

# ASSISTANT FASHION DESIGNER

(QUALIFICATION PACK: Ref.Id.AMH/Q1210)

SECTOR: APPAREL, MADE-UPS AND HOME FURNISHING

## LEARNING OUTCOME BASED VOCATIONAL CURRICULUM

Class 11 & 12

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एन सी ई आर टी  
NCERT

**PSS CENTRAL INSTITUTE OF VOCATIONAL EDUCATION**

(A constituent Unit of National Council of Educational Research and Training,  
under Ministry of Human Resource Development, Government of India)

Shyamla Hills, BHOPAL-462013, Madhya Pradesh, India

[www.psscive.ac.in](http://www.psscive.ac.in)

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**PSS CENTRAL INSTITUTE OF VOCATIONAL EDUCATION**

**Shyamla Hills, Bhopal- 462 002, M.P., India**

**LEARNING OUTCOME BASED VOCATIONAL  
CURRICULUM**

**Apparel, Made-Ups and Home Furnishing-  
Assistant Fashion Designer (First Version)**

**JANUARY 2020**

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**PATRONS**

Prof. *Hrushikesh Senapaty*, Ph.D.,  
Director, National Council of Educational  
Research and Training (NCERT),  
New Delhi

Prof. *Rajesh Khambayat*, Ph.D.,  
Joint Director  
PSS Central Institute of Vocational  
Education, Bhopal

**COURSE COORDINATOR**

Dr. *Pinki Khanna*  
Professor & Head  
Department of Home Science and  
Hospitality Management  
and  
Centre of Programme Planning & Monitoring  
PSSCIVE, Bhopal

**Published by:**

Joint Director

PSS Central Institute of Vocational Education, NCERT, Shyamla Hills, Bhopal

# FOREWORD

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The Pandit Sunderlal Sharma Central Institute of Vocational Education (PSSCIVE), a constituent unit of National Council of Educational Research and Training (NCERT) is spearheading the efforts of developing learning outcome based vocational curriculum and courseware aimed at integrating both vocational and general qualifications to open pathways of career progression for students. It is a part of Vocationalisation of Education under *Samagra Shiksha*. The PSS Central Institute of Vocational Education (PSSCIVE) is developing curricula under the project approved by the Project Approval Board (PAB) of *Samagra Shiksha* of Ministry of Human Resource Development (MHRD), Govt. of India. The main purpose of the learning outcome based vocational curriculum is to bring about improvement in teaching-learning process and working competencies through learning outcomes embedded in the vocational subject.

It is a matter of great pleasure to introduce this learning outcome based vocational curriculum as part of the vocational training package for the job role of **Assistant Fashion Designer (AMH/Q1210)**. The curriculum has been developed for the higher secondary students of vocational education and is aligned to the National Occupation Standards (NOSs) of a job role identified and approved under the National Skill Qualification Framework (NSQF).

The curriculum aims to provide children with employability and vocational skills to support occupational mobility and lifelong learning. It will help them to acquire specific occupational skills that meet employers' immediate needs. The teaching process is to be performed through the interactive sessions in classrooms, practical activities in laboratories and workshops, projects, field visits, and professional experiences.

The curriculum has been developed and reviewed by a group of experts and their contributions are greatly acknowledged. The utility of the curriculum will be adjudged by the qualitative improvement that it brings about in teaching-learning. The feedback and suggestions on the content by the teachers and other stakeholders will be of immense value to us in bringing about further improvement in this document.

HRUSHIKESH SENAPATY

*Director*

*National Council of Education Research and Training*



# PREFACE

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India today stands poised at a very exciting juncture in its saga. The potential for achieving inclusive growth are immense and the possibilities are equally exciting. The world is looking at us to deliver sustainable growth and progress. To meet the growing expectations, India will largely depend upon its young workforce. The much-discussed demographic dividend will bring sustaining benefits only if this young workforce is skilled and its potential is channelized in the right direction.

In order to fulfil the growing aspirations of our youth and the demand of skilled human resource, the Ministry of Human Resource Development (MHRD), Government of India introduced the revised Centrally Sponsored Scheme of Vocationalisation of Secondary and Higher Secondary Education in 2012 with the aim to provide for the diversification of educational opportunities so as to enhance individual employability, reduce the mismatch between demand and supply of skilled manpower and provide an alternative for those pursuing higher education. The scheme was subsumed in *Samagra Shiksha* in 2018 along with other schemes of school education. For spearheading the Vocationalisation Education, the PSS Central Institute of Vocational Education (PSSCIVE) was entrusted the responsibility to develop learning outcome based vocational curriculum, student workbooks, teacher handbooks and e-learning materials for the job roles in various sectors, with growth potential for employment.

The PSSCIVE firmly believes that the vocationalisation of education in the nation needs to be established on a strong footing of philosophical, cultural and sociological traditions and it should aptly address the needs and aspirations of the students besides meeting the skill demands of the industry. The curriculum, therefore, aims at developing the desired professional, managerial and communication skills to fulfil the needs of the society and the world of work. In order to honour its commitment to the nation, the PSSCIVE has initiated the work on developing learning outcome based vocational curriculum with the involvement of faculty members and leading experts in respective fields. It is being done through the concerted efforts of leading academicians, professionals, policy makers, partner institutions, Vocational Education and Training experts, industry representatives, and teachers. The expert group through a series of consultations, working group meetings and use of reference materials develops a National Curriculum. Currently, the Institute is working on developing curricula and courseware for over 50 job roles in various sectors, besides the curricula developed for 100 job roles.

We extend our gratitude to all the contributors for selflessly sharing their precious knowledge, acclaimed expertise, valuable time and positively responding to our request for development of curriculum. We are grateful to MHRD and NCERT for the financial support and cooperation in realising the objective of providing learning outcome based vocational curriculum and courseware to the States and other stakeholders under the PAB (Project Approval Board) approved project of *Samagra Shiksha* of Ministry of Human Resource Development (MHRD), Government of India.

Finally, for transforming the proposed curriculum design into a vibrant reality of implementation, all the institutions involved in the delivery system shall have to come together with a firm commitment and they should secure optimal community support. The

success of this curriculum depends upon its effective implementation and it is expected that the managers of vocational education and training system, including subject teachers will make efforts to create better facilities, develop linkages with the world of work and foster a conducive environment as per the content of the curriculum document.

The PSSCIVE, Bhopal remains committed in bringing about reforms in the vocational education and training system through the learner-centric curricula and courseware. We hope that this document will prove useful in turning out more competent Indian workforce for the 21<sup>st</sup> Century.

RAJESH P. KHAMBAYAT  
*Joint Director*  
*PSS Central Institute of Vocational Education*

# ACKNOWLEDGEMENTS

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On behalf of the team at the PSS Central Institute of Vocational Education (PSSCIVE) we are grateful to the members of the Project Approval Board (PAB) of *Samagra Shiksha* and the officials of the Ministry of Human Resource Development (MHRD), Government of India for the financial support to the project for development of curricula.

We are grateful to the Director, National Council of Educational Research & Training (NCERT) for his support and guidance. We also acknowledge the contributions of our colleagues at the Technical Support Group of Samagra Shiksha, MHRD, National Skill Development Agency (NSDA) and National Skill Development Corporation (NSDC) and **Apparel, Made-ups and Home Furnishing Sector Skill Council (AMHSSC)** for their academic support and cooperation. We are grateful to the expert contributors for their earnest effort and contributions in the development of this learning outcome based vocational curriculum. Their names are acknowledged in the list of contributors.

We are also grateful to Dr. Pinki Khanna, Course Coordinator, Department of Home Science & Hospitality Management, PSSCIVE, Bhopal for her contributions.

The contributions made by Dr. Vinay Swarup Mehrotra, Professor and Head, Department of Agriculture and Animal Husbandry and Curriculum Development and Evaluation Centre (CDEC), Dr. Vipin Kumar Jain, Associate Professor and Head, Department of Humanities, Science, Education and Research and Dr. Dipak D. Shudhalwar, Associate Professor and Head, Department of Engineering and Technology, PSSCIVE in development of the curriculum for the employability skills are duly acknowledged.

