



# Model Curriculum

**QP Name: Toy Maker (Soft Toys),V2**

**QP Code: STC-HAC/2022/1505,V2**

**QP Version: 2.0**

**NSQF Level: 3**

**Model Curriculum Version: 2.0**

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## Training Parameters

<b>Sector</b>	Handicrafts & Carpets
<b>Sub-Sector</b>	Soft Toys
<b>Occupation</b>	Toy Maker (Soft Toys)
<b>Country</b>	India
<b>NSQF Level</b>	3
<b>Aligned to NCO/ISCO/ISIC Code</b>	7318.9900
<b>Minimum Educational Qualification and Experience</b>	1. Grade 10 OR 2. Grade 8 pass and pursuing continuous schooling in regular school with vocational subject OR 3. Grade 8 Pass with 2 year experience OR 4. 5th Grade Pass with 5 yrs experience
<b>Pre-Requisite License or Training</b>	NA
<b>Minimum Job Entry Age</b>	18 years
<b>Last Reviewed On</b>	23.06.2023
<b>Next Review Date</b>	23.06.2026
<b>Version</b>	2.0
<b>NSQC Approval Date</b>	23.06.2023
<b>Model Curriculum Creation Date</b>	23.06.2023
<b>Model Curriculum Valid Up to Date</b>	23.06.2026
<b>Model Curriculum Version</b>	2.0
<b>Minimum Duration of the Course</b>	390 hours
<b>Maximum Duration of the Course</b>	390 hours



## Program Overview

This section summarizes the end objectives of the program along with its duration.

### Training Outcomes

At the end of the program, the participants will be able to:

- Apply Safe Working Practices
- List out the classification of soft toys and its utility
- Identify and procure the raw materials and tools needed for making the soft toys as per design.
- Select the design and position each parts as per drawing.
- Recognize the manufacturing steps for each types of doll till its finish in expected shape.
- Make a bear/elephant with proper design and complete it with stitching and stuffing and complete it in expected shape.
- Display different types of soft toy for live hood. Make proper marketing strategy to sell the product.
- Able to work in a real job situation with special emphasis on basic safety and hazards in this domain.

### Compulsory Modules

The table lists the modules and their duration corresponding to the Compulsory NOS of the QP.

NOS and Module Details	Theory Duration	Practical Duration	On-the-Job Training Duration (Mandatory)	On-the-Job Training Duration (Recommended)	Total Duration
<b>HAC/1505/OC1</b> <b>Apply Safe Working Practices</b> <b>NOS Version No.: 2.0</b> <b>NSQF Level: 3</b>	<b>10:00</b> <b>Hours</b>	<b>20:00</b> <b>Hours</b>	<b>00:00</b> Hours	<b>00:00</b> Hours	<b>30:00</b> <b>Hours</b>
Module1: Apply Safe Working Practices	10:00 Hours	20:00 Hours	00:00Hours	00:00Hours	30:00 Hours
<b>HAC /1505/OC2</b> <b>List out the classification</b> <b>of soft toys and its</b> <b>utility</b> <b>NOS Version No. :2.0</b> <b>NSQF Level:3</b>	<b>10:00</b> <b>Hours</b>	<b>20:00</b> <b>Hours</b>	<b>00:00</b> Hours	<b>00:00</b> Hours	<b>30:00</b> <b>Hours</b>

Module2: List out the classification of soft toys and its utility	10:00 Hours	20:00 Hours	00:00Hours	00:00Hours	30:00 Hours
<b>HAC /1505/OC3</b> Identify and procure the raw materials and tools needed for making the soft toys as per design. NOS Version No.:2.0 NSQF Level: 3	10:00 Hours	20:00 Hours	00:00Hours	00:00Hours	30:00 Hours
Module3: Identify and procure the raw materials and tools needed for making the soft toys as per design.	10:00 Hours	20:00 Hours	00:00Hours	00:00Hours	30:00 Hours
<b>HAC /1505/OC4</b> Select the design and position each parts as per drawing. NOS Version No.:2.0 NSQF Level:3	10:00 Hours	20:00 Hours	00:00Hours	00:00Hours	30:00 Hours
Module 4: Select the design and position each parts as per drawing.	10:00 Hours	20:00 Hours	00:00Hours	00:00Hours	30:00 Hours
<b>HAC /1505/OC5</b> Recognize the manufacturing steps for each type of doll till its finish in expected shape. NOS Version No.:2.0 NSQF Level: 3	10:00 Hours	20:00 Hours	00:00Hours	00:00Hours	30:00 Hours
Module 5: Recognize the manufacturing steps for each type of doll till its finish in expected shape.	10:00 Hours	20:00 Hours	00:00Hours	00:00Hours	30:00 Hours
<b>HAC /1505/OC6</b> Make a bear/elephant with proper design and complete it with stitching and stuffing and complete it in expected shape. NOS Version No.: 2.0 NSQF Level: 3	00:00 Hours	30:00 Hours	00:00Hours	00:00Hours	30:00 Hours
Module 6: Make a bear/elephant with proper	00:00 Hours	30:00 Hours	00:00Hours	00:00Hours	30:00 Hours



