching</p> <p>KB2. Use of specification chart</p> <p>KB3. Range of techniques most suited to the different types of apparel</p> <p>KB4. Different apparels and their parts</p> <p>KB5. Sources of updates on apparels and other related areas</p> <p>KB6. Common factors affect stitching</p> <p>KB7. Different types of needles</p> <p>KB8. Broken needle procedure</p> <p>KB9. Thread thickness, shade and sizes and parts of needles</p> <p>KB10. Setting up and adjusting machine controls</p> <p>KB11. Procedures to set the stitch size</p> <p>KB12. The importance of machine, needle, foot needle guard and spool checks</p> <p>KB13. Knowledge about adjusting the top tension</p> <p>KB14. Knowledge of attachments used on the M/C</p> <p>KB15. Increase and decrease the foot pressure as applicable</p> <p>KB16. Knowledge of bobbins and its part and procedures to adjust bobbins</p> <p>KB17. Procedures to use bobbin winder</p> <p>KB18. Knowledge to use treadle</p> <p>KB19. The typical faults of stitching machines and methods to rectify them</p> <p>KB20. The actions to take in the event of a machine ceasing to function correctly</p> <p>KB21. Common hazards in the work area and workplace procedures for dealing with them</p> <p>KB22. The main pieces of equipment needed to stitch the item and their capabilities</p> <p>KB23. The characteristics of the materials and how they differ</p> <p>KB24. Knowledge about garment parts (pockets, fronts, backs, collars, cuffs, sleeves,</p>

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	<p>etc.)</p> <p>KB25. Assembling different garment parts to make the final product</p> <p>KB26. The problems encountered when stitching different types of apparels</p> <p>KB27. Different types of defects</p> <p>KB28. Knowledge of the sewing machine parts and its application</p> <p>KB29. Maintenance, adjustment and replacement of worn parts on the machines required for different types of attachment</p> <p>KB30. The manufacturer's instructions for setting up, adjusting and operating the equipment</p> <p>KB31. The manufacturer's specifications and instructions for maintenance of equipment</p> <p>KB32. Method of sharing domain related information with team members</p> <p>KB33. Safety precautions to be taken when stitching</p>
Skills (S)	
A. Core Skills/ Generic Skills	Writing Skills
	<p>The user/ individual on the job needs to know and understand how to:</p> <p>SA1. Write in English/ local language as applicable</p> <p>SA2. Fill up appropriate technical forms, process charts, activity logs in the prescribed format of the company</p>
	Reading Skills
	<p>The user/ individual on the job needs to know and understand how to:</p> <p>SA3. Read English/ local language as applicable</p> <p>SA4. Read and understand manuals, health and safety instructions, memos, reports, job cards etc.</p>
	Oral Communication (Listening and Speaking Skills)
	<p>The user/ individual on the job needs to know and understand how to:</p> <p>SA5. Listen actively</p> <p>SA6. Communicate effectively with supervisors, managers, etc</p>
B. Professional Skills	Decision Making
	<p>The user/ individual on the job needs to know and understand how to:</p> <p>SB1. Analyze the defects and the procedure for dealing with it</p> <p>SB2. Take appropriate actions in terms of any deviations from the process</p>
	Plan and Organize
	<p>The user/ individual on the job needs to know and understand how to:</p> <p>SB3. Plan and set the targets along with the supervisors and the co workers</p> <p>SB4. Organize tools and equipment to be used</p> <p>SB5. Plan for placing the different components in an organized manner on a daily basis</p> <p>SB6. Set targets to produce requisite batch of stitched components/garments</p>
	Customer Centricity

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	The user/ individual on the job needs to know and understand how to: SB7. Ensure all customer needs are assessed and every effort is made to provide satisfactory service
	Problem Solving
	The user/ individual on the job needs to know and understand how to: SB9. Clarify instructions given by the supervisors SB10. Identify possible defects with the products SB11. Review the defects and take appropriate actions to rectify them SB12. Report to the authority if problems cannot be rectified
	Analytical Thinking
	The user/ individual on the job needs to know and understand how to: SB13. Diagnose common problems in the machine based on visual inspection
	Critical Thinking
	The user/ individual on the job needs to know and understand how to: SB14. Assess and control the quality standards of the product as per customer standards SB15. Analyze, evaluate and apply the information gathered from observation, experience, reasoning, or communication to act efficiently

AMH/N 0301 Carry out stitching activities using machine or by hand

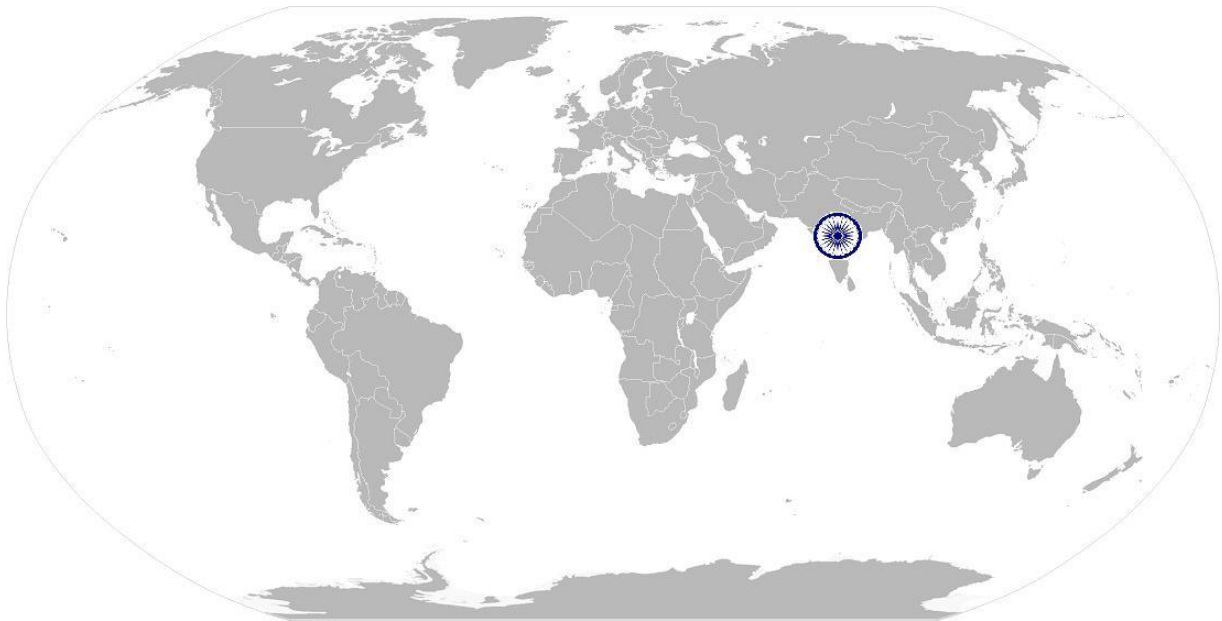
NOS Version Control

NOS Code	AMH/N0301		
Credits (NSQF) [OPTIONAL]	TBD	Version number	1.0
Industry	Apparel, Made-Up's and Home Furnishing	Drafted on	01/03/14
Industry Sub-sector	Apparel	Last reviewed on	11/07/14
Occupation	Stitching	Next review date	18/06/15



AMH/N0302 Contribute to achieve product quality in stitching operations

National Occupational Standard



Overview

This unit provides Performance Criteria, Knowledge & Understanding and Skills & Abilities required to monitor the quality of the production while undertaking stitching related activities to ensure products meet specifications.

AMH/N0302 Contribute to achieve product quality in stitching operations

National Occupational Standard	Unit Code	AMH/N0302
	Unit Title (Task)	Contribute to achieve product quality in stitching operations
	Description	This unit provides Performance Criteria, Knowledge & Understanding and Skills & Abilities required to monitor the quality of the production while undertaking stitching related activities to ensure products meet specifications.
	Scope	<p>This unit/task covers the following:</p> <ul style="list-style-type: none"> Contribute to achieving the product quality in stitching operations
	Performance Criteria (PC) w.r.t. the Scope	
	Element	Performance Criteria
	Contribute to achieving the product quality in stitching operations	<p>To be competent, the user/individual on the job must be able to:</p> <p>PC1. Identify and use materials required based on the job card/ work ticket</p> <p>PC2. Take the necessary action when materials do not conform to company quality standards</p> <p>PC3. Report and replace identified faulty materials and component parts which do not meet specification</p> <p>PC4. Identify modifiable defects and rework on them</p> <p>PC5. Carry out work safely and at a rate which maintains work flow</p> <p>PC6. Report to the responsible person when the work flow of other production areas disrupts work</p> <p>PC7. Test, sort, track feed and examine work in progress</p> <p>PC8. Carry out quality checks at specified intervals according to instructions</p> <p>PC9. Apply the allowed tolerances</p> <p>PC10. Identify faults and take appropriate action for rectification</p> <p>PC11. Make adjustments promptly to return product to specification</p> <p>PC12. Fault-find materials and components for creased, stained, damage and incorrectly made-up component parts</p> <p>PC13. Report faults in other processes to the appropriate person</p> <p>PC14. Maintain the required productivity and quality levels</p> <p>PC15. Complete and maintain documentation</p>
	Knowledge and Understanding (K)	
	A. Organizational Context (Knowledge of the company / organization and its processes)	<p>The user/individual on the job needs to know and understand:</p> <p>KA1. Safe working practices and organizational procedures</p> <p>KA2. The organization's procedures and guidelines</p> <p>KA3. Quality systems and sewing processes practiced in the organization</p> <p>KA4. Equipment operating procedures / manufacturer's instructions</p> <p>KA5. Types of problems with quality and how to report them to appropriate people</p> <p>KA6. Methods to present any ideas for improvement to line manager</p> <p>KA7. The importance of complying with written instructions</p> <p>KA8. Limits of personal responsibility</p> <p>KA9. Reporting procedure in case of faults in own/ other processes</p> <p>KA10. Importance of documentation</p>