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**PSSCIVE Team**

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# 1. COURSE OVERVIEW

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## **COURSE TITLE: Apparel, Made-Ups and Home Furnishing– Assistant Fashion Designer (AFD)**

Assistant Fashion Designer should have the skills and knowledge to develop fashion design briefs and manage the development of design concepts for commercial production. The initial process includes conducting market research and doing trend forecasting for the particular season and identifying a theme for the collection. Next, a mood board and colour board is created based on the identified theme to form the basis for developing an entire range garments aligned to the theme and the business plan. After finalization on the range in consultation with the technical and commercial teams, a tech-pack is developed for each style that is part of the range. AFD would Work with different teams to create prototype, fit and preproduction samples based on the tech-pack. In some situations AFD will guide the teams in developing these samples based on the tech packs developed and supplied by the buyers and work with the clients in evaluating these samples and bringing about improvements as necessary. AFD would also maintain records of the comments and feedback received and also the consequent changes made in the original tech pack.

An Assistant Fashion Designer should have flair for art and drawings and should have basic mathematical skills, particularly for measuring and making calculations. AFD should possess good written and excellent oral communication skills and have the patience for strenuous long hours of working under stringent deadlines. He/she should be highly imaginative, creative, and analytical and a person of voracious reading and keen listening habits.

**COURSE OUTCOMES:** On completion of the course, student should be able to:

- Apply effective oral and written communication skills to interact with people and customers.
- Identify the principal components of a computer system.
- Demonstrate the basic skills of using computer.
- Demonstrate self-management skills.
- Demonstrate the ability to provide a self-analysis in context of entrepreneurial skills and abilities.
- Demonstrate the knowledge of the importance of green skills in meeting the challenges of sustainable development and environment protection.
- Describe the structure and working of the Apparel Industry
- List and describe the roles and responsibilities of the Assistant Fashion Designer
- Define and explain the technical terms and tool associated with different types of garment design and production processes
- Carry out research on fashion design trends
- Classify fibres and describe fibre and yarn properties, spinning, fabric construction methods, trims and accessories
- Describe and interpret Design and Fashion concepts
- Describe the design development process and develop design collection
- Develop the theme for a collection; create fashion forecast and mood boards, flat drawings
- Explain the use of software programmes like AutoCAD, Coral Draw, Photoshop, etc. for pattern making and design development
- Describe the garment manufacturing techniques and processes required for converting a design to a garment
- Describe quality specification and inspection processes and evaluate Garment quality

- Develop a tech pack, proto and fit samples as per customer requirement
- Describe the garment production systems and sequence of assembling for garment construction
- Explain the evaluation criteria and evaluate fit & proto samples
- List and describe the basic and specialized garment testing methods and requirements
- Describe innovative solutions for meeting client requirements
- Describe the importance and practice safety and health measures in the industry.
- Explain Strategies for preventing hazards at work place.
- Explain measures to control hazards at workplace.
- Describe the different quality measures.
- Report the damage or faults in material and assembly to the responsible person.

**COURSE REQUIREMENTS:** The learner should have the basic knowledge of Textiles and Clothing.

**COURSE LEVEL:** This is a course for class XI and XII. On completion of this course, a student can take up a higher level course in the area of Apparel, Made-ups and Home Furnishing.

**COURSE DURATION:** **600 Hrs**  
 Class 11: 300 Hrs  
 Class 12: 300 Hrs

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**Total: 600 Hrs**

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## 2. SCHEME OF UNITS

This course is a planned sequence of instructions consisting of Units meant for developing employability and vocational competencies of students of Class 11 and 12 opting for vocational subject along with general education subjects. The unit-wise distribution of hours and marks for Class 11 is as follows:

<b>CLASS 11</b>			
	<b>Units</b>	<b>No. of Hours for Theory and Practical 300</b>	<b>Max. Marks for Theory and Practical 100</b>
<b>Part A</b>	<b>Employability Skills</b>		
	Unit 1: Communication Skills - III	25	10
	Unit 2: Self-management Skills – III	25	
	Unit 3: Information and Communication Technology Skills – III	20	
	Unit 4: Entrepreneurial Skills – III	25	
	Unit 5: Green Skills – III	15	
	<b>Total</b>	<b>110</b>	<b>10</b>

<b>Part B</b>	<b>Vocational Skills</b>		
	Unit1: Planning and Designing of Garment Collections for a Season	45	40
	Unit2: Design Principles and Methods	45	
	Unit 3: Design Development, Tech Packs and Samples	35	
	Unit 4: Health and safety related practices applicable at workplace	20	
	Unit 5: Legal, regulatory and ethical requirements	20	
	<b>Total</b>	<b>165</b>	<b>40</b>
<b>Part C</b>	<b>Practical Work</b>		
	Practical Examination	06	15
	Written Test	01	10
	Viva Voce	03	10
	<b>Total</b>	<b>10</b>	<b>35</b>
<b>Part D</b>	<b>Project Work/Field Visit</b>		
	Practical File/Student Portfolio	10	10
	Viva Voce	05	05
	<b>Total</b>	<b>15</b>	<b>15</b>
	<b>Grand Total</b>	<b>300</b>	<b>100</b>

The unit-wise distribution of hours and marks for Class 12 is as follows:

<b>CLASS 12</b>			
	<b>Units</b>	<b>No. of Hours for Theory and Practical 300</b>	<b>Max. Marks for Theory and Practical 100</b>
<b>Part A</b>	<b>Employability Skills</b>		
	Unit 1: Communication Skills – IV	25	10
	Unit 2: Self-management Skills – IV	25	
	Unit 3: Information and Communication Technology Skills – IV	20	
	Unit 4: Entrepreneurial Skills – IV	25	
	Unit 5: Green Skills – IV	15	
	<b>Total</b>	<b>110</b>	<b>10</b>
<b>Part B</b>	<b>Vocational Skills</b>		
	Unit1: Preparing design collections of garments for a season	45	40
	Unit2: Developing Tech Pack, Proto and Fit Samples	45	
	Unit 3: Evaluating and Improving the Proto & Fit Samples	35	
	Unit 4: Health, Safety and Security at Workplace	20	



	Unit 5: Industry and Organizational Requirements	20	
	<b>Total</b>	<b>165</b>	<b>40</b>
<b>Part C</b>	<b>Practical Work</b>		
	Practical Examination	06	15
	Written Test	01	10
	Viva Voce	03	10
	<b>Total</b>	<b>10</b>	<b>35</b>
<b>Part D</b>	<b>Project Work/Field Visit</b>		
	Practical File/Student Portfolio	10	10
	Viva Voce	05	05
	<b>Total</b>	<b>15</b>	<b>15</b>
	<b>Grand Total</b>	<b>300</b>	<b>100</b>

### 3. TEACHING/TRAINING ACTIVITIES

The teaching and training activities must be conducted in classroom, laboratory/ workshops and field visits. Students should be taken to field visits for interaction with experts and to expose them to the various tools, equipment, materials, procedures and operations in the workplace. Special emphasis should be laid on the occupational safety, health and hygiene during the training and field visits.

#### CLASSROOM ACTIVITIES

Classroom activities are an integral part of this course and interactive lecture sessions, followed by discussions should be conducted by trained vocational teachers. Vocational teachers should make effective use of a variety of instructional or teaching aids, such as audio-video materials, colour slides, charts, diagrams, models, exhibits, hand-outs, online teaching materials, etc. to transmit knowledge and impart training to the students.

#### PRACTICAL WORK IN LABORATORY/WORKSHOP

Practical work may include but not limited to hands-on-training, simulated training, role play, case-based studies, exercises, etc. Equipment and supplies should be provided to enhance hands-on learning experience of students. Only trained personnel should teach specialized techniques. A training plan that reflects tools, equipment, materials, skills and activities to be performed by the students should be submitted by the vocational teacher to the Head of the Institution.

#### FIELD VISITS/ EDUCATIONAL TOUR

In field visits, children will go outside the classroom to obtain specific information from experts or to make observations of the activities. A checklist of observations to be made by the students during the field visits should be developed by the Vocational Teachers for systematic collection of information by the students on the various aspects. Principals and Teachers should identify the different opportunities for field visits within a short distance from the school and make necessary arrangements for the visits. At least three field visits should be conducted in a year.

## 4. ASSESSMENT AND CERTIFICATION

Upon successful completion of the course by the candidate, the Central/ State Examination Board for Secondary Education and the respective Sector Skill Council will certify the competencies.