design and complete it with stitching and stuffing and complete it in expected shape.					
<b>HAC /1505/OC7</b> <b>Display different types of soft toy for livelihood.</b> <b>Make proper marketing strategy to sell the product</b> <b>NOS Version No.:2.0</b> <b>NSQF Level: 3</b>	<b>10:00</b> <b>Hours</b>	<b>20:00</b> <b>Hours</b>	<b>00:00Hours</b>	<b>00:00Hours</b>	<b>30:00</b> <b>Hours</b>
Module 7: Display different types of soft toy for livelihood. Make proper marketing strategy to sell the product	10:00 Hours	20:00 Hours	00:00Hours	00:00Hours	30:00 Hours
<b>HAC /1505/OC8</b> <b>Work in real job situation with special emphasis on basic safety and hazards in this domain.</b>  <b>NOS Version No.: 2.0</b> <b>NSQF Level: 3</b>	<b>00:00</b> <b>Hours</b>	<b>00:00</b> <b>Hours</b>	<b>120:00Hours</b>	<b>00:00Hours</b>	<b>120:00</b> <b>Hours</b>
Module 8: Work in real job situation with special emphasis on basic safety and hazards in this domain.	00:00 Hours	00.00 Hours	120:00Hours	00:00Hours	120:00 Hours
<b>DGT/VSQ/N0102</b> <b>Employability Skills</b>  <b>NOS Version No.: 1.0</b> <b>NSQF Level: 3</b>	<b>60:00</b>		<b>00:00Hours</b>	<b>00:00Hours</b>	<b>60:00</b> <b>Hours</b>
Module 9: Employability Skills	60:00		00:00Hours	00:00Hours	60:00 Hours
<b>Total Duration</b>	<b>120:00</b> <b>Hours</b>	<b>150:00</b> <b>Hours</b>	<b>120:00Hours</b>	<b>00:00Hours</b>	<b>390:00</b> <b>Hours</b>



## Module Details

### Module1: Apply Safe Working Practices

#### Mapped to HAC/1505/OC1

##### Terminal Outcomes:

- Apply and maintain Safe Working Practices
- Recognize any unsafe situations according to site policy.
- Identify fire and safety and fire hazards
- Identify different fire extinguishers and use them as per requirements.

<b>Duration: 10:00</b>	<b>Duration: 20:00</b>
<b>Theory–Key Learning Outcomes</b>	<b>Practical–Key Learning Outcomes</b>
<ul style="list-style-type: none"><li>● Maintain procedures to achieve a safe working environment in line with occupational health and safety regulations and requirements according to site policy.</li><li>● Recognize any unsafe situations according to site policy, and assess his report accordingly.</li><li>● Identify and take necessary precautions on fire and safety hazards and report according to site policy and procedures.</li></ul>	<ul style="list-style-type: none"><li>● Recognize any unsafe situations according to site policy, and assess his report accordingly.</li><li>● Demonstrate Personal Protective Equipment (PPE) like: safety helmet, safety glove, and safety shoe, use the same as per related working environment.</li><li>● Demonstrate basic first aid &amp; CPR and use them under different circumstances.</li><li>● Identify different fire extinguishers and use the same as per requirement in a mock drill.</li></ul>
<b>Classroom Aids:</b>  Computer, Projection Equipment, Power Point Presentation and software, Facilitator’s Guide, Participant’s Handbook.	
<b>Tools, Equipment and Other Requirements:</b>  First Aid box, Different types of fire extinguishers, PPE kits, Safety charts.	



## Module2: List out the classification of soft toys and its utility

Mapped to HAC/1505/OC2

### Terminal Outcomes:

- Identify the types of soft toys.
- Select the soft toys for category concerned.
- Illustrate the utility of soft toys as per requirements.