AMH/N0302 Contribute to achieve product quality in stitching operations

B. Technical Knowledge	<p>The user/individual on the job needs to know and understand:</p> <p>KB1. Different types of faults that are likely to be found and how to put them right</p> <p>KB2. Different techniques and methods used to detect faults</p> <p>KB3. Consequences of stitching components out of sequence and how to prevent it occurring</p> <p>KB4. Types of seams/hems/finish used and purposes they serve</p> <p>KB5. Effect of seams/hems not sewn to specifications</p> <p>KB6. Types of faults which may occur, how they are identified and methods to deal with it</p> <p>KB7. Different types of defects</p> <p>KB8. Reasons for keeping stitched items out of contamination</p> <p>KB9. The importance of marking and segregating rejects</p> <p>KB10. Inspect stitched products against specifications</p> <p>KB11. Identify mark and place rejects in the designated locations</p> <p>KB12. Carry out alterations to meet customer requirements</p> <p>KB13. Appropriate inspection methods that can be used</p> <p>KB14. Acceptable solutions for particular faults</p> <p>KB15. The consequences of not rectifying problems</p> <p>KB16. The types of adjustments suitable for specific types of faults</p> <p>KB17. Own responsibilities at work during production</p> <p>KB18. Own quality and production targets and the effect of not meeting these on self and/or the</p>
Skills (S)	
A. Core Skills/ Generic Skills	Writing Skills
	<p>The user/ individual on the job needs to know and understand how to:</p> <p>SA1. Write in English/ local language as applicable</p> <p>SA2. Fill up appropriate technical forms, process charts, activity logs in the prescribed format of the company</p>
	Reading Skills
	<p>The user/ individual on the job needs to know and understand how to:</p> <p>SA3. Read English/ local language as applicable</p> <p>SA4. Read and understand manuals, health and safety instructions, memos, reports, job cards etc.</p>
	Oral Communication (Listening and Speaking Skills)
	<p>The user/ individual on the job needs to know and understand how to:</p> <p>SA5. Listen actively</p> <p>SA6. Communicate effectively with supervisors, managers, etc.</p>
B. Professional Skills	Decision Making
	<p>The user/ individual on the job needs to know and understand how to:</p> <p>SB1. Analyze the defects and the procedure for dealing with it</p> <p>SB2. Take appropriate actions in terms of any deviations from the process</p>
	Plan and Organize

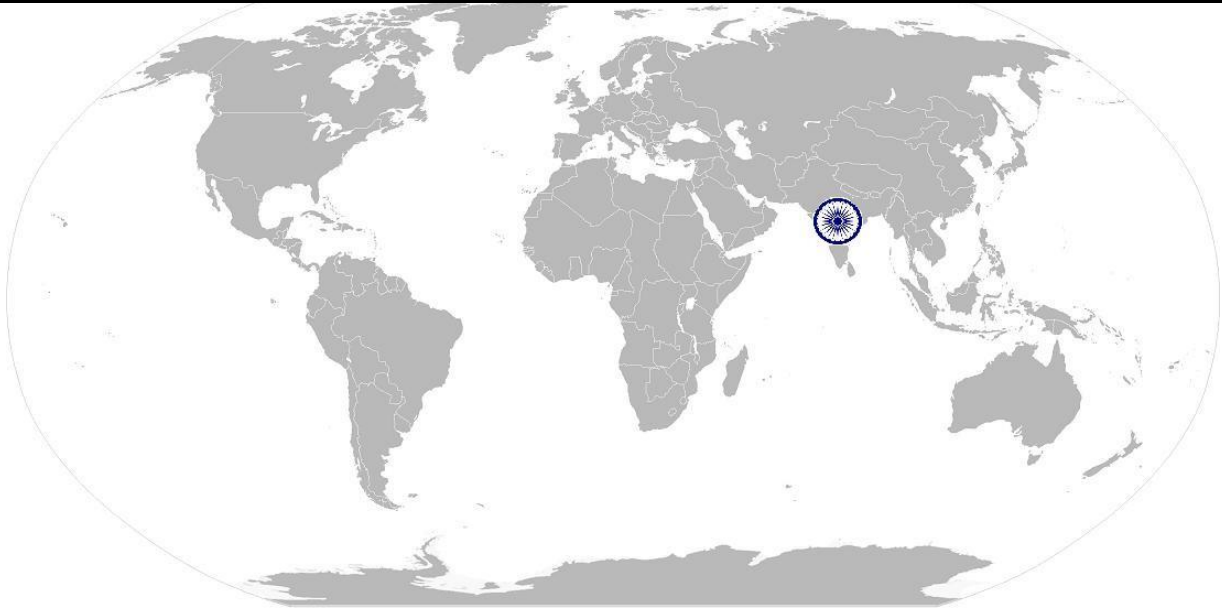
AMH/N0302 Contribute to achieve product quality in stitching operations

	<p>The user/ individual on the job needs to know and understand how to:</p> <p>SB3. Plan and set the targets along with the supervisors and the coworkers</p> <p>SB4. Organize tools and equipment to be used</p> <p>SB5. Plan for placing the different components in an organized manner on a daily basis</p> <p>SB6. Set targets to produce requisite batch of stitched components/ Garments</p>
	<p>Customer Centricity</p> <p>The user/ individual on the job needs to know and understand how to:</p> <p>SB7. Ensure all customer needs are assessed and every effort is made to provide satisfactory service</p> <p>SB8. Evaluate and stitch components as per client specifications</p>
	<p>Problem Solving</p> <p>The user/ individual on the job needs to know and understand how to:</p> <p>SB9. Clarify instructions given by the supervisors</p> <p>SB10. Identify possible defects with the products</p> <p>SB11. Review the defects and take appropriate actions to rectify them</p> <p>SB12. Report to the authority if problems cannot be rectified</p>
	<p>Analytical Thinking</p> <p>The user/ individual on the job needs to know and understand how to:</p> <p>SB13. Diagnose common problems in the machine based on visual inspection</p>
	<p>Critical Thinking</p> <p>The user/ individual on the job needs to know and understand how to:</p> <p>SB14. Assess and control the quality standards of the product as per customer standards</p> <p>SB15. Analyze, evaluate and apply the information gathered from observation, experience, reasoning, or communication to act efficiently</p>

AMH/N0302 Contribute to achieve product quality in stitching operations

NOS Version Control

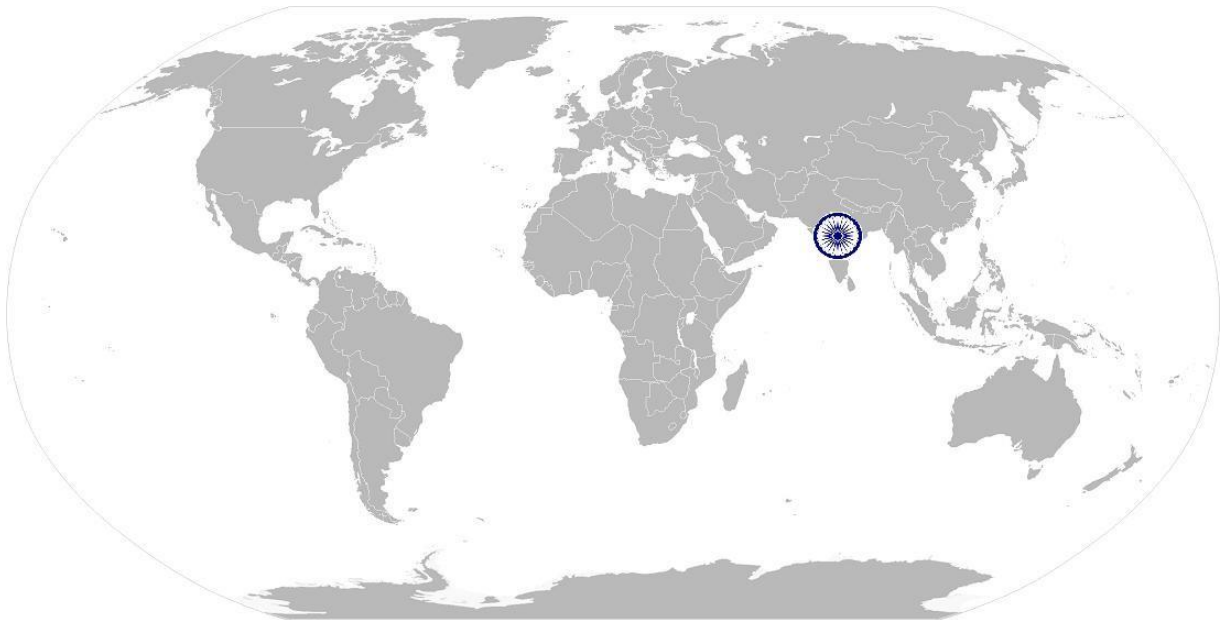
NOS Code	AMH/N0302		
Credits (NSQF) [OPTIONAL]	TBD	Version number	1.0
Industry	Apparel, Made-Up's and Home Furnishing	Drafted on	01/03/14
Industry Sub-sector	Apparel	Last reviewed on	11/07/14
Occupation	Stitching	Next review date	18/06/15



AMH/N 0102

Maintain work area, tools and machine

National Occupational Standard



Overview

This unit provides Performance Criteria, Knowledge & Understanding and Skills & Abilities required to organize/ maintain work areas and activities to ensure tools and machines are maintained as per norms

AMH/N 0102

Maintain work area, tools and machine

National Occupational Standard	Unit Code	AMH/N0102
	Unit Title (Task)	Maintain work area, tools and machines
	Description	This unit provides Performance Criteria, Knowledge & Understanding and Skills & Abilities required to organize/ maintain work areas and activities to ensure tools and machines are maintained as per norms
	Scope	<p>This unit/task covers the following:</p> <ul style="list-style-type: none"> Maintain the work area, tools and machines
	Performance Criteria (PC) w.r.t the Scope	
	Elements	Performance Criteria
	Maintain the work area, tools and machines	<p>To be competent, the user/individual on the job must be able to:</p> <p>PC1. Handle materials, machinery, equipment and tools safely and correctly</p> <p>PC2. Use correct lifting and handling procedures</p> <p>PC3. Use materials to minimize waste</p> <p>PC4. Maintain a clean and hazard free working area</p> <p>PC5. Maintain tools and equipment</p> <p>PC6. Carry out running maintenance within agreed schedules</p> <p>PC7. Carry out maintenance and/or cleaning within one's responsibility</p> <p>PC8. Report unsafe equipment and other dangerous occurrences</p> <p>PC9. Ensure that the correct machine guards are in place</p> <p>PC10. Work in a comfortable position with the correct posture</p> <p>PC11. Use cleaning equipment and methods appropriate for the work to be carried out</p> <p>PC12. Dispose of waste safely in the designated location</p> <p>PC13. Store cleaning equipment safely after use</p> <p>PC14. Carry out cleaning according to schedules and limits of responsibility</p>
	Knowledge and Understanding (K) w.r.t. the Scope	
	Elements	Knowledge and Understanding
	A. Organizational Context (Knowledge of the company / organization and its processes)	<p>The user/individual on the job needs to know and understand:</p> <p>KA1. Safe working practices and organizational procedures</p> <p>KA2. The organization's procedures and guidelines</p> <p>KA3. Quality systems and machine embroidery processes practiced in the organization</p> <p>KA4. Equipment operating procedures / manufacturer's instructions</p> <p>KA5. Types of problems with quality and how to report them to appropriate people</p> <p>KA6. Methods to present any ideas for improvement to line manager</p> <p>KA7. The importance of complying with written instructions</p>