The National Skills Qualifications Framework (NSQF) is based on outcomes referenced to the National Occupation Standards (NOSs), rather than inputs. The NSQF level descriptors, which are the learning outcomes for each level, include the process, professional knowledge, professional skills, core skills and responsibility. The assessment is to be undertaken to verify that individuals have the knowledge and skills needed to perform a particular job and that the learning programme undertaken has delivered education at a given standard. It should be closely linked to certification so that the individual and the employer could come to know the competencies acquired through the vocational subject or course. The assessment should be reliable, valid, flexible, convenient, cost effective and above all it should be fair and transparent. Standardized assessment tools should be used for assessment of knowledge of students. Necessary arrangements should be made for using technology in assessment of students.

### KNOWLEDGE ASSESSMENT (THEORY)

**Knowledge Assessment** should include two components: one comprising of internal assessment and second an external examination, including theory examination to be conducted by the Board. The assessment tools shall contain components for testing the knowledge and application of knowledge. The knowledge test can be objective paper-based test or short structured questions based on the content of the curriculum.

### WRITTEN TEST

It allows candidates to demonstrate that they have the knowledge and understanding of a given topic. Theory question paper for the vocational subject should be prepared by the subject experts comprising group of experts of academicians, experts from existing vocational subject experts/teachers, and subject experts from university/colleges or industry. The respective Sector Skill Council should be consulted by the Central/State Board for preparing the panel of experts for question paper setting and conducting the examinations.

The blueprint for the question paper may be as follows:

**Duration: 3Hrs**

**Max. Mark: 40**

S. No.	Typology of Question	No. of Questions			Marks
		Very Short Answer (1 mark)	Short Answer (2 Marks)	Long Answer (3 Marks)	
1.	Remembering – (Knowledge based simple recall questions, to know specific facts, terms, concepts, principles, or theories; identify, define or recite, information)	3	2	2	13

2.	Understanding – (Comprehension – to be familiar with meaning and to understand conceptually, interpret, compare, contrast, explain, paraphrase, or interpret information)	2	3	2	14
3.	Application – (Use abstract information in concrete situation, to apply knowledge to new situations: Use given content to interpret a situation, provide an example, or solve a problem)	0	2	1	07
4.	High Order Thinking Skills – (Analysis & Synthesis – Classify, compare, contrast, or differentiate between different pieces of information; Organize and/ or integrate unique pieces of information from a variety of sources)	0	2	0	04
5.	Evaluation – (Appraise, judge, and/or justify the value or worth of a decision or outcome, or to predict outcomes based on values)	0	1	0	02
	<b>Total</b>	<b>5x1=5</b>	<b>10x2=20</b>	<b>5x3=15</b>	<b>40</b> <b>(20</b> <b>questions)</b>

### SKILL ASSESSMENT (PRACTICAL)

Assessment of skills by the students should be done by the assessors/examiners on the basis of practical demonstration of skills by the candidate, using a competency checklist. The competency checklist should be developed as per the National Occupation Standards (NOSs) given in the Qualification Pack for the Job Role to bring about necessary consistency in the quality of assessment across different sectors and Institutions. The student has to demonstrate competency against the performance criteria defined in the National Occupation Standards and the assessment will indicate that they are 'competent', or are not yet 'competent'. The assessors assessing the skills of the students should possess a current experience in the industry and should have undergone an effective training in assessment principles and practices. The Sector Skill Councils should ensure that the assessors are provided with the training on the assessment of competencies.

Practical examination allows candidates to demonstrate that they have the knowledge and understanding of performing a task. This will include hands-on practical exam and viva voce. For practical, there should be a team of two evaluators – the subject teacher and the expert from the relevant industry certified by the Board or concerned Sector Skill Council. The same team of examiners will conduct the viva voce.

**Project Work** (individual or group project) is a great way to assess the practical skills on a certain time period or timeline. Project work should be given on the basis of the capability of the individual to perform the tasks or activities involved in the project. Projects should be discussed in the class and the teacher should periodically monitor the progress of the project and provide feedback for improvement and innovation. Field visits should be organised as part of the project work. Field visits can be followed by a small-group work/project work. When the class returns from the field visit, each group might be asked to use the information that they have gathered to prepare presentations or reports of their

observations. Project work should be assessed on the basis of practical file or student portfolio.

**Student Portfolio** is a compilation of documents that supports the candidate's claim of competence. Documents may include reports, articles, photos of products prepared by students in relation to the unit of competency.

**Viva voce** allows candidates to demonstrate communication skills and content knowledge. Audio or video recording can be done at the time of viva voce. The number of external examiners would be decided as per the existing norms of the Board and these norms should be suitably adopted/adapted as per the specific requirements of the vocational subject. Viva voce should also be conducted to obtain feedback on the student's experiences and learning during the project work/field visits.

## 5. UNIT CONTENTS

### CLASS 11

#### Part A: Employability Skills

S.No.	Units	Duration (Hrs)
1.	Unit 1: Communication Skills - III	25
2.	Unit 2: Self-management Skills – III	25
3.	Unit 3: Information and Communication Technology Skills – III	20
4.	Unit 4: Entrepreneurial Skills – III	25
5.	Unit 5: Green Skills – III	15
<b>Total</b>		<b>110</b>

#### Unit 1: Communication Skills - III

Learning Outcome	Theory (10 Hrs)	Practical (15 Hrs)	Duration (25 Hrs)
1. Explain methods of communication	1. Types of communication - Verbal - Non-verbal - Visual	1. Writing pros and cons of written, verbal and non-verbal communication 2. Listing do's and don'ts for avoiding common body language mistakes	15
2. Identify specific communication styles	1. Communication styles- assertive, aggressive, passive-aggressive, submissive, etc.	1. Observing and sharing communication styles of friends, teachers and family members and adapting the best practices 2. Role plays on communication styles	10
<b>Total</b>			<b>25</b>

<b>Unit 2: Self-management Skills - III</b>			
<b>Learning Outcome</b>	<b>Theory (10hrs)</b>	<b>Practical (15hrs)</b>	<b>Duration (25Hrs)</b>
1. Demonstrate impressive appearance and grooming	<ol style="list-style-type: none"> <li>1. Describe the importance of dressing appropriately, looking decent and positive body language</li> <li>2. Describe the term grooming</li> <li>3. Prepare a personal grooming checklist</li> <li>4. Describe the techniques of self-exploration</li> </ol>	<ol style="list-style-type: none"> <li>1. Demonstration of impressive appearance and groomed personality</li> <li>2. Demonstration the ability to self- explore</li> </ol>	07
2. Demonstrate team work skills	<ol style="list-style-type: none"> <li>1. Describe the important factors that influence in team building</li> <li>2. Describe factors influencing team work</li> </ol>	<ol style="list-style-type: none"> <li>1. Group discussion on qualities of a good team</li> <li>2. Group discussion on strategies that are adopted for team building and team work</li> </ol>	08
3. Apply time management strategies and techniques	<ol style="list-style-type: none"> <li>1. Meaning and importance of time management – setting and prioritizing goals, creating a schedule, making lists of tasks, balancing work and leisure, using different optimization tools to break large tasks into smaller tasks</li> </ol>	<ol style="list-style-type: none"> <li>1. Game on time management</li> <li>2. Checklist preparation</li> <li>3. To-do-list preparation</li> </ol>	10
<b>Total</b>			<b>25</b>

<b>Unit 3: Information &amp; Communication Technology Skills - III</b>			
<b>Learning Outcome</b>	<b>Theory (08 Hrs)</b>	<b>Practical (12 Hrs)</b>	<b>Duration (20 Hrs)</b>
1. Create a document on word processor	<ol style="list-style-type: none"> <li>1. Introduction to word processing</li> <li>2. Software packages for word processing</li> <li>3. Opening and exiting the word processor</li> <li>4. Creating a document</li> </ol>	<ol style="list-style-type: none"> <li>1. Demonstration and practice of the following: <ul style="list-style-type: none"> <li>• Listing the features of word processing</li> <li>• Listing the software packages for word processing</li> <li>• Opening and exit the word processor</li> </ul> </li> </ol>	10