<b>Duration: 10:00</b>	<b>Duration: 20:00</b>
<b>Theory–Key Learning Outcomes</b>	<b>Practical–Key Learning Outcomes</b>
<p>The candidate will be able to describe the following:-</p> <ul style="list-style-type: none"> <li>● Introduction regarding utility of Toys.</li> <li>● Classification of Toys</li> <li>● Soft Toys- Fabric used Shape,</li> <li>● Position of eyes Noses, ears and types.</li> <li>● Different parts of toys.</li> </ul>	<p>The candidate will be able to demonstrate the following:-</p> <ul style="list-style-type: none"> <li>● Identify the types of soft toys.</li> <li>● Select the soft toys for category concerned.</li> <li>● Illustrate the utility of soft toys as per requirements.</li> </ul>
<b>Classroom Aids:</b>	
Computer, Projection Equipment, Power Point Presentation and software, Facilitator’s Guide, Participant’s Handbook	
<b>Tools, Equipment and Other Requirements</b>	
Measuring Tape 150 cm, Scissors, Needles, Packing Machine, Seam Ripper Thimble, Thread cutter, Scale plastic 12”, Compass, Fur cloth, Stuffing material Eyes, Ribbon, Cotton Fabric.	





## Module 3: Identify and procure the raw materials and tools needed for making the soft toys as per design.

Mapped to HAC/1505/OC3

### Terminal Outcomes:

- Identify the raw materials required for soft toys
- Select the raw materials to be procured.
- Select the tools and equipment required for a particular soft toy.
- Identify and recognize various types of fur needed.

Duration: 10:00	Duration: 20:00
<b>Theory–Key Learning Outcomes</b>	<b>Practical–Key Learning Outcomes</b>
<p>The candidate will be able to describe the followings:-</p> <ul style="list-style-type: none"> <li>● Identifying the raw materials required for soft toys.</li> <li>● Selection of raw materials and procurement procedures.</li> <li>● Selection of tools and equipment required.</li> <li>● Recognize various types of fur required to making toys.</li> </ul>	<p>The candidate will be able to demonstrate the followings:-</p> <ul style="list-style-type: none"> <li>● Identify the raw materials required for soft toys</li> <li>● Select the raw materials to be procured.</li> <li>● Select the tools and equipment required for a particular soft toy.</li> <li>● Identify and recognize various types of fur needed.</li> </ul>
<b>Classroom Aids:</b>	
Computer, Projection Equipment, Power Point Presentation and software, Facilitator’s Guide, Participant’s Handbook	
<b>Tools, Equipment and Other Requirements</b>	
Measuring Tape 150 cm, Scissors, Needles, Packing Machine, Seam Ripper Thimble, Thread cutter, Scale plastic 12”, Compass, Fur cloth, Stuffing material Eyes, Ribbon, Cotton Fabric. Pattern Table, Revolving Chairs without arms, White Magnetic Board with Felt board & accessories Display Board, Storage Almirah, Book Shelf, Sewing machines	



## Module 4: Select the design and position each parts as per drawing, symbols.

Mapped to HAC/1505/OC4

**Terminal Outcomes:**

- Select the design for making soft toys
- Arrange the raw materials required
- Put the dice on fur.
- Cut the fur as per arrangements.
- Assemble the cutting pieces fur
- Stitch to sew the fur with plush and the fur without plush.

Duration: 10:00	Duration: 20:00
<b>Theory–Key Learning Outcomes</b>	<b>Practical–Key Learning Outcomes</b>
<p>The candidate will be able to describe the followings:-</p> <ul style="list-style-type: none"> <li>● Selection the design for making soft toys</li> <li>● Arrangement the raw materials required</li> <li>● Application of fur for soft toys.</li> <li>● Cut the fur as per arrangements.</li> <li>● Assemble the cutting pieces fur</li> <li>● Stitch to sew the fur with plush and the fur without plush.</li> <li>●</li> </ul>	<p>The candidate will be able to demonstrate the followings:-</p> <ul style="list-style-type: none"> <li>● Select the design for making soft toys</li> <li>● Arrange the raw materials required</li> <li>● Put the dice on fur.</li> <li>● Cut the fur as per arrangements.</li> <li>● Assemble the cutting pieces fur</li> <li>● Stitch to sew the fur with plush and the fur without plush.</li> </ul>
<b>Classroom Aids:</b>	
Computer, Projection Equipment, Power Point Presentation and software, Facilitator’s Guide, Participant’s Handbook	
<b>Tools, Equipment and Other Requirements</b>	
Measuring Tape 150 cm, Scissors, Needles, Packing Machine, Seam Ripper Thimble, Thread cutter, Scale plastic 12”, Compass, Fur cloth, Stuffing material Eyes, Ribbon, Cotton Fabric. Pattern Table, Revolving Chairs without arms, White Magnetic Board with Felt board & accessories Display Board, Computer set with UPS & multimedia projector	



## Module 5: Recognize the manufacturing steps for each types of doll till its finish in expected shape.

**Mapped to HAC/1505/OC5**

### Terminal Outcomes:

- Select the design from the available drawing
- Making the new dice from the design
- Put the fur in the dice
- Assemble the cutting pieces fur
- Utilize cotton for stuffing doll.
- Stuffed the toy with the materials used for stuffing.
- Stitch it to finish the toy.