AMH/N 0102

Maintain work area, tools and machine

B. Technical Knowledge	<p>The user/individual on the job needs to know and understand:</p> <p>KB1. Work instructions and specifications and interpret them accurately</p> <p>KB2. Method to make use of the information detailed in specifications and instructions</p> <p>KB3. Relation between work role and the overall manufacturing process</p> <p>KB4. The importance of taking action when problems are identified</p> <p>KB5. Different ways of minimizing waste</p> <p>KB6. The importance of running maintenance and regular cleaning</p> <p>KB7. Effects of contamination on products i.e. Machine oil, dirt</p> <p>KB8. Common faults with equipment and the method to rectify</p> <p>KB9. Maintenance procedures</p> <p>KB10. Hazards likely to be encountered when conducting routine maintenance</p> <p>KB11. Different types of cleaning equipment and substances and their use</p> <p>KB12. Safe working practices for cleaning and the method of carrying them out</p>
Skills (S) w.r.t the Scope	
Elements	Skills
A. Core Skills / Generic Skills	Writing Skills
	<p>The user/ individual on the job needs to know and understand how to:</p> <p>SA1. Write and document appropriate technical forms, job cards, inspection sheets as required format of the company</p>
	Reading Skills
	<p>The user/ individual on the job needs to know and understand how to:</p> <p>SA2. Read and comprehend basic English to read and interpret indicators in the machine and operating manuals, job cards, visual cards</p> <p>SA3. Read and understand manuals, health and safety instructions, memos, reports, job cards etc.</p>
	Oral Communication (Listening and Speaking Skills)
	<p>The user/ individual on the job needs to know and understand how to:</p> <p>SA4. Speak and communicate effectively to peers and supervisors</p> <p>SA5. Give clear instructions to co-workers, subordinates others</p> <p>SA6. Use correct technical term while interacting with supervisor</p>
B. Professional Skills	Decision Making
	<p>The user/ individual on the job needs to know and understand how to:</p> <p>SB1. Take appropriate decisions regarding to responsibilities</p> <p>SB2. Assess for any damage/faulty component in the concerned machinery and take action accordingly</p> <p>SB3. Evaluate the decision and conduct basic trouble shooting</p>
	Plan and Organize

AMH/N 0102

Maintain work area, tools and machine

	<p>The user/ individual on the job needs to know and understand how to:</p> <p>SB4. Plan and manage work routine based on company procedure</p> <p>SB5. Work with supervisors/ team mates to carry out work related tasks</p> <p>SB6. Plan for cleaning and lubricating the concerned machinery daily</p> <p>SB7. Plan for cleaning the concerned tools and workplace daily before and after operations</p>
	Customer Centricity
	<p>The user/ individual on the job needs to know and understand how to:</p> <p>SB8. Ensure and follow organizational procedures pertaining to health and safety are followed</p>
	Problem Solving
	<p>The user/ individual on the job needs to know and understand how to:</p> <p>SB9. Solve operational role related issues</p>
	Analytical Thinking
	<p>The user/ individual on the job needs to know and understand how to:</p> <p>SB10. Diagnose common problems in the machine based on visual inspection, sound, temperature etc.</p>
	Critical Thinking
	<p>The user/ individual on the job needs to know and understand how to:</p> <p>SB11. Analyze, evaluate and apply the information gathered from observation, experience, reasoning, or communication to act efficiently</p>

AMH/N 0102

Maintain work area, tools and machine

NOS Version Control

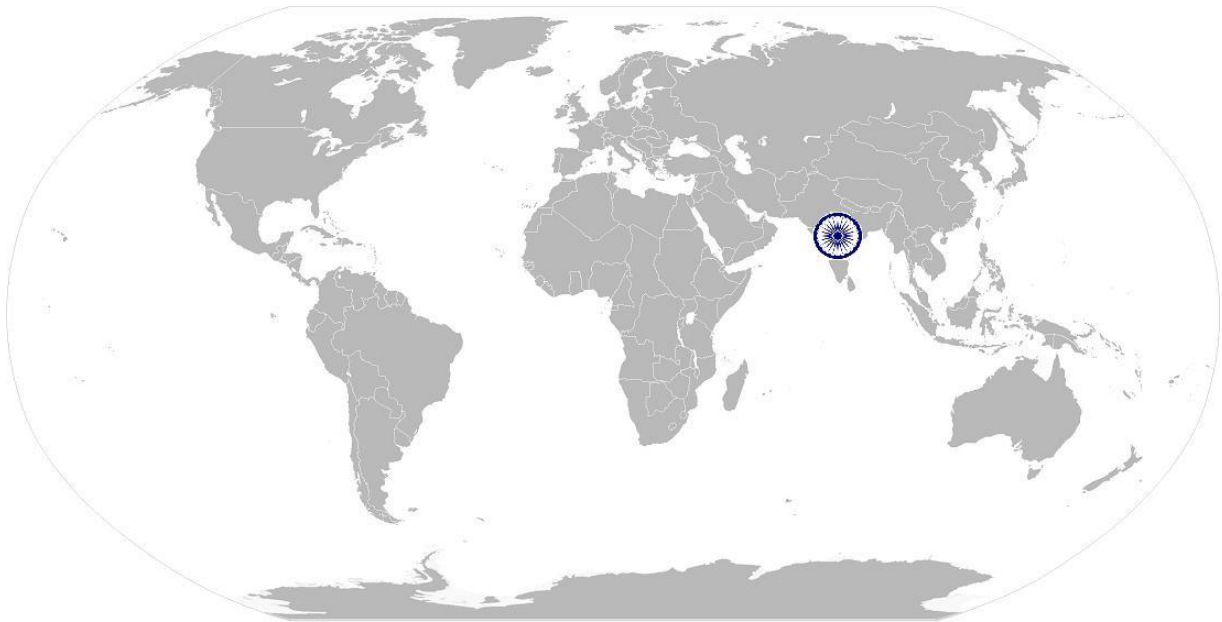
NOS Code	AMH/N0102		
Credits (NSQF) [OPTIONAL]	TBD	Version number	1.0
Industry	Apparel, Made-Up's and Home Furnishing	Drafted on	01/03/14
Industry Sub-sector	Apparel	Last reviewed on	11/07/14
Occupation	Stitching	Next review date	18/06/15



AMH/N 0103

Maintain health, safety and security at workplace

National Occupational Standard



Overview

This unit provides Performance Criteria, Knowledge & Understanding and Skills & Abilities required to comply with health, safety and security requirements at the workplace and covers procedures to prevent, control and minimize risk to self and others.

AMH/N 0103

Maintain health, safety and security at workplace

National Occupational Standard	Unit Code	AMH/N0103
	Unit Title (Task)	Maintain work area and tools
	Description	This unit provides Performance Criteria, Knowledge & Understanding and Skills & Abilities required to comply with health, safety and security requirements at the workplace and covers procedures to prevent, control and minimize risk to self and others.
	Scope	This unit/task covers the following: Comply with health, safety and security requirements at work
	Performance Criteria (PC) w.r.t the Scope	
	Elements	Performance Criteria
	Comply with health, safety and security requirements at work	<p>To be competent, the user/individual on the job must be able to:</p> <p>PC1. Comply with health and safety related instructions applicable to the workplace</p> <p>PC2. Use and maintain personal protective equipment as per protocol</p> <p>PC3. Carry out own activities in line with approved guidelines and procedures</p> <p>PC4. Maintain a healthy lifestyle and guard against dependency on intoxicants</p> <p>PC5. Follow environment management system related procedures</p> <p>PC6. Identify and correct (if possible) malfunctions in machinery and equipment</p> <p>PC7. Report any service malfunctions that cannot be rectified</p> <p>PC8. Store materials and equipment in line with manufacturer's and organizational requirements</p> <p>PC9. Safely handle and move waste and debris</p> <p>PC10. Minimize health and safety risks to self and others due to own actions</p> <p>PC11. Seek clarifications, from supervisors or other authorized personnel in case of perceived risks</p> <p>PC12. Monitor the workplace and work processes for potential risks and threats</p> <p>PC13. Carry out periodic walk-through to keep work area free from hazards and obstructions, if assigned</p> <p>PC14. Report hazards and potential risks/ threats to supervisors or other authorized personnel</p> <p>PC15. Participate in mock drills/ evacuation procedures organized at the workplace</p> <p>PC16. Undertake first aid, fire-fighting and emergency response training, if asked to do so</p> <p>PC17. Take action based on instructions in the event of fire, emergencies or accidents</p> <p>PC18. Follow organization procedures for shutdown and evacuation when required</p>
	Knowledge and Understanding (K) w.r.t. the Scope	