<b>Unit 3: Information &amp; Communication Technology Skills - III</b>			
<b>Learning Outcome</b>	<b>Theory (08 Hrs)</b>	<b>Practical (12 Hrs)</b>	<b>Duration (20 Hrs)</b>
		<ul style="list-style-type: none"> <li>• Creating a document</li> </ul>	
2. Edit, save and print a document in word processor	<ol style="list-style-type: none"> <li>1. Editing text</li> <li>2. Wrapping and aligning the text</li> <li>3. Font size, type and face</li> <li>4. Header and Footer</li> <li>5. Auto correct</li> <li>6. Numbering and bullet</li> <li>7. Creating table</li> <li>8. Find and replace</li> <li>9. Page numbering</li> <li>10. Printing document</li> <li>11. Saving a document in various formats</li> </ol>	<ol style="list-style-type: none"> <li>1. Demonstration and practising the following:                             <ul style="list-style-type: none"> <li>• Editing the text</li> <li>• Word wrapping and alignment</li> <li>• Changing font type, size and face</li> <li>• Inserting header and footer</li> <li>• Removing header and footer</li> </ul> </li> <li>1. Using autocorrect option</li> <li>2. Insert page numbers and bullet</li> <li>3. Save and print a document</li> </ol>	10
<b>Total</b>			<b>20</b>

<b>Unit 4: Entrepreneurship Development Skills - III</b>			
<b>Learning Outcome</b>	<b>Theory (10 Hrs)</b>	<b>Practical (15 Hrs)</b>	<b>Duration (25 Hrs)</b>
1. Describe the significance of entrepreneurial values and attitude	<ol style="list-style-type: none"> <li>1. Values in general and entrepreneurial values</li> <li>2. Entrepreneurial value orientation with respect to innovativeness, independence, outstanding performance and respect for work</li> </ol>	<ol style="list-style-type: none"> <li>1. Listing of entrepreneurial values by the students</li> <li>2. Group work on identification of entrepreneurial values and their roles after listing or reading 2-3 stories of successful entrepreneur</li> <li>3. Exhibiting entrepreneurial values in Ice breaking, rapport building, group work and home assignments</li> </ol>	10
2. Demonstrate the knowledge of attitudinal changes required to become an entrepreneur	<ol style="list-style-type: none"> <li>1. Attitudes in general and entrepreneurial attitudes</li> <li>2. Using imagination/intuition</li> <li>3. Tendency to take moderate risk</li> <li>4. Enjoying freedom of</li> </ol>	<ol style="list-style-type: none"> <li>1. Preparing a list of factors that influence attitude in general and entrepreneurial attitude</li> <li>2. Demonstrating and identifying own entrepreneurial attitudes during the following</li> </ol>	15

<b>Unit 4: Entrepreneurship Development Skills - III</b>			
<b>Learning Outcome</b>	<b>Theory (10 Hrs)</b>	<b>Practical (15 Hrs)</b>	<b>Duration (25 Hrs)</b>
	expression and action 5. Looking for economic opportunities 6. Believing that we can change the environment 7. Analyzing situation and planning action 8. Involving in activity	micro lab activities: (i) thematic appreciation test, (ii) preparing a short write-up on "who am I"	
<b>Total</b>			<b>25</b>

<b>Unit 5: Green Skills – III</b>			
<b>Learning Outcome</b>	<b>Theory (07 Hrs)</b>	<b>Practical (08 Hrs)</b>	<b>Duration (15 Hrs)</b>
1. Describe importance of main sector of green economy	1. Main sectors of green economy- E-waste management, green transportation, renewal energy, green construction, water management 2. Policy initiatives for greening economy in India	1. Preparing a poster on any one of the sectors of green economy 2. Writing a two-page essay on important initiatives taken in India for promoting green economy	08
2. Describe the major green Sectors/Areas and the role of various stakeholder in green economy	1. Stakeholders in green economy 2. Role of government and private agencies in greening cities, buildings, tourism, industry, transport, renewable energy, waste management, agriculture, water, forests and fisheries	1. Preparing posters on green Sectors/Areas: cities, buildings, tourism, industry, transport, renewable energy, waste management, agriculture, water, forests and fisheries	07
<b>Total</b>			<b>15</b>

## Part B: Vocational Skills

S. No.	Units	Duration (Hrs)
1.	Unit 1: Planning and Designing of Garment Collections for a Season	45
2.	Unit 2: Design Principles and Methods	45
3.	Unit 3: Design Development, Tech Packs and Samples	35
4.	Unit 4: Health and Safety Related Practices Applicable at Workplace	20
5.	Unit 5: Legal, Regulatory and Ethical Requirements	20
<b>Total</b>		<b>165</b>

Unit 1: Planning and Designing of Garment Collections for a Season			
Learning Outcome	Theory (15Hrs)	Practical (30Hrs)	Duration (45Hrs)
1. Describe the structure and working of garment industry	<ol style="list-style-type: none"> <li>An overview of the structure and status of the Indian Readymade Garment Industry</li> <li>Different departments or sections of Garment Industry/ production units and their respective functions</li> </ol>	<ol style="list-style-type: none"> <li>Visit to a Garment Manufacturing unit and observe different departments and tasks being performed in each department</li> <li>Preparation of a report of the visit</li> </ol>	05
2. List and describe role and responsibilities of Assistant Fashion Designer	<ol style="list-style-type: none"> <li>Role and responsibilities of Assistant Fashion Designer</li> <li>Description of key personal attributes and qualifications of Assistant Fashion Designer</li> </ol>	<ol style="list-style-type: none"> <li>Preparation of a Self-assessment report for assessing suitability for working as Assistant Fashion Designer</li> </ol>	05
3. Identify and describe use of tools and equipment used in garment making	<ol style="list-style-type: none"> <li>Tools and equipment used for measuring, drafting, cutting and sewing</li> <li>Introduction to Industrial sewing machines <ul style="list-style-type: none"> <li>Single needle lock stitch machine</li> <li>Double needle lock stitch Machine</li> <li>Embroidery machine</li> <li>Button Holing machine</li> <li>Button Attaching machine</li> <li>Bar-tacking Machine</li> <li>Zigzag Sewing machine</li> <li>Over lock Machine</li> <li>Blind Stitch hemming</li> </ul> </li> </ol>	<ol style="list-style-type: none"> <li>Demonstration of tools and equipment required for measuring, drafting, cutting and stitching</li> <li>Visit to a garment manufacturing unit/ boutique and observing the working of different industrial sewing machines and report preparation</li> </ol>	07



	machine		
4. Explain the importance of measurements, sizing systems and demonstrate correct procedure of taking body measurements	<ol style="list-style-type: none"> <li>1. Importance of body measurements and body landmarks</li> <li>2. Correct Procedure for taking body measurements</li> <li>3. Cross-checking Garment Measurements with standard size charts</li> <li>4. Various national and international standard sizing systems</li> </ol>	<ol style="list-style-type: none"> <li>1. Demonstration of the procedure of taking body measurements</li> <li>2. Preparation of a body measurement chart for self/ another person.</li> <li>3. Market study on sizing systems - choosing any one category of garments and exploring sizing systems used by various brands</li> </ol>	08
4. Classify fibres and describe fibre and yarn properties, spinning, fabric construction methods, trims and accessories	<ol style="list-style-type: none"> <li>1. Various types of fibers, fibre trade names and their properties</li> <li>2. Yarn spinning and yarn properties</li> <li>3. Fabric construction methods and their properties</li> <li>4. Trims and accessories</li> </ol>	<ol style="list-style-type: none"> <li>1. Preparation of a swatch file of various fabrics, trims and accessories</li> </ol>	10
5. Analyse trends in Garment industry.	<ol style="list-style-type: none"> <li>1. Conduct <ul style="list-style-type: none"> <li>• Market research</li> <li>• Trend Research</li> <li>• Research of other influences</li> </ul> </li> <li>2. Fashion Forecasting – Introduction and process</li> <li>3. Trend information sources</li> </ol>	<ol style="list-style-type: none"> <li>1. Analysis of the product range for any selected brand and determine its theme and design features focused on the target group</li> <li>2. Review forecasting reports of any one international forecasting agency</li> </ol>	10
<b>Total</b>			<b>45</b>

**Unit 2: Design Principles and Methods**

Learning Outcome	Theory (15 Hrs)	Practical (30 Hrs)	Duration (45 Hrs)
1. Describe and interpret Design and Fashion concepts	<ol style="list-style-type: none"> <li>1. Elements and principles of design and their use in creating well designed garments.</li> <li>2. Fashion terms and concepts - Fashion cycle,</li> </ol>	<ol style="list-style-type: none"> <li>1. Design analysis of images collected from newspapers and magazines with respect to the elements and</li> </ol>	10