Duration: 10:00	Duration: 20:00
<b>Theory–Key Learning Outcomes</b>	<b>Practical–Key Learning Outcomes</b>
<p>The candidate will be able to describe the followings:-</p> <ul style="list-style-type: none"> <li>• Basic Steps for making toy manufacturing</li> <li>• Pattern, Paper cutting and Mould making</li> <li>• Fabric cutting, Sewing by machine</li> <li>• Inversion, Eyes and Nose punching</li> <li>• Stuffing, Back closing, Finishing</li> <li>• Quality checking and Packing for hand work.</li> </ul>	<p>The candidate will be able to demonstrate the followings:-</p> <ul style="list-style-type: none"> <li>• Select the design from the available drawing</li> <li>• Making the new dice from the design</li> <li>• Put the fur in the dice</li> <li>• Assemble the cutting pieces fur</li> <li>• Utilize cotton for stuffing doll.</li> <li>• Stuffed the toy with the materials used for stuffing.</li> <li>• Stitch it to finish the toy.</li> </ul>
<b>Classroom Aids:</b>	
Computer, Projection Equipment, Power Point Presentation and software, Facilitator’s Guide, Participant’s Handbook	
<b>Tools, Equipment and Other Requirements</b>	
Measuring Tape 150 cm, Scissors, Needles, Packing Machine, Seam Ripper Thimble, Thread cutter, Scale plastic 12”, Compass, Fur cloth, Stuffing material Eyes, Ribbon, Cotton Fabric. Pattern Table, Revolving Chairs without arms, White Magnetic Board with Felt board & accessories Display Board, Computer set with UPS & multimedia projector	



## Module 6: Make a bear/elephant with proper design and complete it with stitching and stuffing and complete it in expected shape.

Mapped to HAC/1505/OC6

### Terminal Outcomes:

- Select the design from the available drawing
- Making the new dice for making bear/elephant.
- Put the fur in the dice
- Assemble the cutting pieces fur
- Utilize cotton for stuffing.
- Stuffed the toys with the materials used for stuffing.
- Stitch it to finish the toy.

Duration: 00:00	Duration: 30:00
<b>Theory–Key Learning Outcomes</b>	<b>Practical–Key Learning Outcomes</b>
	<p>The students will be able to do the following activities:</p> <ul style="list-style-type: none"> <li>● Select the design from the available drawing.</li> <li>● Make new dice for making bear/elephant.</li> <li>● Pattern cutting (Paper) and Mould making</li> <li>● Put the fur in the dice</li> <li>● Assemble the cutting pieces fur</li> <li>● Utilize cotton for stuffing.</li> <li>● Stuffed the toys with the materials used for stuffing.</li> <li>● Basic knowledge of machine sewing and machine practice.</li> <li>● Cloth Bear cutting/elephant cutting</li> <li>● Cloth stitching</li> <li>● Cloth stuffing, finishing, and quality checking.</li> <li>● Stitch and finish the toys.</li> </ul>
<b>Classroom Aids:</b>	
Computer, Projection Equipment, Power Point Presentation and software, Facilitator’s Guide, Participant’s Handbook.	
<b>Tools, Equipment and Other Requirements</b>	
Measuring Tape 150 cm, Scissors, Needles, Packing Machine, Seam Ripper Thimble, Thread cutter, Scale plastic 12”, Compass, Fur cloth, Stuffing material Eyes, Ribbon, Cotton Fabric. Pattern Table, Revolving Chairs without arms, White Magnetic Board with Felt board & accessories Display Board, Computer set with UPS & multimedia projector	



## Module 7: Display different types of soft toy for livelihood. Make proper marketing strategy to sell the product.

*Mapped to HAC/1505/OC7*

### Terminal Outcomes:

- Plan and select the toys to be placed
- Make the rack to display
- Tag each toys to be display
- Write the description if possible in the tag
- Plan the marketing strategy to sell the toys

