LEARNING OUTCOME BASED VOCATIONAL CURRICULUM

JOB ROLE: FINISHER AND PACKER
(QUALIFICATION PACK: Ref. Id. AMH/Q2255)
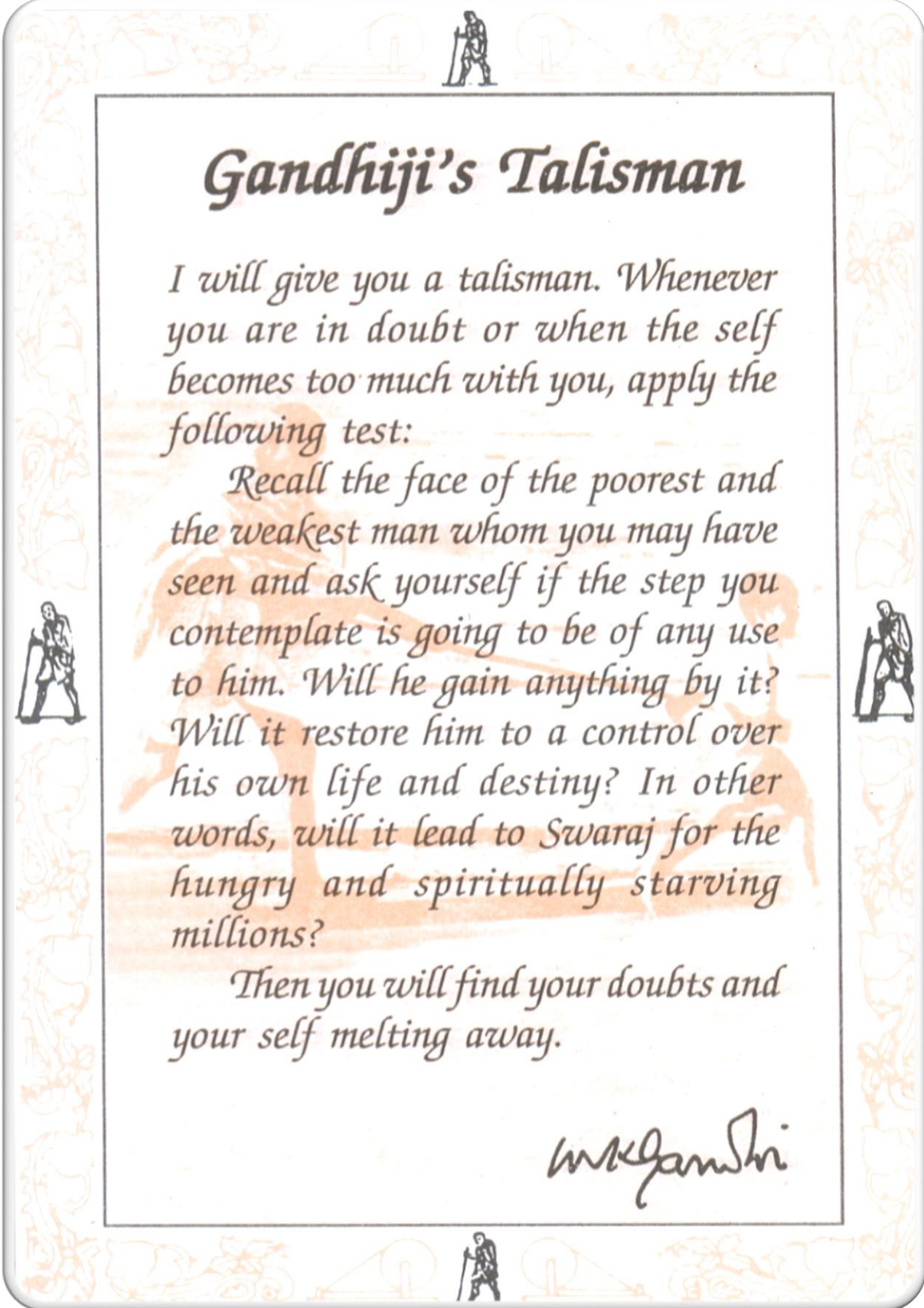**SECTOR: Apparel, Made-Ups and Home Furnishing**

Grade 11 and 12

PSS CENTRAL INSTITUTE OF VOCATIONAL EDUCATION

(a constituent unit of NCERT, under MOE, Government of India)
Shyamla Hills, Bhopal- 462002, M.P., India
http://www.psscive.ac.in

Gandhiji's Talisman

I will give you a talisman. Whenever you are in doubt or when the self becomes too much with you, apply the following test:

Recall the face of the poorest and the weakest man whom you may have seen and ask yourself if the step you contemplate is going to be of any use to him. Will he gain anything by it? Will it restore him to a control over his own life and destiny? In other words, will it lead to Swaraj for the hungry and spiritually starving millions?