	<p>3. Fashion adoption theories</p> <p>3. Indian and International fashion centers and leading fashion designers</p>	<p>principles of design.</p> <p>2. Study of any designer collection and identifying design factors and features such as:</p> <ul style="list-style-type: none"> <li>• Silhouettes</li> <li>• Fabrics</li> <li>• Colour schemes</li> <li>• Source of inspiration etc.</li> </ul>	
<p>2. Apply different surface ornamentation techniques for garment design</p>	<p>1. Fabric manipulation techniques</p> <ul style="list-style-type: none"> <li>• Gathering and shirring</li> <li>• Pleats and tucks</li> </ul> <p>2. Hand and machine embroidery</p> <p>3. Other techniques like applique work, smocking, cording etc.</p> <p>4. Imparting colouration through dyeing and printing</p>	<p>1. Preparation of samples</p> <ul style="list-style-type: none"> <li>• Gathers</li> <li>• Pleats</li> <li>• Tucks</li> <li>• Hand embroidery</li> <li>• Creative techniques</li> </ul> <p>2. Collection and compilation of fabric swatches for different methods of surface ornamentation.</p>	15
<p>3. Prepare flat sketches and technical drawings</p>	<p>1. Development of flat sketches and technical drawings of various garment components, silhouettes and style features.</p> <p>2. Tools and equipment used for drawing and computer aided sketching.</p> <p>3. CAD or hand sketching techniques</p>	<p>1. Develop a design portfolio with following illustrations:</p> <ul style="list-style-type: none"> <li>• Necklines</li> <li>• Collars</li> <li>• Sleeves and cuffs</li> <li>• Skirts</li> <li>• Pants</li> <li>• Dresses</li> <li>• Other details like plackets, pockets, Ruffles, flounces etc.</li> </ul>	10
<p>4. Explain different pattern development methods and develop production pattern and interpret pattern information</p>	<p>1. Different methods of pattern development -their advantages and disadvantages</p> <ul style="list-style-type: none"> <li>• Drafting</li> <li>• Draping</li> <li>• Flat pattern</li> </ul> <p>2. Pattern information and development of</p>	<p>1. Prepare basic drafts for bodice, sleeve and skirt</p> <p>2. Develop production pattern for one upper and one lower garment</p> <p>3. Demonstration of</p>	10

	production pattern	draping 4. Demonstration of software-based pattern making	
<b>Total</b>			<b>45</b>

**Unit 3: Design Development, Tech Packs and Samples**

<b>Learning Outcome</b>	<b>Theory (15Hrs)</b>	<b>Practical (20Hrs)</b>	<b>Duration (35Hrs)</b>
1. Describe design development process and develop a design collection.	1. Design development process – <ul style="list-style-type: none"> <li>• Planning, concept development</li> <li>• Design Inspiration &amp; Research</li> <li>• Mood board/ theme board</li> <li>• Design Development</li> <li>• Feedback and improvement</li> <li>• Portfolio presentation</li> </ul> 2. Use of CAD software for design development	1. Illustration of garment designs on Fashion Figure 2. Development of design collection for selected season covering Inspiration & Research, Mood board/ theme board, Sourcing of Fabrics and trimmings, Design Development, Feedback and consequent design improvements. Portfolio presentation 3. Demonstration of CAD software for design development.	15
2. Analyse and Interpret components and terminologies of tech pack	1. Tech pack and its importance 2. Components of Tech pack 3. Tech pack terminology	1. Collect at least two examples of tech pack from Internet or other sources and prepare a report on the observed differences	15
3. Explain the importance and types of tech pack based samples	1. Importance of sample making 2. Types and roles of sample	1. Prepare a chart of Importance of Sample Making	5
<b>Total</b>			<b>35</b>

**Unit 4: Health and Safety Related Practices Applicable at Workplace**

<b>Learning Outcome</b>	<b>Theory (05Hrs)</b>	<b>Practical (15Hrs)</b>	<b>Duration (20Hrs)</b>
1. List and analyse Potential hazards at workplace	1. Different type of potential hazards 2. How to Keep work area free from potential hazards	1. Collect the data and make a report on risk and hazards of industry	04

2. Demonstrate safe handling of equipment	<ol style="list-style-type: none"> <li>1. Safe and correct procedure of handling equipment and machinery</li> <li>2. Potential hazards, risks and threats based on nature of operations</li> </ol>	1. Prior checking for correct equipment	04
3. Describe the benefits of a healthy lifestyle	<ol style="list-style-type: none"> <li>1. How to minimize health and safety risks to self and others due to own actions.</li> <li>2. The value of physical fitness, personal hygiene and good habits</li> <li>3. Effects of alcohol, tobacco and drugs</li> </ol>	1. Prepare a report after interviewing the industry workers regarding their personal health and hygiene	04
4. Explain environmental management procedures, security details, potential accidents and emergencies	<ol style="list-style-type: none"> <li>1. Environmental management system related procedures at the workplace</li> <li>2. Layout of the plant and details of emergency exits, escape routes, emergency equipment and assembly points</li> <li>3. Potential accidents and emergencies and response to these scenarios</li> </ol>	1. Visit an industry and study layout of the factory	04
5. Identify and implement safety measures at workplace	<ol style="list-style-type: none"> <li>1. Different type of safety measures at workplace and their application</li> <li>2. Actions to take in the event of a mock drills/ evacuation procedures or actual accident, emergency or fire</li> </ol>	1. Preparing report of details of personnel trained in first aid, fire fighting and emergency response	04
Total			<b>20</b>

**Unit 5: Legal, Regulatory and Ethical Requirements**

<b>Learning Outcome</b>	<b>Theory (10Hrs)</b>	<b>Practical (10Hrs)</b>	<b>Duration (20Hrs)</b>
1. Describe the importance and benefits of ethical and value-based approach to management	<ol style="list-style-type: none"> <li>1. The importance of having an ethical and value-based approach to management</li> <li>2. Benefits to company and workers due to practice of these procedures</li> </ol>	1. Visit an industry and get information about ethical and value-based approach to management	05
2. Explain company	1. Different policies and	1. Visit an industry and	05

policies, procedures and their benefits	procedures of the company and their benefits	study their policies 2. Make a report of the visit	
3. Demonstrate teamwork and support to supervisor	1. How to Provide support to supervisor and team members at workplace for considering policies	1. Collect data and make a report	05
4. Plan and manage work routines	1. How to Plan and manage work routine based on company procedure 2. Benefits of proper planning of routine work 3. The importance of punctuality and attendance 4. The benefits of punctuality	1. Collect data and make a report	05
<b>Total</b>			<b>20</b>

## CLASS 12

### Part A - Employability Skills

S. No.	Units	Duration (Hrs)
1.	Unit 1: Communication Skills – IV	25
2.	Unit 2: Self-management Skills – IV	25
3.	Unit 3: Information and Communication Technology Skills – IV	20
4.	Unit 4: Entrepreneurial Skills – IV	25
5.	Unit 5: Green Skills – IV	15
	<b>Total</b>	<b>110</b>

Unit 1: Communication Skills – IV			
Learning Outcome	Theory (10 Hrs)	Practical (15 Hrs)	Duration (25 Hrs)
1. Describe the steps to active listening skills	1. Importance of active listening at workplace 2. Steps to active listening	1. Demonstration of the key aspects of becoming active listener 2. Preparing posters of steps for active listening	10
2. Demonstrate basic writing skills	1. Writing skills to the following: • Sentence • Phrase	1. Demonstration and practice of writing sentences and paragraphs on	15

<b>Unit 1: Communication Skills – IV</b>			
<b>Learning Outcome</b>	<b>Theory (10 Hrs)</b>	<b>Practical (15 Hrs)</b>	<b>Duration (25 Hrs)</b>
	<ul style="list-style-type: none"> <li>• Kinds of Sentences</li> <li>• Parts of Sentence</li> <li>• Parts of Speech</li> <li>• Articles</li> <li>• Construction of a Paragraph</li> </ul>	topics related to the subject	
<b>Total</b>			<b>25</b>