Duration: 10:00	Duration: 20:00
Theory–Key Learning Outcomes	Practical–Key Learning Outcomes
<p>The candidate will be able to describe the followings:-</p> <p>Types of marketing factors associated with marketing.</p> <ul style="list-style-type: none"> <li>• Plan and select the toys to be placed</li> <li>• Make the rack to display</li> <li>• Tag each toys to be display</li> <li>• Write the description if possible in the tag</li> <li>• Plan the marketing strategy to sell the toys</li> </ul>	<p>The candidate will be able to demonstrate the followings:-</p> <ul style="list-style-type: none"> <li>• Plan and select the toys to be placed</li> <li>• Make the rack to display</li> <li>• Tag each toys to be display</li> <li>• Write the description if possible in the tag</li> <li>• Plan the marketing strategy to sell the toys</li> </ul>
<b>Classroom Aids:</b>	
Computer, Projection Equipment, Power Point Presentation and software, Facilitator’s Guide, Participant’s Handbook	
<b>Tools, Equipment and Other Requirements</b>	
Measuring Tape 150 cm, Scissors, Needles, Packing Machine, Seam Ripper, Thimble, Thread cutter, Scale plastic 12”, Compass, Fur cloth, Stuffing material, Eyes, Ribbon, Cotton Fabric.	
Pattern Table, Revolving Chairs without arms, White Magnetic Board with Felt board & accessories Display Board, Computer set with UPS & multimedia projector	



## Module 8: Work in real job situation with special emphasis on basic safety and hazards in this domain

*Mapped to HAC/1505/OC8*

### Terminal Outcomes:

Assessor will check report prepared for this component of training of the course and assess whether competency has been developed to work in the real job situation with special emphasis on basic safety and hazards in this domain. (The trainee is expected to undertake work in actual workplace under any supervisor / contractor for 120 Hours.)

Duration:00:00	Duration: 120:00
Theory–Key Learning Outcomes	Practical–Key Learning Outcomes
	<ul style="list-style-type: none"><li>Assessor will check report prepared for this component of training of the course and assess whether competency has been developed to work in the real job situation with special emphasis on basic safety and hazards in this domain. (The trainee is expected to undertake work in actual workplace under any supervisor / contractor for 120 Hours.)</li></ul>
<b>Classroom Aids:</b>	



## Module 9: Employability skills

Mapped to DGT/VSQ/N0102, v 1.0

### Employability skills

#### Terminal Outcomes:

1. Demonstrate a comprehensive knowledge of constitutional values and apply them in their actions, decisions, and interactions, thereby upholding the principles of the constitution.
2. Develop proficiency in basic English skills, including reading, writing, listening, and speaking, enabling effective communication in everyday situations.
3. Exhibit proficiency in basic communication skills, including active listening, effective verbal and nonverbal communication, and clarity in expressing ideas, fostering successful interpersonal interactions.
4. Explain financial and legal literacy, including understanding key financial concepts, making informed financial decisions, and navigating legal frameworks related to personal and business finances.
5. Interpret digital tools and technologies, navigating online platforms, and practicing safe and responsible digital behavior.

#### Contents

- Discuss the importance of Employability Skills in meeting the job requirements. Explain constitutional values, civic rights, duties, citizenship, responsibility towards society etc. that are required to be followed to become a responsible citizen. Discuss 21st century skills such as Self-Awareness, Behavior Skills, time management, critical and adaptive thinking, problem-solving, creative thinking, social and cultural awareness, emotional awareness, learning to learn for continuous learning etc. in personal and professional life.
- Use basic English for everyday conversation in different contexts, in person and over the telephone. Read and understand routine information, notes, instructions, mails, letters etc. written in English. Write short messages, notes, letters, e-mails etc. in English.
- Demonstrate how to communicate in a well-mannered way with others. Apply verbal and non-verbal communication etiquette and active listening techniques in various settings. Demonstrate working with others in a team
- Show how to conduct oneself appropriately with all genders and PwD.
- Select financial institutions, products and services as per requirement. Carry out offline and online financial transactions, safely and securely. Identify common components of salary and compute income, expenses, taxes, investments etc.
- Show how to operate digital devices and use the associated applications and features, safely and securely. Use e-mail and social media platforms and virtual collaboration tools to work effectively. Use the features of word processor, spreadsheets and presentations. Create a biodata.
- Identify different types of Entrepreneurship and Enterprises and assess opportunities for potential business through research. Identify sources of funding, anticipate, and mitigate any financial/ legal hurdles for the potential business opportunity
- Identify different types of customers. Identify and respond to customer requests and needs in a professional manner

#### Classroom Aids:

Computer, Projection Equipment, Power Point Presentation and software, Facilitator's Guide, Participant's Handbook