AMH/N 0103

Maintain health, safety and security at workplace

<p>A. Organizational Context (Knowledge of the company / organization and its processes)</p>	<p>The user/individual on the job needs to know and understand:</p> <p>KA1. Health and safety related practices applicable at the workplace</p> <p>KA2. Potential hazards, risks and threats based on nature of operations</p> <p>KA3. Organizational procedures for safe handling of equipment and machine operations</p> <p>KA4. Potential risks due to own actions and methods to minimize these</p> <p>KA5. Environmental management system related procedures at the workplace</p> <p>KA6. Layout of the plant and details of emergency exits, escape routes, emergency equipment and assembly points</p> <p>KA7. Potential accidents and emergencies and response to these scenarios</p> <p>KA8. Reporting protocol and documentation required</p> <p>KA9. Details of personnel trained in first aid, fire-fighting and emergency response</p> <p>KA10. Actions to take in the event of a mock drills/ evacuation procedures or actual accident, emergency or fire</p>
<p>B. Technical Knowledge</p>	<p>The user/individual on the job needs to know and understand:</p> <p>KB1. Occupational health and safety risks and methods</p> <p>KB2. Personal protective equipment and method of use</p> <p>KB3. Identification, handling and storage of hazardous substances</p> <p>KB4. Proper disposal system for waste and by-products</p> <p>KB5. Signage related to health and safety and their meaning</p> <p>KB6. Importance of sound health, hygiene and good habits</p> <p>KB7. Ill-effects of alcohol, tobacco and drugs</p>

AMH/N 0103

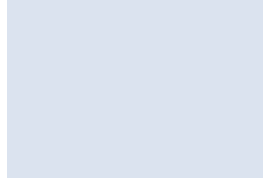
Maintain health, safety and security at workplace

Skills (S) w.r.t the Scope	
Elements	Skills
A. Core Skills / Generic Skills	Writing Skills
	The user/ individual on the job needs to know and understand how to: SA1. Document and report any health and safety related incidents/ accidents
	Reading Skills
	The user/ individual on the job needs to know and understand how to: SA2. Read and comprehend manuals of operations SA3. Read all organizational and equipment related health and safety manuals and documents SA4. Read instructions, guidelines/procedures/rules related to the worksite and machine operations
	Oral Communication (Listening and Speaking Skills)
	The user/ individual on the job needs to know and understand how to: SA5. Give clear instructions to co-workers, subordinates and other personnel SA6. Use correct technical terms while interacting with supervisor
B. Professional Skills	Decision Making
	The user/ individual on the job needs to know and understand how to: SB1. Make an appropriate timely decision in responding to emergencies/accidents in line with organization SB2. Evaluate and use correct PPE and other safety gear while at the
	Plan and Organize
	The user/ individual on the job needs to know and understand how to: SB3. Work with supervisors/ team mates to carry out work related tasks SB4. Plan work according to the required schedule SB5. Keep work area free from potential hazards
	Customer Centricity
	The user/ individual on the job needs to know and understand how to: SB6. Ensure and follow organizational procedures pertaining to health and safety are followed
	Problem Solving
	The user/ individual on the job needs to know and understand how to: SB7. Take appropriate actions during emergencies, accidents or fire at the workplace SB8. Resolve issues pertaining to malfunctions in machineries and report if required
	Analytical Thinking

AMH/N 0103

Maintain health, safety and security at workplace

	The user/ individual on the job needs to know and understand how to: SB9. Identify emergency situations SB10. Identify cause effect relationship for the emergencies
	Critical Thinking
	The user/ individual on the job needs to know and understand how to: SB11. Analyze, evaluate and apply the information gathered from observation, experience, reasoning, or communication to act efficiently

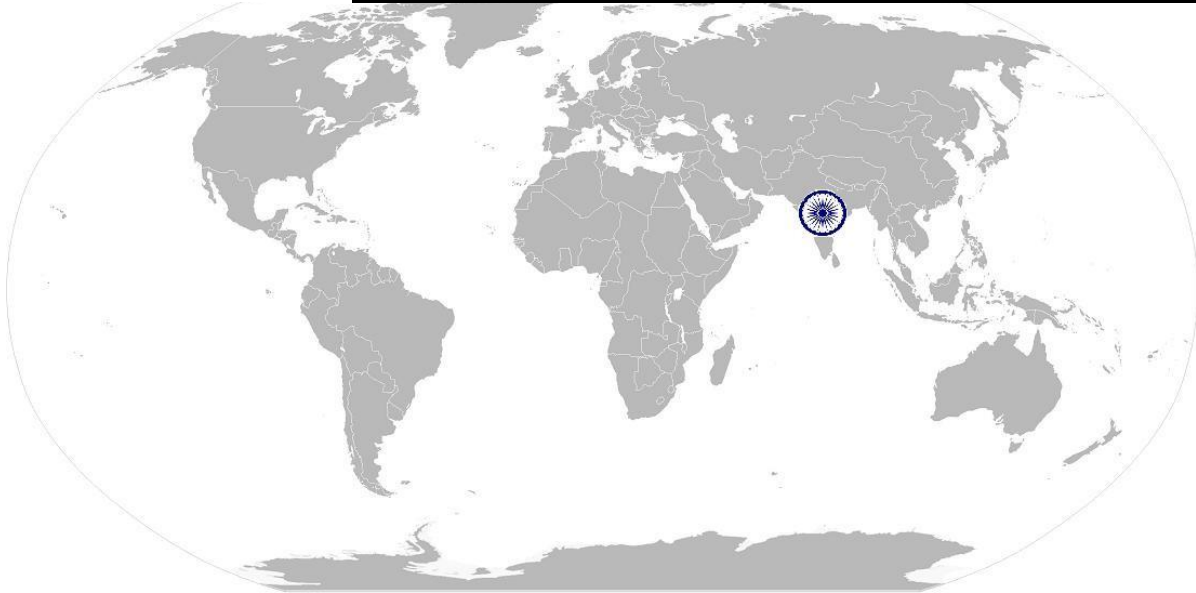


AMH/N 0103

Maintain health, safety and security at workplace

NOS Version Control

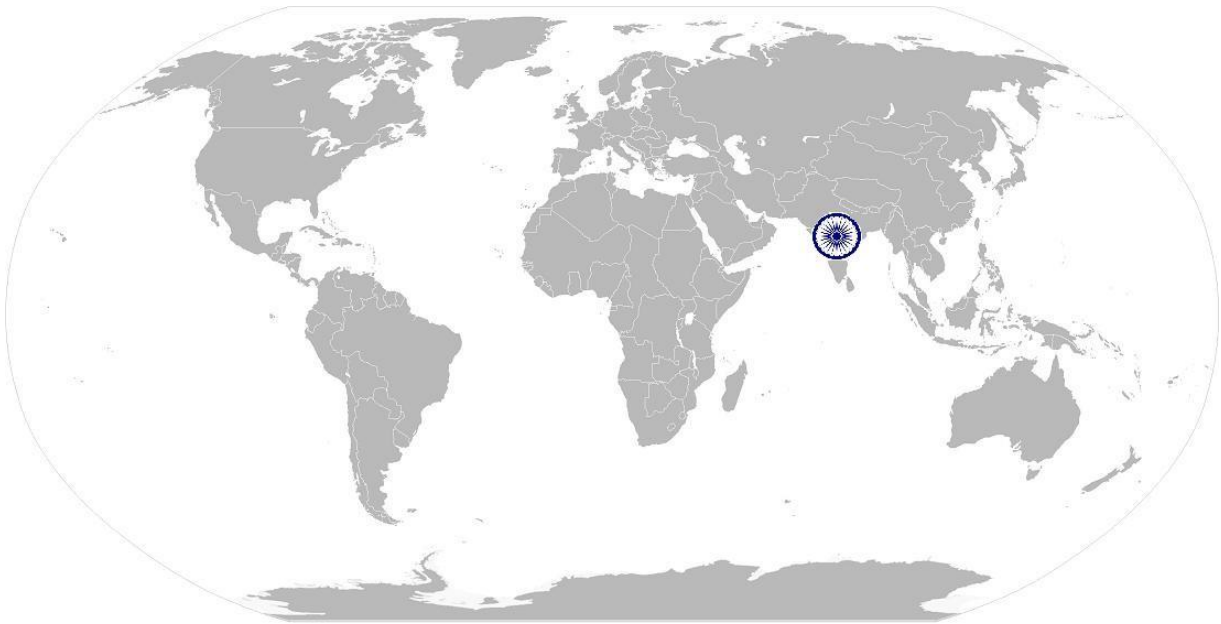
NOS Code	AMH/N 0103		
Credits (NSQF) [OPTIONAL]	TBD	Version number	1.0
Industry	Apparel, Made-Up's and Home Furnishing	Drafted on	01/03/14
Industry Sub-sector	Apparel	Last reviewed on	11/07/14
Occupation	Stitching	Next review date	18/06/15



AMH/N 0104

Comply with industry, regulatory and organizational requirements

National Occupational Standard



Overview

This unit provides Performance Criteria, Knowledge & Understanding and Skills & Abilities required for complying with legal and ethical requirements at the workplace.

AMH/N 0104 **Comply with industry, regulatory and organizational requirements**

National Occupational Standard

Unit Code	AMH/N0104
Unit Title (Task)	Comply with industry, regulatory and organizational requirements
Description	This unit provides Performance Criteria, Knowledge & Understanding and Skills & Abilities required for complying with legal and ethical requirements at the workplace.
Scope	This unit/task covers the following: Comply with industry and organizational requirements
Performance Criteria (PC) w.r.t the Scope	
Elements	Performance Criteria
Comply with industry and organizational requirements	<p>To be competent, the user/individual on the job must be able to:</p> <p>PC1. Carry out work functions in accordance with legislation and regulations, organizational guidelines and procedures</p> <p>PC2. Seek and obtain clarifications on policies and procedures, from your supervisor or other authorized personnel</p> <p>PC3. Apply and follow these policies and procedures within your work practices</p> <p>PC4. Provide support to your supervisor and team members in enforcing these considerations</p> <p>PC5. Identify and report any possible deviation to these requirements</p>
Knowledge and Understanding (K) w.r.t. the Scope	
Elements	Knowledge and Understanding
A. Organizational Context	<p>The user/individual on the job needs to know and understand:</p> <p>KA1. The importance of having an ethical and value-based approach to governance</p> <p>KA2. Benefits to your company and yourself due to practice of these procedures</p> <p>KA3. The importance of punctuality and attendance</p> <p>KA4. Specific to the industry/sector, know and understand:</p> <ul style="list-style-type: none"> Legal and ethical requirements Procedures to follow if someone does not meet the requirements <p>KA5. Customer specific requirements mandated as a part of your work process</p>
B. Technical Knowledge	<p>The user/individual on the job needs to know and understand:</p> <p>KB1. Country / customer specific regulations for your sector and their importance</p> <p>KB2. Reporting procedure in case of deviations</p> <p>KB3. Limits of personal responsibility</p>