<b>Unit 2: Self-management Skills -IV</b>			
<b>Learning Outcome</b>	<b>Theory (10 Hrs)</b>	<b>Practical (15 Hrs)</b>	<b>Duration (25 Hrs)</b>
1. Describe the various factors influencing self-motivation	<ol style="list-style-type: none"> <li>1. Finding and listing motives (needs and desires);</li> <li>2. Finding sources of motivation and inspiration (music, books, activities); think expansive thoughts; living fully in the present moment; Dreaming big</li> </ol>	<ol style="list-style-type: none"> <li>1. Group discussion on identifying needs and desire</li> <li>2. Discussion on sources of motivation and inspiration</li> </ol>	10
2. Describe the basic personality traits, types and disorders	<ol style="list-style-type: none"> <li>1. Describe the meaning of personality</li> <li>2. Describe how personality influence others</li> <li>3. Describe basic personality traits</li> <li>4. Describe common personality disorders- paranoid, antisocial, schizoid, borderline, narcissistic, avoidant, dependent and obsessive</li> </ol>	<ol style="list-style-type: none"> <li>1. Demonstrate the knowledge of different personality types</li> </ol>	15
<b>Total</b>			<b>25</b>

<b>Unit 3: Information &amp; Communication Technology Skills - IV</b>			
<b>Learning Outcome</b>	<b>Theory (08 Hrs)</b>	<b>Practical (12 Hrs)</b>	<b>Duration (20 Hrs)</b>
1. Perform tabulation using spreadsheet application	<ol style="list-style-type: none"> <li>1. Introduction to spreadsheet application</li> <li>2. Spreadsheet applications</li> <li>3. Creating a new worksheet</li> <li>4. Opening workbook and</li> </ol>	<ol style="list-style-type: none"> <li>1. Demonstration and practice on the following: <ul style="list-style-type: none"> <li>• Introduction to the spreadsheet application</li> <li>• Listing the spreadsheet applications</li> <li>• Creating a new</li> </ul> </li> </ol>	10

<b>Unit 3: Information &amp; Communication Technology Skills - IV</b>			
<b>Learning Outcome</b>	<b>Theory (08 Hrs)</b>	<b>Practical (12 Hrs)</b>	<b>Duration (20 Hrs)</b>
	entering text 5. Resizing fonts and styles 6. Copying and moving 7. Filter and sorting 8. Formulas and functions 9. Password protection. 10. Printing a spreadsheet. 11. Saving a spreadsheet in various formats	worksheet <ul style="list-style-type: none"> <li>• Opening the workbook and enter text</li> <li>• Resizing fonts and styles</li> <li>• Copying and move the cell data</li> <li>• Sorting and Filter the data</li> <li>• Applying elementary formulas and functions</li> <li>• Protecting the spreadsheet with password</li> <li>• Printing a spreadsheet</li> <li>• Saving the spreadsheet in various formats</li> </ul>	
2. Prepare presentation using presentation application	1. Introduction to presentation 2. Software packages for presentation 3. Creating a new presentation 4. Adding a slide 5. Deleting a slide 6. Entering and editing text 7. Formatting text 8. Inserting clipart and images 9. Slide layout 10. Saving a presentation 11. Printing a presentation document	1. Demonstration and practice on the following: <ul style="list-style-type: none"> <li>• Listing the software packages for presentation</li> <li>• Explaining the features of presentation</li> <li>• Creating a new presentation</li> <li>• Adding a slide to presentation</li> <li>• Deleting a slide</li> <li>• Entering and edit text</li> <li>• Formatting text</li> <li>• Inserting clipart and images</li> <li>• Sliding layout</li> <li>• Saving a presentation</li> <li>• Printing a presentation document</li> </ul>	10
<b>Total</b>			<b>20</b>

<b>Unit 4: Entrepreneurship Development Skills - IV</b>			
<b>Learning Outcome</b>	<b>Theory (10 Hrs)</b>	<b>Practical (15 Hrs)</b>	<b>Duration (25 Hrs)</b>
1. Describe the general and entrepreneurial behavioural competencies	1. Barriers to becoming entrepreneur 2. Behavioural and entrepreneurial competencies –	1. Administering self-rating questionnaire and score responses on each of the competencies	10

<b>Unit 4: Entrepreneurship Development Skills - IV</b>			
<b>Learning Outcome</b>	<b>Theory (10 Hrs)</b>	<b>Practical (15 Hrs)</b>	<b>Duration (25 Hrs)</b>
	adaptability/decisiveness, initiative/perseverance, interpersonal skills, organizational skills, stress management, valuing service and diversity	2. Collect small story/ anecdote of prominent successful entrepreneurs 3. Identify entrepreneurial competencies reflected in each story and connect it to the definition of behavioural competencies 4. Preparation of competencies profile of students	
2. Self-assessment of behavioural competencies	1. Entrepreneurial competencies in particular: self - confidence, initiative, seeing and acting on opportunities, concern for quality, goal setting and risk taking, problem solving and creativity, systematic planning and efficiency, information seeking, persistence, influencing and negotiating, team building	1. Games and exercises on changing entrepreneurial behaviour and development of competencies for enhancing self-confidence, problem solving, goal setting, information seeking, team building and creativity	15
<b>Total</b>			<b>25</b>

<b>Unit 5: Green Skills – IV</b>			
<b>Learning Outcome</b>	<b>Theory (05 Hrs)</b>	<b>Practical (10 Hrs)</b>	<b>Duration (15 Hrs)</b>
1. Describe the role of green jobs	1. Role of green jobs in toxin-free homes 2. Green organic gardening, public transport and energy conservation 3. Green jobs in water conservation 4. Green jobs in solar and wind power, waste reduction, reuse and	1. Listing of green jobs and preparation of posters on green job profiles 2. Prepare posters on green jobs	15



<b>Unit 5: Green Skills – IV</b>			
<b>Learning Outcome</b>	<b>Theory (05 Hrs)</b>	<b>Practical (10 Hrs)</b>	<b>Duration (15 Hrs)</b>
	recycling of wastes 5. Green jobs in tourism 6. Green jobs in building and construction 7. Green jobs in appropriate technology 8. Role of green jobs in Improving energy and raw materials use 9. Role of green jobs in limiting greenhouse gas emissions 10. Role of green jobs minimizing waste and pollution 11. Role of green jobs in protecting and restoring ecosystems 12. Role of green jobs in support adaptation to the effects of climate change		
<b>Total</b>			<b>15</b>

## Part B–Vocational Skills

<b>S. No.</b>	<b>Units</b>	<b>Duration (Hrs)</b>
1.	Unit 1: Preparing Garment Design Collections for a Season	45
2.	Unit 2: Developing Tech Pack, Proto and Fit Samples	45
3.	Unit 3: Evaluating and Improving the Proto & Fit Samples	35
4.	Unit 4: Health, Safety and Security at Workplace	20
5.	Unit 5: Industry and Organizational Requirements	20
	<b>Total</b>	<b>165</b>

<b>Unit 1: Preparing Garment Design Collections for a Season</b>			
<b>Learning Outcome</b>	<b>Theory (15Hrs)</b>	<b>Practical (30Hrs)</b>	<b>Duration (45Hrs)</b>
1. Classify garments and their various components and describe garment manufacturing processes	1. Classification and categories of garments 2. Study of Garments and their components:	1. Collection of images and Style Reading to identify and describe various types of garments and their parts 2. Visit a garment	10

	necklines, collars, sleeves, plackets, pockets, Skirt etc 3. Garment manufacturing processes	manufacturing unit to observe various processes of Garment manufacturing	
3. Estimate fabric and material requirements for garment construction and prepare cost sheet	1. Preparatory steps for garment construction 2. Estimation of fabrics, materials, supplies and production processes 3. Estimate budget, identify cost points, specify quality standards, checks, time schedules and constraints	1. Planning a layout for any pattern and estimating fabric and material requirement 2. Prepare a cost sheet for the final garment	10
4. Apply garment construction techniques for garment preparation	1. Garment construction techniques and processes <ul style="list-style-type: none"> <li>• Types of seams</li> <li>• Additional seam techniques</li> </ul>	1. Basic sewing techniques <ul style="list-style-type: none"> <li>• Hand stitches (basic and decorative)</li> <li>• Seams and finishes</li> <li>• Finishing of raw edges (binding and facing)</li> <li>• Plackets</li> </ul> 2. Construction of any one upper and lower garment	15
5. Describe quality specification and inspection processes and evaluate Garment quality	1. Importance and types of quality checks in Garment production 2. Understand quality specification and inspection processes and their importance. 3. Preserving quality while storing cut components in specified manner and in post production processes such as washing, ironing, packaging and shipping	1. Evaluating garment quality based on set criteria 2. Comparison of readymade garment quality between a local and renowned brand 3. Survey of apparel consumers to assess their quality assessment parameters while purchasing readymade garments	10
<b>Total</b>			<b>45</b>