## Details Syllabus Content

### Theory Syllabus: 60 Hours

1.	Introduction :	<ul style="list-style-type: none"> <li>a) Introduction regarding utility of Toys.</li> <li>b) Classification of Toys</li> <li>c) Soft Toys- Fabric used Shape, Position of eyes Noses, ears and types.</li> <li>d) Different parts of toys.</li> </ul>
2.	Manufacturing Steps :	<ul style="list-style-type: none"> <li>a) Basic Steps</li> <li>b) Pattern</li> <li>c) Paper cutting and Mould making</li> <li>d) Fabric cutting</li> <li>e) Sewing by machine</li> <li>f) Inversion</li> <li>g) Eyes and Nose punching</li> <li>h) Stuffing</li> <li>i) Back closing, Finishing</li> <li>j) Quail checking and Packing for hand work.</li> </ul>
3.	Marketing :	Meaning - Types of marketing factors associated with marketing

### Practical Syllabus: 150 Hours

The students will complete the entire manufacturing work of their own under the audience of the trainers for the following items:

<b>Item No. 1</b> 20 C.M. Cloth Bear	<ul style="list-style-type: none"> <li>a) Pattern cutting (Paper) and Mould making</li> <li>b) Basic knowledge of machine sewing and machine practice.</li> <li>c) Cloth Bear cutting</li> <li>d) Cloth Bear stitching</li> <li>e) Cloth Bear stuffing, finishing, and quality checking.</li> </ul>
<b>Item No. 2</b> 20 C.M. Plush Bear	<ul style="list-style-type: none"> <li>a) Pattern and Plush cutting</li> <li>b) Plush Bear stitching</li> <li>c) Plush Bear stuffing, finishing and quality checking.</li> </ul>
<b>Item No. 3</b> New Elephant.	<ul style="list-style-type: none"> <li>a) Pattern and Genji cloth cutting</li> <li>b) Elephant stitching</li> <li>c) Elephant stuffing, finishing and quality checking.</li> </ul>
<b>Item No.4</b> 40 C.M. Bear	<ul style="list-style-type: none"> <li>a) Pattern and plush cutting</li> <li>b) Stitching</li> <li>c) Stuffing, finishing and quality checking.</li> </ul>





### **OJT COMPONENT (120 Hrs.)**

Trainee needs to spend 120 Hours in actual working environment with an NGO/SHG/any other industries related to soft toys for first hand exposure to topics covered under the course. A report related to jobs done on this need to be prepared and placed before Assessor for assessment.

### **Detail of Employability Skills Syllabus: 60 hours**

## **Employability Skills (60 hours)**

### **Model Curriculum**

#### **Module Summary:**

<b>S. No</b>	<b>Module Name</b>	<b>Duration (hours)</b>	<b>Assessment Marks</b>
1.	Introduction to Employability Skills	1.5	2
2.	Constitutional values - Citizenship	1.5	2
3.	Becoming a Professional in the 21st Century	2.5	6
4.	Basic English Skills	10	6
5.	Career Development & Goal Setting	2	3
6.	Communication Skills	5	4
7.	Diversity & Inclusion	2.5	2
8.	Financial and Legal Literacy	5	5
9.	Essential Digital Skills	10	8
10.	Entrepreneurship	7	4
11.	Customer Service	5	3
12.	Getting Ready for Apprenticeship & Jobs	8	5
	<b>Total</b>	<b>60</b>	<b>50</b>

#### **Key Learning Outcomes**

##### **Introduction to Employability Skills      Duration: 1.5 Hours**

After completing this programme, participants will be able to:

1. Discuss the Employability Skills required for jobs in various industries
2. List different learning and employability related GOI and private portals and their usage

##### **Constitutional values - Citizenship      Duration: 1.5 Hours**

3. Explain the constitutional values, including civic rights and duties, citizenship, responsibility towards society and personal values and ethics such as honesty, integrity, caring and respecting others that are required to become a responsible citizen
4. Show how to practice different environmentally sustainable practices.



### **Becoming a Professional in the 21st Century    Duration: 2.5 Hours**

5. Discuss importance of relevant 21st century skills.
6. Exhibit 21st century skills like Self-Awareness, Behavior Skills, time management, critical and adaptive thinking, problem-solving, creative thinking, social and cultural awareness, emotional awareness, learning to learn etc. in personal or professional life.
7. Describe the benefits of continuous learning.

### **Basic English Skills    Duration: 10 Hours**

8. Show how to use basic English sentences for everyday conversation in different contexts, in person and over the telephone
9. Read and interpret text written in basic English
10. Write a short note/paragraph / letter/e -mail using basic English

### **Career Development & Goal Setting    Duration: 2 Hours**

11. Create a career development plan with well-defined short- and long-term goals

### **Communication Skills    Duration: 5 Hours**

12. Demonstrate how to communicate effectively using verbal and nonverbal communication etiquette.
13. Explain the importance of active listening for effective communication
14. Discuss the significance of working collaboratively with others in a team

### **Diversity & Inclusion    Duration: 2.5 Hours**

15. Demonstrate how to behave, communicate, and conduct oneself appropriately with all genders and PwD
16. Discuss the significance of escalating sexual harassment issues as per POSH act.