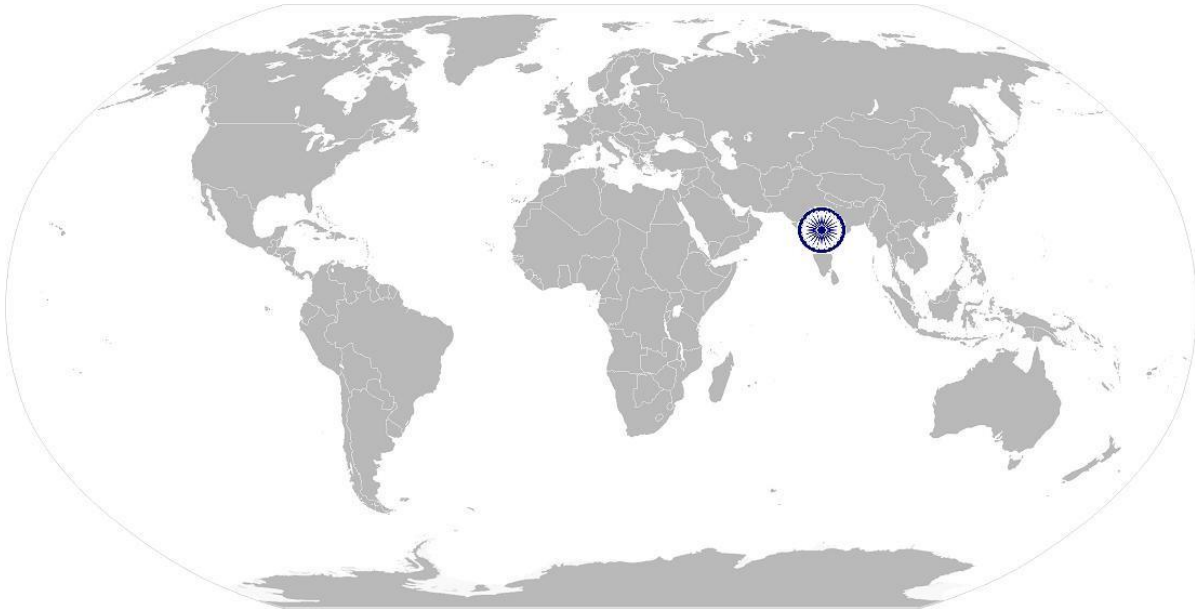
AMH/N 0104 Comply with industry, regulatory and organizational requirements

Skills (S) w.r.t the Scope	
Elements	Skills
A. Core Skills / Generic Skills	Writing Skills
	The user/ individual on the job needs to know and understand how to: SA1. Write and document appropriate technical forms, job cards, inspection sheets as required format of the company
	Reading Skills
	The user/ individual on the job needs to know and understand how to: SA2. Read and comprehend the organizational documents pertaining to rules and procedures SA3. Read and comprehend basic English to read and interpret indicators in the machine and operating manuals, job cards, visual cards, etc. SA4. Read in the local language as applicable SA5. Read and understand manuals, health and safety instructions, memos, reports, job cards etc.
	Oral Communication (Listening and Speaking Skills)
	The user/ individual on the job needs to know and understand how to: SA6. Positively influence the team members into following procedures
B. Professional Skills	Decision Making
	The user/ individual on the job needs to know and understand how to: SB1. Take appropriate decisions related to responsibilities
	Plan and Organize
	The user/ individual on the job needs to know and understand how to: SB2. Plan and manage work routine based on company procedure
	Customer Centricity
	The user/ individual on the job needs to know and understand how to: SB3. Ensure and follow organizational procedures and policies
	Problem Solving
	The user/ individual on the job needs to know and understand how to: SB4. Evaluate and seek and obtain clarification from the superiors
	Analytical Thinking
	The user/ individual on the job needs to know and understand how to: SB5. Apply balanced judgment to different situations
	Critical Thinking
	The user/ individual on the job needs to know and understand how to: SB6. Analyze, evaluate and apply the information gathered from observation, experience, reasoning, or communication to act efficiently

AMH/N 0104 Comply with industry, regulatory and organizational requirements

NOS Version Control

NOS Code	AMH/N 0104		
Credits (NSQF) [OPTIONAL]	TBD	Version number	1.0
Industry	Apparel, Made-Up's and Home Furnishing	Drafted on	01/03/14
Industry Sub-sector	Apparel	Last reviewed on	11/07/14
Occupation	Stitching	Next review date	18/06/15



CRITERIA FOR ASSESSMENT OF TRAINEES

Sewing Machine Operator

(AMH/Q0301)

AMHSSC

Guidelines for Assessment

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. Individual assessment agencies will create unique question papers for theory part for each candidate at each examination/training center (as per assessment criteria below)
4. Individual assessment agencies will create unique evaluations for skill practical for every student at each examination/training center based on this criterion
5. To pass the Qualification Pack, every trainee should score a minimum of 70% aggregate in QP
6. In case of successfully passing only certain number of NOS's, the trainee is eligible to take subsequent assessment on the balance NOS's to pass the Qualification Pack

				Marks Allocation		
		Total Marks 400	Out Of	Theory	Skills Practical	Viva
1. AMH/N0301 (Carryout Stitching activities using machine or by hand)	PC1. Make sure the work area is free from hazards	210	3	1	1	1
	PC2. Follow the instructions on the work ticket/ job card in line with the responsibilities of respective job role		3	1	1	1
	PC3. Ask questions to obtain more information on tasks when the instructions you have are unclear		3	1	1	1
	PC4. Agree and review your agreed upon work targets with your supervisor and check for special instructions, if any		3	1	1	1
	PC5. Use the correct tools and equipments		3	1	1	1

	PC6. Check that equipment is safe and set up in readiness for use		3	1	1	1
	PC7. Select the correct component parts for the style being worked on		3	1	1	1
	PC8. Check that the materials to be used are free from faults		5	1	3	1
	PC9. Ensure the materials used meet the specification matching		3	1	1	1
	a. Within a product		4	1	2	1
	b. Between a pair of products where applicable		4	1	2	1
	PC10. Carry out test sews		4	1	2	1
	PC11. Check needles, awls and threads regularly		4	1	2	1
	PC12. Check if fabric / Component is correctly marked and pieces cut as required		4	1	2	1
	PC13. Fabric pieces and linings are pinned or sewn together as required, and appropriately hung in readiness for assembly		4	1	2	1
	PC14. Report faults in the materials		3	1	1	1
	PC15. Conform to company quality standards		3	1	1	1
	PC16. Report any damaged work to the responsible person		3	1	1	1
	PC17. Follow company reporting procedures about defective tools and machines which affect work and report risks/ problems likely to affect services to the relevant person promptly and accurately		4	1	2	1
	PC18. Sort and place work to assist the next stage of production and minimise the risk of damage		3	1	1	1
	PC19. Leave work area safe and secure when work is complete		4	1	2	1
	PC20. Complete forms, records and other documentation		4	2	1	1
	PC21. Examine the specific item to identify what type of stitching is best suited		4	1	2	1
	PC22. Estimate the expected length of time for the process		4	1	1	2

	PC23. Set up machine (Apparel Sewing machine) according to manufacturers' instructions and production requirements		4	1	2	1
	PC24. Set machine controls for the materials being stitched		5	1	3	1
	PC25. Cut the thread appropriately		4	1	2	1
	PC26. Thread the needle in the machine and adjust the needle as per the requirements		4	1	2	1
	PC27. Perform a test run to ensure machine is operating correctly		4	1	2	1
	PC28. Report defective machines, tools and/or equipment to the responsible person		4	1	2	1
	PC29. Operate machines safely and in accordance with guidelines		5	1	3	1
	PC30. Optimize the positioning and layout of materials to ensure a smooth and rapid throughput		6	1	4	1
	PC31. Check the equipment prior to making the stitching, including:		3	1	1	1
	a) Correct controls		4	1	2	1
	b) Correct attachments		4	1	2	1
	c) Changing needles		4	1	2	1
	d) Changing threads		4	1	2	1
	e) Changing awls		4	1	2	1
	f) Correct Timing		4	1	2	1
	PC32. Stitch the correct materials in the right sequence as required by the production specification		6	1	4	1
	PC33. Ensure stitched product conforms to shape and size requirement		4	1	2	1
	PC34. Ensure stitched products meets specification in terms of labels and trimmings		4	1	2	1
	PC35. Inspect stitched products against specifications		4	1	2	1
	PC36. Identify mark and place rejects in the designated locations		4	1	2	1

	PC37. Carry out alterations to meet customer requirements		4	1	2	1
	PC38. Pass the stitched item to the next stage in the manufacturing process after validation		4	1	2	1
	PC39. Respond accordingly where stitched items do not meet production specification		4	1	2	1
	PC40. Minimize and dispose the waste materials in the approved manner		4	1	2	1
	PC41. Seek feedback from team mates on work related performance		3	1	1	1
	PC42. Check with in charge /others when unsure of new product details		4	1	2	1
	PC43. Clean and make safe machines after use		5	1	3	1
	PC44. Carry out basic maintenance of own machines		4	1	2	1
	PC45. Report risks/ problems likely to affect services to the relevant person promptly and accurately		4	1	2	1
	PC46. Carry out Operations at a rate which maintains workflow and meets production targets		4	1	2	1
		Total	210	55	100	55
2. AMH/N0302 (Contribute to achieve product quality in stitching operations)	PC1. Identify and use materials required based on the job card/ work ticket	65	4	2	1	1
	PC2. Take the necessary action when materials do not conform to company quality standards		4	1	2	1
	PC3. Report and replace identified faulty materials and component parts which do not meet specification		4	1	2	1
	PC4. Identify modifiable defects and rework on them		5	1	3	1
	PC5. Carry out work safely and at a rate which maintains work flow		4	1	2	1