<b>Unit 2: Developing Tech Pack, Proto and Fit Samples</b>			
<b>Learning Outcome</b>	<b>Theory (15Hrs)</b>	<b>Practical (30 Hrs)</b>	<b>Duration (45Hrs)</b>
1. Follow tech pack development process and develop a mock tech pack	1. Steps in development of tech packs	1. Develop a mock tech pack with relevant details like garment specification, fabric types and colours, type of trims and accessories, etc. including processes used and materials employed	15
2. Develop proto and fit samples	1. Steps in development of proto samples 2. Steps in development of fit samples	1. Develop a mock proto sample	15
3. Describe garment production systems and sequence of assembling for garment construction	1. Introduction to garment production systems 2. Sequence of assembling cut pieces while stitching	1. Visit to a garment manufacturing unit to study workflow for assembling a garment 2. Construction of final garment by assembling cut panels 3. Documentation of assembling process of the constructed garment	15
<b>Total</b>			<b>45</b>

<b>Unit 3: Evaluating and Improving the Proto &amp; Fit Samples</b>			
<b>Learning Outcome</b>	<b>Theory (15Hrs)</b>	<b>Practical (20Hrs)</b>	<b>Duration (35Hrs)</b>
1. Explain evaluation criteria and evaluate fit & proto samples	1. Evaluation criteria for proto samples 2. Factors influencing fit 3. Conducting fit sessions 4. Preparations for fitting 5. Making sample evaluation comments 6. Maintaining fit history	1. Prepare a mock evaluation report of a proto sample 2. Prepare a mock evaluation report of a fit sample/ garment	15
2. List and describe basic and specialized garment testing methods and requirements	1. Introduction to basic and specialized garment testing methods and requirements 2. Identification of testing requirements for meeting buyer's specifications 3. Roles of different departments in garment industry for sample	1. Create a list of fabric and garment testing methods 2. Demonstration of basic fabric tests in a textile testing unit	10

	analysis and making improvements		
3. Describe innovative solutions for meeting client requirements	<ol style="list-style-type: none"> <li>1. Introduction to advanced and innovative sample testing methods for fit, comfort, durability, environmental sustainability etc</li> <li>2. Importance of continuous up-gradation of knowledge, skills, technologies and machinery</li> </ol>	<ol style="list-style-type: none"> <li>1. Case Study of innovative technology/ eco-friendly practices adopted by apparel brands/ designers</li> </ol>	10
<b>Total</b>			<b>35</b>

**Unit 4: Health, Safety and Security at Workplace**

<b>Learning Outcome</b>	<b>Theory (05Hrs)</b>	<b>Practical (15Hrs)</b>	<b>Duration (20Hrs)</b>
1. Demonstrate compliance to health, safety and security requirements at workplace	<ol style="list-style-type: none"> <li>1. Comply with health and safety related instructions applicable to the workplace</li> <li>2. Health and safety related practices applicable at the workplace</li> <li>3. Drinking water, Sanitary Facilities</li> </ol>	<ol style="list-style-type: none"> <li>1. Prepare a report on Health and safety related practices</li> </ol>	05
2. Describe and handle potential safety risks and emergencies	<ol style="list-style-type: none"> <li>1. Safely handle and move waste and debris</li> <li>2. Potential accidents and emergencies and response to these scenarios</li> <li>3. Evacuate the premises and help others in need</li> <li>4. Different type of protective equipment and their uses, and storage of protective equipment</li> </ol>	<ol style="list-style-type: none"> <li>1. Demonstrate and participate in drill</li> </ol>	05
3. Identify and report malfunctions in machinery and equipment at workplace	<ol style="list-style-type: none"> <li>1. Identify, report malfunctions in machinery and equipment and correct them if possible</li> <li>2. Identify and report service malfunctions and chemical leaks</li> <li>3. Safety signs at work place and their</li> </ol>	<ol style="list-style-type: none"> <li>1. Prepare file of safety sign and their meaning</li> </ol>	05

	meaning		
4. Recognise emergency situations and report to the concerned authority	<ol style="list-style-type: none"> <li>1. Report to supervisors and other authorized personnel for assistance</li> <li>2. Reporting protocol and documentation required</li> <li>3. Details of personnel trained in first aid, fire-fighting and emergency response.</li> </ol>	<ol style="list-style-type: none"> <li>1. Prepare a Report of emergency situation</li> </ol>	05
<b>Total</b>			<b>20</b>

**Unit 5: Industry and Organizational Requirements**

<b>Learning Outcome</b>	<b>Theory (05Hrs)</b>	<b>Practical (15Hrs)</b>	<b>Duration (20Hrs)</b>
1. Describe standard organisational compliance and prepare related documents	<ol style="list-style-type: none"> <li>1. Significance of Compliance in Indian Garment Industry</li> <li>2. Audit, Pre-audit, On-site audit, Post-audit, Core Labour Standards and Common Compliance Code</li> <li>3. International Labour Standards, Corporate Social Responsibility</li> <li>4. Social Responsibility in the Garment Industry</li> </ol>	<ol style="list-style-type: none"> <li>1. Prepare related documents</li> </ol>	05
2. Explain and practice customer specific regulations and requirements	<ol style="list-style-type: none"> <li>1. Country / customer specific regulations for sector and their importance</li> <li>2. Customer specific requirements mandated as a part of work process</li> </ol>	<ol style="list-style-type: none"> <li>1. Practice a customer service-oriented approach</li> </ol>	05
3. Describe ethical compliance and prepare related documents	<ol style="list-style-type: none"> <li>1. Why Code of Ethics is Required</li> <li>2. Working Hour &amp; Wage Rate Compliance</li> <li>3. Workplace &amp; Work Environment Compliance</li> <li>4. Health and Safety Compliance in Indian Garment Industry Compliance Code Guidelines</li> </ol>	<ol style="list-style-type: none"> <li>1. Prepare related documents</li> </ol>	05
4. Document and Report	<ol style="list-style-type: none"> <li>1. Identify and report any possible deviation to</li> </ol>	<ol style="list-style-type: none"> <li>1. Preparing report related to deviation</li> </ol>	05

compliance deviations	<p>these requirements.</p> <p>2. Procedures to follow if someone does not meet the requirements</p> <p>3. clarifications on policies and procedures, from your supervisor or other authorized personnel</p>		
<b>Total</b>			<b>20</b>

## 6. ORGANISATION OF FIELD VISITS

In a year, at least 03 field visits/educational tours should be organised for the students to expose them to the activities in the workplace.

Visit to Boutiques, Market, Workshops, relevant industries and small units for observing the following: Location, Site, Office building, Store, Fabric yard, Packing area, Fabric store, Cutting area and Industrial machines. During the visit, students should obtain the following information from the owner or the supervisor of the industry:

1. Area of the factory/office/store and its layout
2. Functional departments in the organisation
3. Work culture and environment of various departments
4. Cutting, sewing, pattern making machinery, etc. and their layout
5. Different types of specialized sewing machines
6. Different buyers, the company deals with
7. Product range of the company/firm
8. Business plans and action calendar
9. Procedures relating to manufacture, export, import, sales, etc.
10. Manpower engaged
11. Total expenditure of the company/firm
12. Annual turnover
13. Profit/Loss (Annual)
14. Any other information

## 7. LIST OF EQUIPMENT AND MATERIALS

The list given below is suggestive and an exhaustive list should be prepared by the vocational teacher. Only basic tools, equipment and accessories should be procured by the Institution so that the routine tasks can be performed by the students regularly for practice and acquiring adequate practical experience.