### **Financial and Legal Literacy    Duration: 5 Hours**

17. Outline the importance of selecting the right financial institution, product, and service
18. Demonstrate how to carry out offline and online financial transactions, safely and securely
19. List the common components of salary and compute income, expenditure, taxes, investments etc.
20. Discuss the legal rights, laws, and aids

### **Essential Digital Skills    Duration: 10 Hours**

21. Describe the role of digital technology in today's life
22. Demonstrate how to operate digital devices and use the associated applications and features, safely and securely
23. Discuss the significance of displaying responsible online behavior while browsing, using various social media platforms, e-mails, etc., safely and securely
24. Create sample word documents, excel sheets and presentations using basic features
25. utilize virtual collaboration tools to work effectively



**Entrepreneurship      Duration: 7 Hours**

26. Explain the types of entrepreneurship and enterprises
27. Discuss how to identify opportunities for potential business, sources of funding and associated financial and legal risks with its mitigation plan
28. Describe the 4Ps of Marketing-Product, Price, Place and Promotion and apply them as per requirement
29. Create a sample business plan, for the selected business opportunity

**Customer Service      Duration: 5 Hours**

30. Describe the significance of analyzing different types and needs of customers
31. Explain the significance of identifying customer needs and responding to them in a professional manner.
32. Discuss the significance of maintaining hygiene and dressing appropriately

**Getting Ready for apprenticeship & Jobs      Duration: 8 Hours**

33. Create a professional Curriculum Vitae (CV)
34. Use various offline and online job search sources such as employment exchanges, recruitment agencies, and job portals respectively
35. Discuss the significance of maintaining hygiene and confidence during an interview
36. Perform a mock interview
37. List the steps for searching and registering for apprenticeship opportunities

### Tools and Equipment (For a batch of 20 trainees)

S No.	Description	Quantity
1.	Measuring Tape 150 cm	21 nos.
2.	Scissors	20 nos
3.	Needles	As required
4.	Racks	5 nos
5.	Packing Machine	1 no
6.	Seam Ripper	21nos
7.	Thimble	21nos
8.	Thread cutter	21nos
9.	Scale plastic 12"	21nos
10.	Compass	21nos
11.	Fur cloth	21nos
12.	Stuffing material	As required
13.	Eyes, Ribbon	As required
14.	Cotton Fabric	As required
15.	Pattern Table	4 nos
16.	Revolving Chairs without arms	20 nos
17.	Faculty Table & Chair set	1 no
18.	Computer set with UPS & multimedia projector	1 no
19.	White Magnetic Board with Felt board & accessories	1 no
20.	Display Board	2 nos
21.	Storage Almirah	1 no
22.	Book Shelf	1 no
23.	Sewing machines	10 nos



## Annexure

### Trainer Requirements

Trainer Prerequisites						
Minimum Educational Qualification	Specialization	Relevant Industry Experience		Training Experience		Remarks
		Years	Specialization	Years	Specialization	
Madhyamik / Higher Secondary	Vocational course in soft toys and hand crafts / pattern and mold maker soft toy	5	Soft Toy Making / Apparel sector	1	Toy making course	NA
CTS/ATS	Sewing technology					
Diploma	Textile / Apparel	3		1		
B. Tech/BE	Textile / Apparel	2		1		
ITI	Sewing Technology	3		1		

Trainer Certification	
Domain Certification	Platform Certification
Certified for Job Role: “Toy Maker (Soft Toys)” mapped to QP: “STC - APL/NSQF -2018/ 803 OR STC-HAC/2022/1505”. Minimum accepted score is 80%.	Recommended that the Assessor is certified for the Job Role: “Assessor”, mapped to the Qualification Pack: “MEP/Q2601”. Minimum accepted score as per MEPSC guide lines is 80%.

## Assessor Requirements

Assessor Prerequisites						
Minimum Educational Qualification	Specialization	Relevant Industry Experience		Training/Assessment Experience		Remarks
		Years	Specialization	Years	Specialization	
Madhyamik / Higher Secondary	Vocational course in soft toys and hand crafts / pattern and mold maker soft toy	5	Soft Toy Making / Apparel sector	1	Toy making / any apparel sector job role	NA
CTS/ATS	Sewing technology					
ITI	Sewing Technology	3		1		
B. Tech	Textile / Apparel	2		1		

Assessor Certification	
Domain Certification	Platform Certification
Certified for Job Role: "Toy Maker (Soft Toys)" mapped to QP: "STC - APL/NSQF -2018/ 803 OR STC-HAC/2022/1505". Minimum accepted score is 80%.	Recommended that the Assessor is certified for the Job Role: "Assessor", mapped to the Qualification Pack: "MEP/Q2701". Minimum accepted score as per MEPSC guide lines is 80%.