	PC6. Report to the responsible person when the work flow of other production areas disrupts work		4	1	2	1
	PC7. Test, sort, track feed and examine work in progress		5	1	3	1
	PC8. Carry out quality checks at specified intervals according to instructions		5	1	3	1
	PC9. Apply the allowed tolerances		4	1	2	1
	PC10. Identify faults and take appropriate action for rectification		5	1	3	1
	PC11. Make adjustments promptly to return product to specification		4	1	2	1
	PC12. Fault-find materials and components for creased, stained, damage and incorrectly made-up component parts		4	1	2	1
	PC13. Report faults in other processes to the appropriate person		4	1	2	1
	PC14. Maintain the required productivity and quality levels		5	1	3	1
	PC15. Complete and maintain documentation		4	1	2	1
		Total	65	16	34	15
3. AMH/N0102						
Maintain work area, tools and machines	PC1. Handle materials, machinery, equipment and tools safely and correctly		3	1	1	1
	PC2. Use correct lifting and handling procedures		3	1	1	1
	PC3. Use materials to minimize waste		3	1	1	1
	PC4. Maintain a clean and hazard free working area		4	1	2	1
	PC5. Maintain tools and equipment		4	1	2	1
	PC6. Carry out running maintenance within agreed schedules		4	1	2	1
	PC7. Carry out maintenance and/or cleaning within one's responsibility		4	1	2	1
	PC8. Report unsafe equipment and other dangerous occurrences		3	1	1	1
	PC9. Ensure that the correct machine guards are in place		3	1	1	1
		50				

	PC10. Work in a comfortable position with the correct posture		4	1	2	1
	PC11. Use cleaning equipment and methods appropriate for the work to be carried out		3	1	1	1
	PC12. Dispose of waste safely in the designated location		4	1	2	1
	PC13. Store cleaning equipment safely after use		4	1	2	1
	PC14. Carry out cleaning according to schedules and limits of responsibility		4	1	2	1
		Total	50	14	22	14
4. AMH/N0103 Maintain health, safety and security at workplace	PC1. Comply with health and safety related instructions applicable to the workplace	60	3	1	1	1
	PC2. Use and maintain personal protective equipment as per protocol		4	1	2	1
	PC3. Carry out own activities in line with approved guidelines and procedures		4	1	2	1
	PC4. Maintain a healthy lifestyle and guard against dependency on intoxicants		3	1	1	1
	PC5. Follow environment management system related procedures		3	1	1	1
	PC6. Identify and correct (if possible) malfunctions in machinery and equipment		4	1	2	1
	PC7. Report any service malfunctions that cannot be rectified		3	1	1	1
	PC8. Store materials and equipment in line with manufacturer's and organisational requirements		4	1	2	1
	PC9. Safely handle and move waste and debris		3	1	1	1
	PC10. Minimize health and safety risks to self and others due to own actions		3	1	1	1
	PC11. Seek clarifications, from supervisors or other authorized personnel in case of perceived risks		3	1	1	1
	PC12. Monitor the workplace and work processes for potential risks and threats		3	1	1	1
	PC13. Carry out periodic walk-through to keep work area free from hazards and obstructions, if		3	1	1	1

	PC14. Report hazards and potential risks/ threats to supervisors or other authorized personnel		3	1	1	1
	PC15. Participate in mock drills/ evacuation procedures organized at the workplace		4	1.5	2	0.5
	PC16. Undertake first aid, fire-fighting and emergency response training,		4	1.5	2	0.5
	PC17. Take action based on instructions in the event of fire, emergencies or accidents		3	1.5	1	0.5
	PC18. Follow organization procedures for shutdown and evacuation		3	1.5	1	0.5
			60	20	24	16
AMH/N0104 - Comply with industry,	PC1. Carry out work functions in		3	1	1	1
	PC2. Seek and obtain clarifications on policies and procedures, from your supervisor or other		3	1	1	1
	PC3. Apply and follow these policies and procedures within your work practices		3	1	1	1
	PC4. Provide support to your supervisor and team members in enforcing these considerations		3	1	1	1
	PC5. Identify and report any possible deviation to these requirements		3	1	1	1
			15	5	5	5
Grand Total			400	110	185	105

EXPOSITORY FOR QUALIFICATIONS PACK – OCCUPATIONAL STANDARDS FOR APPAREL

Training will be conducted in the 1st phase for, Persons with Hearing Impairment and Persons with Locomotor Disability

Skill Council for Persons with Disability

Expository aligned for Qualification Pack-Sewing Machine Operator PWD/AMH/Q0301

TRAINING TOOLS

Training Tools mentioned below, are Accessible Tools/Appliances/Software, which enable a Person with Disability (PwD) to carry out their training corresponding to the National Occupational Standards (NOS) of the Qualification Pack-PWD/AMH/Q0301. While the learning outcomes from the Qualification Pack will remain the same, the methodology stated below will assist the trainers to train the trainees in the best suitable way according to their level of functioning. These suggested training tools facilitate the learning process of a Person with Disability to perform at par with their peers in a conducive and enabled environment. These tools can be used in combination or isolation as per the requirement for the following NOSs:

NOS CODE	NOS
AMH/N 0301	Carry out stitching activities using machines or by hand
AMH/N 0302	Contribute to achieve product quality in stitching operations
AMH/N 0102	Maintain work area, tools and machines
AMH/N 0103	Maintain health, safety and security at workplace
AMH/N 0104	Comply with industry, regulatory and organizational requirements

Tools Recommended for Training of Persons with Speech and Hearing Disability (Hearing Impairment)

Accessible Tools/Appliances /Software	When to use this tool	Tools Description	How to use this tool	Tool Names
Live Captions	<p>While teaching any of the NOS's mentioned above, if it is seen that a Hearing Impairment (HI) person has difficulty in hearing conversations, audio recorded voices, then he/she can use this tool.</p> <p>It is preferable to have an interpreter for such meetings as literacy levels of hearing and speech impaired youth in the country are very poor- hence reading and comprehension will be extremely difficult for such people.</p>	<p>A person will be transcribing what is spoken in the meetings and functions to include a person with Speech and Hearing Disability (Hearing Impaired) by placing a request via internet. The spoken conversation is converted into text.</p>	<p>There are captioning companies to provide the service. In the training environment and meetings one can volunteer. The person with Speech and Hearing Disability (Hearing Impaired) should be able to understand the written language.</p>	<ul style="list-style-type: none"> Assistive Aid/Service Ai-Live Captions First Captions 2020
Closed Captions	<p>While teaching any of the NOS's mentioned above, if it is seen that a Hearing-Impaired person has difficulty in conversations, audio recorded voices in that case he/she can use this tool. This would work the best for HI persons and is being done across the world to make barrier free communication.</p>	<p>Closed Captioning (CC) and subtitling are both processes of displaying text on a television, video screen, or other visual display to provide additional or interpretive information.</p>	<p>Can be used to pre-record videos and audios to make the person with Speech and Hearing Disability (Hearing Impaired) understand the same audio by reading the caption or subtitle.</p>	<p>Technology is the tool</p>
Speech to Text	<p>While teaching any of the NOS's mentioned above, if it is seen that a</p>	<p>Convert speech into text. This can be used by a person who does not know sign language,</p>	<p>Trainer or team member can use this instead of typing.</p>	<ul style="list-style-type: none"> Assistive Aid/Service Closed Capp Let's Talk

Accessible Tools/Appliances /Software	When to use this tool	Tools Description	How to use this tool	Tool Names
	<p>HI person has difficulty in hearing conversations, audio recorded voices; in that case, he/she can use this tool.</p> <p>This tool is recommended on the basis of literacy level of the Hearing-impaired candidate.</p>	which will help in communication with a person with speech and Speech and Hearing Disability (Hearing Impaired).	The person with hearing or speech impairment should be able to read. The accuracy of many accents needs to be taken into consideration.	<ul style="list-style-type: none"> • Google Now for Android, • Siri for Apple IOS
Assistive Listening Device	<p>While teaching any of the NOS's mentioned above, if it is seen that a person with hearing impairment has difficulty hearing conversations, audio recorded voices, then he/she can use this tool.</p> <p>The tool can be recommended for all hearing-impaired persons, depending on affordability of the Person.</p>	Converser assistive listening device which helps for people with mild to moderate Speech and Hearing Disability (Hearing Impaired) who uses hearing aid.	Used in the meetings, class room and other places where one cannot listen properly.	Technology is the tool
Cochlear implants	While teaching any of the NOS'S mentioned above, if it is seen that person with hearing impairment has difficulty in hearing conversations, audio recorded voices; in that case, he/she can use this tool.	A cochlear implant is an electronic medical device that replaces the function of the damaged inner ear. Unlike hearing aids, which make sounds louder, cochlear implants do the work of damaged parts of the inner ear (cochlea) to	The instrument needs to be purchased for use.	Technology is the Tool

Accessible Tools/Appliances /Software	When to use this tool	Tools Description	How to use this tool	Tool Names
	The implant works on children especially during the critical years when the brain is at the stage of learning and growing so that they can be taught to understand sound and articulate the same and then get integrated in mainstream schools. It will not work for Adult hearing-impaired persons	provide sound signals to the brain.		
BTE hearing aids	<p>While teaching any of the NOS's mentioned above, if it is seen that a person with hearing impairment has difficulty in hearing conversations, audio recorded voices; in that case, he/she can use this tool.</p> <p>The tool can be recommended for a young person/child.</p>	The sound from the instrument is routed acoustically or electrically to the ear.	The instrument needs to be purchased for use. (Hearing aid training is a prerequisite for use of hearing aids)	Technology is the Tool

Activity	Activity Type	When to use Activity	Activity Description	How to use tool	Activity tool
Sensitization of the Trainer	Sign Language	Hearing impaired persons are naturally inclined to this visual language and are natural 'signers'. This is yet the best a commonly used method to make all kind of trainings /meetings /services accessible to him/her.	Signs or gestures are used to communicate instead of verbal communication.	Both the parties need to know the sign language. In the training setup, better to have a sign language interpreter.	NA
Environmental Adaptability	Pictorial/Diagrammatic Communication Chart	Useful tool for learning during training days. Can be recommended to all hearing-impaired persons.	Helps a speech impaired to communicate specific things using written language and pictures. A person with Speech and Hearing Disability (Hearing Impaired) can use set of options while communicating with the customer.	Need to be prepared based on the requirement and the environment.	NA
Environmental Adaptability	Hearing loop	It can be used for hearing impaired persons during meetings, events etc.	The hearing loop provides a magnetic, wireless signal that is picked up by the hearing aid when it is set to 'T' (Telecoil) setting.	The instruments need to be purchased and installed in the class rooms & labs	NA