Then you will find your doubts and your self melting away.

M. K. Gandhi

LEARNING OUTCOME

BASED

VOCATIONAL CURRICULUM

JOB ROLE: FINISHER AND PACKER
(QUALIFICATION PACK: Ref. Id. AMH/ Q2255)
SECTOR: Apparel, Made-Ups and Home Furnishing

Grade 11 and 12

विद्यया ऽमृतमश्नुते

एन सी ई आर टी
NCERT

PSS CENTRAL INSTITUTE OF VOCATIONAL EDUCATION
Shyamla Hills, Bhopal- 462 002, M.P., India
http://www.psscive.ac.in

LEARNING OUTCOME BASED VOCATIONAL CURRICULUM
Apparel, Made-Ups and Home Furnishing–Finisher and Packer

JULY, 2023

© PSSCIVE, 2023

http://www.psscive.ac.in

विद्या ऽ मृतमश्नुते
एन सी ई आर टी
NC ERT

PATRONS

Prof. Dinesh Prasad Saklani, Ph.D.,
Director, National Council of
Educational Research and Training
(NCERT),
New Delhi

Dr. Deepak Paliwal
Joint Director
PSS Central Institute of Vocational
Education, Bhopal

COURSE COORDINATOR

Dr. Pinki Khanna
Professor and Head
Department of Home Science and
Hospitality Management
PSSCIVE, Bhopal

FOREWORD

The Pandit Sunderlal Sharma Central Institute of Vocational Education (PSSCIVE) a constituent of the National Council of Educational Research and Training (NCERT) is spearheading the efforts of developing learning outcome-based curricula and courseware aimed at integrating both vocational and general qualifications to open pathways of career progression for students. The curriculum has been developed for the vocational education program introduced under the Centrally Sponsored Scheme of *Samagra Shiksha* of the Ministry of Education (erstwhile, Ministry of Human Resource Development) and is aligned to the National Skills Qualifications Framework (NSQF). The curricula for vocational courses are being developed under the project approved by the Project Approval Board (PAB) of 'Samagra Shiksha' which is an overarching program for the school education sector extending from pre-school to Grade 12. The main purpose of the learning outcome-based curricula is to bring about improvement in the 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 curriculum as part of the vocational training packages for the job role of **Finisher and Packer**. The curriculum has been developed for the secondary students of Grade 11 and 12 and is aligned to the National Occupation Standards (NOSs) of a job role identified and approved under the National Skill Qualifications Framework (NSQF).

The curriculum aims to provide children with employability and vocational skills to support occupational mobility and lifelong learning. It will help students to acquire specific occupational skills that meet employers' immediate needs. The teaching process is to be performed through 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.

Prof. Dinesh Prasad Saklani
Director
National Council of Education Research and Training

PREFACE

India today stands poised at a very exciting juncture in its saga. The potential for achieving inclusive growth is 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 fulfill the growing aspirations of our youth and the demand for a skilled human resource, the Ministry of Education,(MoE), Government of India introduced the revised Centrally Sponsored Scheme of Vocationalisation of School Education under *Samagra Shiksha* that aims 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. For spearheading the scheme, the PSS Central Institute of Vocational Education (PSSCIVE) was entrusted with the responsibility to develop learning outcome-based curricula, student workbooks, teacher handbooks, and e-learning materials for 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 fulfill the needs of society and the world of work. In order to honor the commitment to the nation, the PSSCIVE has initiated the work on developing learning outcome-based curricula with the involvement of faculty members and leading experts in respective fields. It is being done through the concerted efforts of leading academicians, professionals, policymakers, partner institutions, Vocational Education and Training experts, industry representatives, and teachers. The expert group through a series of consultations, working group meetings, and the use of reference materials develops the national curriculum.

We extend our gratitude to all the contributors for selflessly sharing their precious knowledge, acclaimed expertise, and valuable time and positively responding to our request for the development of the curriculum. We are grateful to MoE and NCERT for the financial support and cooperation in realizing the objective of providing learning outcome-based modular curricula and courseware to the States and other stakeholders under the PAB (Project Approval Board) approved project of *Samagra Shiksha of* MoE.