1. Computer and Computer Peripherals
2. Design software (Coral, Photoshop, Illustrator, etc.),Printer
3. Mannequin (Male or female, Size M)
4. Sewing Machines with tables
5. Over lock Machine (5 thread over lock machine)
6. Embroidery machine with stool and table,

7. Ironing Workstation with stools, Press/iron (any type) with table,
8. Drawing Board (any size wooden)
9. Types of Scales: normal straight big ruler, hip curve, leg shaper, pattern master, French curve etc. "Sewing kit (Includes thread clipper/hand trimmer, seam ripper, fabric cutting scissors, tracing wheel, measuring tape etc.)"
10. Machine tool kit (screw driver, screw etc.), Machine oil, Machine Needle and hand needles (Various Gauges), embroidery needles,
11. Attachments for sewing machine
12. Button hole scissor
13. Hand notcher (pattern notcher),
14. Sewing Threads, variety may vary as per requirement) ,
15. Embroidery thread as per requirement
16. Bobbins ,Bobbin case
17. Hanger (wooden and plastic, material),
18. Embroidery frame (various sizes and shapes quantity may vary
19. Fabric Yardages, surplus fabric, good quality muslin mandatory, other optional, quantity may vary), Trim/Accessory buttons, surface embellishments, zippers, assorted needles and Pin Cushion etc.
20. Dustbin, Boxes and pouches for storing Items
21. Pattern Table /cutting table, Stools, Push Pins
22. Dress Maker's Pin Fabric Pins
23. Design Transferring Paper, Paper Cutter
24. Pattern Drafting Paper, Paper ( Various quality and sizes),
25. Labels & Stickers, Scissors (plastic handled scissor for cutting paper), Pinking Shears,
26. Marking Chalk (yellow/pink/ green/ blue coloured), Tailor's Chalk, Carbon paper (A4, yellow, red and white carbon)
27. Colouring material (Poster colour, Water colour, Acrylics, Pastels, fabric printing dyes and colors and materials etc), Paint Brushes (different sizes), colour mixing plates
28. Stapler (small and big size), Glue Stick/Fevicol /Adhesive, Fabric Glue, Cello-Tape (Transparent and Foam Double sided tapes, Single sided tapes)
29. Punching Machine
30. Magnetic White Board/black board Eraser
31. Blackboard /Whiteboard White /Black Board Marker
32. Pantone Shade Card, Fashion Forecasting Books/Journals/Magazines
33. Buyer Requirement/ comment Sheet
34. Measurement Sheet/ Size Chart, Trims/Accessory /fabric and embroideries samples/swatch file
35. Tech Pack/ Specification Sheet Template

## 8. VOCATIONAL TEACHER'S/ TRAINER'S QUALIFICATION AND GUIDELINES

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**Q**ualification and other requirements for appointment of vocational teachers/trainers on contractual basis should be decided by the State/UT. The suggestive qualifications and minimum competencies for the vocational teacher should be as follows:

S. No.	Qualification	Minimum Competencies
1.	Post-graduate degree in Textiles and Clothing or relevant area from a recognized Institute/University, with at least 01 year work/teaching experience in the relevant area	<ul style="list-style-type: none"> <li>• Effective communication skills (oral and written)</li> <li>• Basic computing skills</li> </ul>

Vocational Teachers/Trainers form the backbone of Vocational Education being imparted as an integral part of *Samagra Shiksha*. They are directly involved in teaching of vocational subjects and also serve as a link between the industry and the schools for arranging industry visits, On-the-Job Training (OJT) and placement.

These guidelines have been prepared with an aim to help and guide the States in engaging quality Vocational Teachers/Trainers in the schools. Various parameters that need to be looked into while engaging the Vocational Teachers/Trainers are mode and procedure of selection of Vocational Teachers/Trainers, Educational Qualifications, Industry Experience, and Certification/Accreditation.

The State may engage Vocational Teachers/Trainers in schools approved under the component of vocationalisation of Secondary and Higher Secondary Education under *Samagra Shiksha* in the following ways:

- (i) directly as per the prescribed qualifications and industry experience suggested by the PSS Central Institute of Vocational Education (PSSCIVE), NCERT or the respective Sector Skill Council(SSC)

OR

- (ii) Through accredited Vocational Training Providers accredited under the National Quality Assurance Framework (NQAF\*) approved by the National Skill Qualification Committee on 21.07.2016. If the State is engaging Vocational Teachers/Trainers through the Vocational Training Provider (VTP), it should ensure that VTP should have been accredited at NQAF Level 2 or higher.

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\* *The National Quality Assurance Framework (NQAF) provides the benchmarks or quality criteria which the different organisations involved in education and training must meet in order to be accredited by competent bodies to provide government-funded education and training/skills activities. This is applicable to all organizations offering NSQF-compliant qualifications.*

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The educational qualifications required for being a Vocational Teacher/Trainer for a particular job role are clearly mentioned in the curriculum for the particular NSQF compliant job role. The State should ensure that teachers/trainers deployed in the schools have relevant technical competencies for the NSQF qualification being delivered. The Vocational



Teachers/Trainers preferably should be certified by the concerned Sector Skill Council for the particular Qualification Pack/Job role which he/she will be teaching. Copies of relevant certificates and/or record of experience of the teacher/trainer in the industry should be kept as record.

To ensure the quality of the Vocational Teachers/Trainers, the State should ensure that a standardized procedure for selection of Vocational Teachers/Trainers is followed. The selection procedure should consist of the following:

- (i) Written test for the technical/domain specific knowledge related to the sector;
- (ii) Interview for assessing the knowledge, interests and aptitude of trainer through a panel of experts from the field and state representatives; and
- (iii) Practical test/mock test in classroom/workshop/laboratory.

In case of appointment through VTPs, the selection may be done based on the above procedure by a committee having representatives of both the State Government and the VTP.

The State should ensure that the Vocational Teachers/Trainers who are recruited should undergo induction training of 20 days for understanding the scheme, NSQF framework and Vocational Pedagogy before being deployed in the schools.

The State should ensure that the existing trainers undergo in-service training of 5 days every year to make them aware of the relevant and new techniques/approaches in their sector and understand the latest trends and policy reforms in vocational education.

The Headmaster/Principal of the school where the scheme is being implemented should facilitate and ensure that the Vocational Teachers/Trainers:

- (i) Prepare session plans and deliver sessions which have a clear and relevant purpose and which engage the students;
- (ii) Deliver education and training activities to students, based on the curriculum to achieve the learning outcomes;
- (iii) Make effective use of learning aids and ICT tools during the classroom sessions;
- (iv) Engage students in learning activities, which include a mix of different methodologies, such as project-based work, team work, practical and simulation based learning experiences;
- (v) Work with the institution's management to organise skill demonstrations, site visits, on-job trainings, and presentations for students in cooperation with industry, enterprises and other workplaces;
- (vi) Identify the weaknesses of students and assist them in up-gradation of competency;
- (vii) Cater to different learning styles and level of ability of students;
- (viii) Assess the learning needs and abilities, when working with students with different abilities
- (ix) Identify any additional support the student may need and help to make special arrangements for that support;
- (x) Provide placement assistance

Assessment and evaluation of Vocational Teachers/Trainers is very critical for making them aware of their performance and for suggesting corrective actions. The States/UTs should ensure that the performance of the Vocational Teachers/Trainers is appraised annually. Performance based appraisal in relation to certain pre-established criteria and objectives should be done periodically to ensure the quality of the Vocational Teachers/Trainers. Following parameters may be considered during the appraisal process:

1. Participation in guidance and counselling activities conducted at Institutional, District and State level;
2. Adoption of innovative teaching and training methods;
3. Improvement in result of vocational students of Class X or Class XII;
4. Continuous up-gradation of knowledge and skills related to the vocational pedagogy, communication skills and vocational subject;
5. Membership of professional society at District, State, Regional, National and International level;
6. Development of teaching-learning materials in the subject area;
7. Efforts made in developing linkages with the Industry/Establishments;
8. Efforts made towards involving the local community in Vocational Education
9. Publication of papers in National and International Journals;
10. Organisation of activities for promotion of vocational subjects;
11. Involvement in placement of students/student support services.

## 9. LIST OF CONTRIBUTORS

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1. Dr. Pinki Khanna, Professor & Head, Department of Home Science and Hospitality Management, PSSCIVE, Bhopal – **Course Coordinator**
2. Dr. Nishi Sharma, Department of Home Science and Hospitality Management, PSSCIVE, Bhopal - **Consultant**
3. Mrs. Meeta Siddhu, Guest Faculty, Fashion & Textile Design, National Institute of Fashion Technology (NIFT), Bhopal
4. Dr. Harsha Jharia, Chief Administrative Officer, WES and Former Vice Principal and HOD of Textile & Fashion Department, LAD College for Women, Nagpur
5. Dr. Rachna Mohan, Associate Professor, Bhagini Nivedita College, University of Delhi, New Delhi
6. Dr. Manpreet Chahal, Assistant Professor, Lady Irwin College, University of Delhi, New Delhi

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**PSS CENTRAL INSTITUTE OF VOCATIONAL EDUCATION**

**Shyamla Hills, BHOPAL-462013, Madhya Pradesh, India**