Tools for Recommended for Training of people with Locomotor Disability/ Orthopedically Challenged

Accessible Tools/Appliances/Software	When to use this tool	Tools Description	How to use this tool	Tool Names
Ease of Access Center	While teaching any of the NOS's mentioned above, if it is seen that a Locomotor Disability (LD) person has difficulty in certain movement then he/she can use this tool. This can be recommended to all persons with LD. The candidate must be able to read and write for using this tool.	Has many tools like on screen magnifier, color contrast (high contrast themes for color blind or low vision), sticky keys, on-the screen keyboard, mouse pointer settings, speech recognition, etc.	Inbuilt on a Windows operating system. Through this various option can be enabled for people with different disabilities.	Technology is the tool
Sticky Keys	While teaching any of the NOS's mentioned above, if it is seen that a LD person has difficulty in certain movement, then he/she can use this tool. This can be recommended to all persons with LD. The candidate must be able to read and write for using this tool.	Sticky Keys is a Windows Ease of Access feature that makes it possible to use keyboard shortcuts or type capital letters without needing to press more than one key at once.	Inbuilt on a Windows operating system. This can be used for a person who has very few or one functional finger.	Technology is the tool
On the screen, Keyboard	While teaching any of the NOS's mentioned above, if it is seen that a LD person has difficulty in certain movement, same please correct then he/she can use this tool. This can be recommended depending the ability of the candidate to touch, feel and if the	The keyboard will be displayed on the computer screen. A person with fine motor movement challenge can type using the mouse or touch pad by clicking on each key. This has built-in word prediction feature which makes the typing quick and easier.	Inbuilt on a Windows operating system. This can be used for a person who has one or no finger and also fine motor impairment.	

Accessible Tools/Appliances/Software	When to use this tool	Tools Description	How to use this tool	Tool Names
	candidate is comfortable in using a screen. The candidate must also be able to type for using this tool.			
One-Handed Keyboard	While teaching any of the NOS's mentioned above, if it is seen that a LD person has difficulty in certain movement, then he/she can use this tool. The tool is to be recommended if the person has at least one function limb. The person must be able to read and write by using this tool.	It helps a person with one hand to practice the typing and keyboard orientation with efficiently.	This hardware need to be attached to a computer. The person needs to have all five functional fingers in one hand.	Technology is the tool
Foot Pedals	While teaching any of the NOS's mentioned above, if it is seen that a LD person has difficulty in certain movement, then he/she can use this tool. The tool is to be recommended if the candidate has a functional leg. The candidate must be able to read and write for using this tool.	This hardware solution can be used by a person without hands who has functional leg. This helps to type and operate computer through foot and toes.	Attached to the computer.	
Access Switches	While teaching any of the NOS's mentioned above, if it is seen that a LD person has difficulty in certain movement, then he/she can use this tool. It can be recommended to all persons with various degrees of LD.	A person without upper and lower limbs can operate the computer using one of these kinds of switches. A person can use these switches either through mouth, limited movement of an organ to press a key to give input to the computer.		Technology is the tool

Activity	Activity Type	When to use Activity	Activity Description	Activity Planning	Activity Tool
Sensitization of the Trainer	Sensitization Towards- Disability, Equipment, Aid & Appliances, Behaviors	It can be recommended to all persons with various degrees of LD.	The trainer should understand how Persons with Disability (PwD) do different activities, Gain Knowledge of disability, assistive aids & accessibility in the environment Learn to assess candidates (before training). Make an inclusive training environment and material.	Trainer should undergo training with specific disabilities and should be able to change his/her approach according to the needs of the student. Training in transfer skills and communication skills.	<p>COMMUNICATION</p> <ul style="list-style-type: none"> • hand gestures • touch sensitivity <p>BEHAVIOUR</p> <ul style="list-style-type: none"> • sensitivity • patience • customized approach to students
Environmental Adaptability	Ramps/ Rails	It can be recommended to all (especially for persons with lower limb disability) persons with various degrees of LD. Helps in easier and better movement.	Ramps/ Rails in public buildings; adaptation of toilets & for drinking water for wheel chair users to ensure easy access for all persons.	These facilities should be provided for easier access to all.	NA
	Lifts	It can be recommended to all persons with various degrees of LD. (especially for persons with lower limb disability) Helps in easier and better movement.	An elevator (lift in British English) is a type of vertical transport equipment that moves people or goods between floors (levels, decks) of a building, vessel, or other structure. Elevators are generally powered by electric motors.	These facilities should be provided for easier access to all.	

ASSESSMENT GUIDELINES

Expository for Qualification Pack- Hand Embroiderer Sector Skill Council: Skill Council for Persons with Disability

Guidelines for Assessment of Trainees: For Persons with Hearing Impairment

General Guidelines:

1. Do ask questions openly. Do not assume anything. For example, ask your trainees with disabilities if they need any change in the kind of assessment setup provided. It could be if the person with Speech and Hearing Disability would prefer to have normal environment or sound proof environment for better hearing conditions. This would encourage honest conversation, helping you to assess the person based on their true abilities.
2. Be prepared to make your assessments person-specific. For example, there may be a person who is hard of hearing who may need no process changes to your standard assessment, while other persons who are hard of hearing may need quiet rooms. Do account for these individual needs during your assessment?
3. The Assessment guidelines given below are only to enable the assessor to conduct the assessment smoothly. Adherence to the guidelines is not mandatory but preferred.
4. The assessor has the option to use any of the tools appropriate from the list of tools mentioned in the expository, to conduct the assessment. He/she also has the choice to use other options that will help conduct the assessment with sanctity.
5. Do understand that every trainee with disabilities has a journey: he/she are likely to have identified solutions that best work for him/her. Do not expect your trainees with disabilities to go through the same processes with the same rigor as your trainees without disabilities.
6. Remember that your trainees with disabilities are going to be working on par with persons without disabilities. Pitying, belittling or lowering the standards would defeat the purpose.

Guidelines:

1. Criteria for assessment for each Qualification Pack will be created by the Domain Sector Skill Council (SSC). Each Performance Criteria (PC) will be assigned marks proportional to its importance in NOS. Domain SSC will also lay down proportion of marks for Theory and Skills Practical for each PC.
2. The assessment will be conducted in the best suitable manner according to the disability online/offline through assessment providers authorized by SSC.
3. Individual assessment agencies will create unique question papers for theory part for each candidate at each examination/training center (as per assessment criteria below).
4. To pass the Qualification Pack, every trainee should score a minimum of 50% for each QP for NSQF levels 1 to 3 & 60% for each QP for NSQF level 4 and above job roles for Non – Technical Job Roles.
5. To pass the Qualification Pack, every trainee should score a minimum of 50% for each QP for NSQF levels 1 to 3 & 70% for each QP for NSQF level 4 and above job roles for Technical Job Roles.

The primary assessment process modifications required for Persons with Speech and Hearing Disability (Hearing Impaired) include:

1. All assessments for Persons with Speech and Hearing Disability (Hearing Impaired) must be in simple English, with examples wherever possible. This will enable the hearing-impaired person to comprehend the material correctly.
2. If there are any audio elements as part of the assessment, there should be alternate arrangements such as pictures or text to be given. If there are video elements, subtitling is key and sign language is preferred.

3. For person who does lip reading, it is important for you to face the person while communicating. You also need to get other details (for example, which languages they lip-read, which side they can hear better and how much enunciation they require, whether they prefer closed room discussions, or silence without background noise etc.).
4. We strongly recommend for not having telephonic assessments. However, this may vary based on the functional assessment of the person.
5. Assessment paper should be made in simple English and precise with visual aspects to ensure level-playing field for Persons with Speech and Hearing Disability (Hearing Impaired).
6. Demonstrations and visual learning are important for Persons with Speech and Hearing Disability (Hearing Impaired) to understand exactly what is expected from the exercise. Do a simple mock explanation to ensure the person understands correctly.
7. Check on sign language compatibility between interpreter and trainees for best assessment processes. For example, within Indian Sign Language, there are many differences based on location. Further, words in Indian Sign Language (ISL) and American Sign Language (ASL) are frequently very different, and not all Persons with Speech and Hearing Disability (Hearing Impaired) may understand both. This may lead to misinterpretations.
8. Assessment through presentation should be replaced with practical's or by conducting regular interviews.
9. Consider extra time because of interpreter communication take more time during assessments. Written assessment should be assessed keeping in mind that the person might have language constraints. For example, email writing task should be viewed from the point of view of email message, but not grammar.

Guidelines for Assessment of Trainees:

For Persons with Locomotor Disability/ Orthopedically Challenged

General Guidelines:

1. Do ask questions openly. Do not assume anything. For example, ask your trainees with disabilities if they need any change in the kind of assessment setup provided. The person with locomotor disability would prefer to have accessible environment which is suitable for access training, assessment and workplace. This would encourage honest conversation, helping you to assess the person based on their true abilities.
2. Be prepared to make your assessments person-specific. For example, there may be a person with locomotor disability whose lower limbs are affected may need some kinds of adaptation during assessment. Moreover, a person with locomotor disability whose upper limbs are affected, need some kind of support during assessment. He/she may not be able to write properly then they need a writer/scriber to support his/her during assessment. Do account for these individual needs during your assessment hour.
3. The Assessment guidelines given below are only to enable the assessor to conduct the assessment smoothly. Adherence to the guidelines is not mandatory but preferred. why not mandatory
4. The assessor has the option to use any of the tools appropriate from the list of tools mentioned in the expository, to conduct the assessment. He/she also has the choice to use other options that will help conduct the assessment with sanctity.
5. Do understand that every trainee with disabilities has a journey: he/she are likely to have identified solutions that best work for him/her. Do not expect your trainees with disabilities to go through the same processes with the same rigor as your trainees without disabilities.
6. Remember that your trainees with disabilities are going to be going to work with persons without disabilities. Pitying, belittling or lowering the standards would defeat the purpose.