## Assessment Strategy

Assessment will be based on the concept of Independent Assessors empaneled with West Bengal State Council of Technical & Vocational Education & Skill Development (WBSCT&VE&SD), identified, selected, trained and certified on Assessment techniques. These Assessors would be aligned to assess as per the laid down criteria.

WBSCT&VE&SD would conduct assessment only at the training centers or designated testing centers authorized by WBSCT&VE&SD.

Ideally, the assessment will be a continuous process comprising of two distinct steps:

- A. Continuous assessment by Trainers
- B. Term end /Final Assessment by WBSCT&VE&SD

Each National Occupational Standard (NOS) in the respective QPs will be assigned weightage. Each Performance Criteria in the NOS will be assigned marks for theory and/or practical based on relative importance and criticality of function.

This will facilitate preparation of question bank / paper sets for each of the QPs. Each of these papers sets/question banks created by subject matter experts through WBSCT&VE&SD, especially with regard to the practical test and the defined tolerances, finish, accuracy etc.

The following tools are proposed to be used for final assessment:

- i. Written Test: This will comprise of (i) True/False Statements and/or (ii) Multiple Choice Questions and/or (iii) Matching Type Questions. Online system for this will be preferred.
- ii. Practical Test: This will comprise a test job to be prepared as per project briefing following appropriate working steps, using necessary tools, equipment and instruments. Through observation it will be possible to ascertain candidate's aptitude, attention to details, quality consciousness etc.
- iii. Structured Viva-voce: This tool will be used to assess the conceptual understanding and the behavioral aspects as regards the job role and the specific task at hand.

### Marks distribution as per outcome

Course Name	Sr No	Outcome No.	Outcome Name	Th Hrs	Pr Hrs	Total marks Th	Total marks Pr
Toy Making (Soft Toys)	1	HAC/1505/OC1	Apply Safe Working Practices	10	20	20	50
	2	HAC/1505/OC2	List out the classification of soft toys and its utility	10	20	20	100
	3	HAC/1505/OC3	Identify and procure the raw materials and tools needed for making the soft toys as per design.	10	20	20	100
	4	HAC/1505/OC4	Select the design and position each parts as per drawing.	10	20	30	100
	5	HAC/1505/OC5	Recognize the manufacturing steps for each types of doll till its finish in expected shape.	10	20	40	100
	6	HAC/1505/OC6	Make a bear/elephant with proper design and complete it with stitching and stuffing and complete it in expected shape.		30		100
	7	HAC/1505/OC7	Display different types of soft toy for livelihood. Make proper marketing strategy to sell the product.	10	20	20	50
	8	HAC/1505/OC8	Work in real job situation with special emphasis on basic safety and hazards in this domain.	0	120	0	200
	9	DGT/VSQ/N0102	Employability Skills- 60 hrs.	60		50	
TOTAL Theory 60 Hrs, Practical 150 Hrs. OJT 120Hrs,Employability Skill 60 Hrs						200	800





## Glossary

Term	Description
<b>Declarative Knowledge</b>	Declarative knowledge refers to facts, concepts and principles that need to be known and/or understood in order to accomplish or to solve a problem.
<b>Key Learning Outcome</b>	Key learning outcome is the statement of what a learner needs to know, understand and be able to do in order to achieve the terminal outcomes. A set of key learning outcomes will make up the training outcomes. Training Outcome is specified in terms of knowledge, understanding (theory) and skills (practical application).
<b>OJT(M)</b>	On-the-job training(Mandatory);trainees are mandated to complete specified hours of training on site
<b>OJT(R)</b>	On-the-job training(Recommended);trainees are recommended the specified hours of training on site
<b>Procedural Knowledge</b>	Procedural knowledge addresses how to do something, or how to perform a task. It is the ability to work, or produce a tangible work output by applying cognitive, affective or psycho motor skills.
<b>Training Outcome</b>	Training outcome is a statement of what a learner will know, understand and be able to do <b>upon the completion of the training.</b>
<b>Terminal Outcome</b>	Terminal outcome is a statement of what a learner will know, understand and be able to do <b>upon the completion of a module.</b> A set of terminal outcomes help to achieve the training outcome.

## Acronyms and Abbreviations

Term	Description
<b>QP</b>	Qualification Pack
<b>NSQF</b>	National Skills Qualification Framework
<b>NSQC</b>	National Skills Qualification Committee
<b>NOS</b>	National Occupational Standards