Guidelines:

1. Criteria for assessment for each Qualification Pack will be created by the Domain Sector Skill Council. Each Performance Criteria (PC) will be assigned marks proportional to its importance in NOS. Domain SSC will also lay down proportion of marks for Theory and Skills Practical for each PC.
2. The assessment will be conducted in the best suitable manner according to the disability online/offline through assessment providers authorized by SSC.
3. Individual assessment agencies will create unique question papers for theory part for each candidate at each examination/training center (as per assessment criteria below).
4. To pass the Qualification Pack, every trainee should score a minimum of 50% for each QP for NSQF levels 1 to 3 & 60% for each QP for NSQF level 4 and above job roles for Non-Technical Job Roles).
5. To pass the Qualification Pack, every trainee should score a minimum of 50% for each QP for NSQF levels 1 to 3 & 70% for each QP for NSQF level 4 and above job roles for Technical Job Roles.

Lab Assessment

Upper Limb – One limb:

1. This may require re-arrangement of equipment based on nature of disability for ease of access – like placing tools on left-hand-side or right-hand-side.
2. May require left handed lab equipment (like left-handed scissors).

Upper Limb – both limbs:

1. May require process changes based on the nature of the assessment – for example, if the person uses their feet for different tasks.

Lower limb – Without aids/Crutch User/Caliper User:

1. The floor needs to be skid-proof and elevators need to be provided if assessment room is not on the ground floor. All staircases and steps need to have railings for support on both sides. Elevator facility would be preferred.
2. Accessible restrooms must be provided.

Lower limb - Wheelchair user due to polio:

1. The lab needs to have wide entries, exits and space between different tables to ensure that the wheelchair can be used without barriers.
2. The floor needs to be in level with no obstacles, the building needs to have ramps, accessible elevators, and accessible restrooms meeting standard specifications.
3. The floor needs to be skid-proof and elevators need to be provided if assessment room is not on the ground floor.
4. All shelves must be at an appropriate height for wheelchair users.

Lower limb – Wheelchair user due to Spinal Cord Injury:

1. The lab needs to have wide entries, exits and space between different tables to ensure that the wheelchair can be used without barriers.
2. The floor needs to be level with no obstacles. The building needs to have ramps, accessible elevators, and accessible restrooms meeting standard specifications.
3. The floor needs to be skid-proof and elevators need to be provided if assessment room is not on the ground floor.
4. All shelves must be at an appropriate height for wheelchair users.
5. Many persons with spinal cord injury are unable to sit for extended periods of time. This should be taken into account, and extra time should be allocated to the person for completion of the assessment.
6. Persons with spinal cord injury may require helpers for personal work. This must be taken into consideration on a case-by-case basis.

Computer Assessment

Upper Limb – One limb:

1. May require modified/one-handed keyboard or mouse, based on preference
2. May need computer configured with Sticky Keys for ease of using keyboard shortcuts.

Upper Limb – Both limbs:

1. May require keyboard placed at foot level for persons using foot typing.
2. May require computer compatibility with speech recognition software or camera-mouse.

Lower limb – Without aids/Crutch user/Caliper User:

1. The floor needs to be skid-proof and elevators need to be provided if assessment room is not on the ground floor. All staircases and steps need to have railings for support on both sides. Elevator facility would be preferred.
2. Accessible restrooms must be provided.

Lower limb – Wheelchair user due to polio:

1. The floor needs to be skid-proof and elevators need to be provided if assessment room is not on the ground floor.
2. The floor needs to be in level with no obstacles, the building needs to have ramps, accessible elevators, and accessible restrooms meeting the standard specifications.
3. The tables for the computers need to be placed at the right height for wheelchair users to be able to access the computer system.

Lower limb – Wheelchair user due to Spinal Cord Injury:

1. The floor needs to be skid-proof and elevators need to be provided if assessment room is not on the ground floor.

2. The floor needs to be in level with no obstacles, the building needs to have ramps, accessible elevators, and accessible restrooms meeting standard specifications.
3. The table for the computers need to be placed at the right height for wheelchair users to be able to access the computer system.
4. Many persons with spinal cord injury are unable to sit for extended periods of time. This should be taken into account, and extra time should be allocated to the person for completion of the assessment.
5. Persons with spinal cord injury may require helpers for personal work. This must be taken into consideration on a case-by-case basis.
6. In assessments, some trainees may prefer using a laptop over a desktop due to movement constraints.

General Guidelines:

1. Criteria for assessment for each Qualification Pack (QP) will be created by the Sector Skill Council (SSC). Each performance criteria (PC) will be assigned Theory and Skill/Practical marks proportional to its importance in NOS.
2. The assessment will be conducted online through assessment providers authorized by SSC.
3. Format of questions will include a variety of styles suitable to the PC being tested such as multiple choice questions, fill in the blanks, situational judgment test, simulation and programming test.
4. To pass a QP, a trainee should pass each individual NOS. Standard passing criteria for each NOS is 70%.
5. For latest details on the assessment criteria, please visit www.sscnasscom.com.

Introduction to Disabilities

Disabilities according to Act (Government of India): These ten types of Disability have mentioned under 'The National Trust for the Welfare of Persons with Autism, Cerebral Palsy, Mental Retardation and Multiple Disabilities Act, 1999' and 'The Persons with Disabilities (Equal Opportunities, Protection of Rights and Full Participation) Act, 1995'.

DISABILITIES

S.N.	Nomenclature as per Act	Nomenclature as per Industry	S.N.	Nomenclature as per Act	Nomenclature as per Industry
1	Blindness	Visually impaired	6	Mental Illness	Mental Illness
2	Low Vision	Visually impaired	7	Cerebral Palsy	Cerebral Palsy
3	Leprosy-Cured	Leprosy-Cured	8	Autism	Autism
4	Hearing Impairment	Hearing Impaired	9	Mental Retardation	Intellectual Disability
5	Locomotor Disability	Movement Impaired	10	Multiple Disabilities	Multiple Disabilities

Definition

Keywords /Terms	Description
Blindness	<p>According to The Persons with Disabilities (Equal Opportunities, Protection of Rights and Full Participation) Act, 1995: "Blindness" refers to a condition where a person suffers from any of the following conditions, namely: -</p> <ul style="list-style-type: none"> • total absence of sight; or • visual acuity not exceeding 6/60 or 20/200 (Snellen) in the better eye with correcting lenses; or • Limitation of the field of vision subtending an angle of 20 degree or worse. <p>For deciding the blindness, the visual acuity as well as field of vision have been considered.</p>
Low Vision	<p>The Persons with Disabilities Act, 1995 also recognizes low vision as a category of disability and defines it as follows:</p> <p>"Person with Low Vision" means a person with impairment of visual functioning even after treatment or standard refractive correction but who uses or is potentially capable of using vision for the planning or execution of a task with appropriate assistive device".</p> <p>The WHO working definition of Low Vision (WHO, 1992) is as follows:</p> <p>"A person with low vision is one who has impairment of visual functioning even after treatment, and/ or standard refractive correction, and has a visual acuity of less than 6/18 to light perception or a visual field of less than 10 degrees from the point of fixation, but who uses, or is potentially able to use, vision for the planning and/or execution of a task".</p>
Hearing Impairment	<p>Hearing is an important sensory channel that permits the detection, discrimination, recognition and comprehension of auditory stimuli. It helps to detect and localize even soft environmental sounds and to acquire spoken language for the communication thus facilitating the exchange of thoughts, feelings and ideas. The ear is a sense organ of hearing. It is mainly divided into three parts: The Outer Ear, Middle Ear, and Inner Ear.</p> <p>The sound waves from the environment including speech enter the outer ear, strike on the ear drum, and make the tiny three bones in the middle ear vibrate. This results into the transfer of mechanical energy in the middle ear into the electrical energy in the inner ear.</p> <p>Hearing Impairment is the inability of an individual to hear sounds adequately. This may be due to improper development, damage or disease to any part of the hearing mechanism.</p>

	<p>Hearing Disability is the auditory problem experienced and complained of, by the individual.</p> <p>Hearing Handicap is a disadvantage for an individual resulting from hearing impairment or disability, which limits or prevents the fulfillment of a role that is normal depending on age, sex, and social and cultural factors for the individual. The restriction imposed upon, or acquired by the person affects the efficiency of his / her day-to-day life.</p>
Locomotor Disability	<p>Physical disability is the term which is commonly used to describe orthopedic disabilities or locomotor disability. Cerebral palsy without associated mental retardation or any other disability is also considered as physical disability. Similarly, the 'Leprosy cured' a person though separately defined in the persons with Disabilities Act 1995 are also included under the category of physical disability.</p> <p>Locomotor Disability is defined as a person's inability to execute distinctive activities associated with moving both himself and objects from place to place and such inability resulting from affection of bones, joints, muscles or nerves (RCI Act 1992).</p> <p>Persons with Disabilities Act 1995 describes locomotor disability as disability of the bones, joints or muscles leading to substantial restriction of the movement of the limbs or any form of cerebral palsy. 'Cerebral palsy' means a group of non-progressive conditions of a person characterized by abnormal motor control posture resulting from brain insult or injuries occurring in prenatal, post-natal or infant period of development. 'Leprosy cured person' means any person who has been cured of leprosy but is suffering from loss of sensation in hands or feet as well as loss of sensation and paresis in the eye and eye lid with no manifest deformity; manifest deformity and paresis but having sufficient mobility in their hands and feet to enable them to engage in normal economic activities; and extreme physical deformity as well as advanced age which prevents them from undertaking any gainful occupation.</p>

Acronyms

	Description
VI	Visual Impairment
LV	Low Vision (Visually Impaired)
HI	Hearing Impairment
LD	Locomotor Disability

Glossary: This provides assistance with adaptability of action mentioned in the NOSs with respect to Persons with Disability. The Actions appear in sequence of appearance in the NOS documents.

Action	Adaptability for Persons with Disability
Identify / Recognize, Prepare, Read, Write, Listen, Record, Check / Inspect, Communicate Effectively, Check and Clarify, Choose, Arrange, Fill Up, Help Create, Transcribe, Obtain, Discuss, Notify, Apply, Examine, Maintain, Answer	Using self-ability or assistance of tools based on disability

Job Details

Qualifications Pack Code	PWD/AMH/Q0301		
Job Role	Sewing Machine Operator		
Expository code	PwD/E000		
To Job Role	Sewing Machine Operator		
Credits (NSQF)	TBD	Version number	1.0
Industry	Apparel, Made- Up's and Home Furnishing	Drafted on	01/03/14
Sub-sector	Apparel	Last reviewed on	11/07/14
Occupation	Stitching	Next review date	18/06/15