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 21st century.

Dr. Deepak Paliwal
Joint Director
PSS Central Institute of Vocational Education

(ii) ACKNOWLEDGEMENTS

(iii) CONTENTS

1. COURSE OVERVIEW

COURSE TITLE: Apparel, Made-Ups and Home Furnishing – Finisher & Packer

Finishing & Packing are very important aspect in the post-production process. This job role involves the task of packing and finishing of Products like garments, home furnishing and made ups articles, making them ready for subsequent dispatch. He/she checks and ensures correct labels, right tagging, suitable inner packaging, appropriate outer package, carton size, sealing of carton etc. Finisher and Packer is responsible for ensuring delivery of packed products ready to dispatch while maintaining the quality parameters. The operation consists of packing and finishing process activities from folding, inner packing, outer packing, labelling, marking, inner layer etc. to finally packed in carton or as special instruction defined by buyer.

A finisher and packer must posse good interpersonal skills, vigilant and very good eye sight to detect faults as it is the last step before the product reaches to customer. He/she should have basic mathematical skills, particularly making elementary calculations and measuring skill and should possess good oral communication skills in vernacular.

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.
- Understand technical terms and tool associate with different types of processes
- Identify and understand the material required for finishing and packing
- Demonstrate different methods of packing
- Identify and use correct cartons for packing goods
- Read job card to understand packing mode and styles as per product
- Identify components of tasks required to do the task of finishing and packing
- Identify and arrange materials and accessories required to do the task of finishing and packing
- Develop checklist for different tasks within specified area of finishing and packing
- Demonstrate Checking the packing according to specification
- Demonstrate about correction of different types of stains with the help of stain removing chemicals product wise.
- Identify different types of customer labels, washing labels, size-labels, tags etc.
- 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.
- Explain the job card/work ticket terminologies and its applications.
- Identify Communicating and resolving the problem in workplace.
- Describe maintenance, cleaning and disposal of waste.
- Identify cleaning procedure and safe practices.
- Identify maintenance of health, work area, tools and machines.

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

COURSE LEVEL: This is a course for grades 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
_____
Total: 600 Hrs
_____

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 grades 11 and 12 opting for vocational subject along with general education subjects. The unit-wise distribution of hours and marks for grade 11 is as follows:

	Units	No. of Hours for Theory and Practical 300	Max. Marks for Theory and Practical 100
	GRADE 11		
Part A	**Employability Skills**		
Unit 1:	Communication Skills- III	25	
Unit 2:	Self-management Skills – III	25	
Unit 3:	Information and Communication Technology Skills - III	20	10
Unit 4:	Entrepreneurial Skills – III	25	
Unit 5:	Green Skills – III	15	
	Total	**110**	**10**
Part B	**Vocational Skills**		
Unit 1:	Introduction to Finishing and Packing Department in Apparel Industry	35	
Unit 2:	Basics of Finishing, Packing and Package Design	35	
Unit 3:	Executing Finishing and Packing Tasks	35	40
Unit 4:	Maintaining a clean and hazard free working area-I	30	
Unit 5:	Compliance to legal, regulatory and ethical requirements	30	
	Total	**165**	**40**
Part C	**Practical Work**		
	Practical Work		
	Practical Examination	06	15
	Written Test	01	10
	Viva Voce	03	10
Part D	**Total**	**10**	**35**
	Project Work/Field Visit		
	Practical File/Student Portfolio	10	10
	Viva Voce	05	05
	Total	**15**	**15**
	Grand Total	**300**	**100**

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

GRADE 12			
	Units	**No. of Hours for Theory and Practical 300**	**Max. Marks for Theory and Practical 100**
Part A	**Employability Skills**		
Unit 1:	Communication Skills – II	25	
Unit 2:	Self-management Skills – II	25	
Unit 3:	Information and Communication Technology Skills – II	20	10
Unit 4:	Entrepreneurial Skills – II	25	
Unit 5:	Green Skills – II	15	
	Total	**110**	**10**
Part B	**Vocational Skills**		
Unit 1:	Operation and Handling of Machines and Equipments	45	
Unit 2:	Planning and organizing finishing and packing process	45	
Unit 3:	Trends in finishing and packing operations	35	40
Unit 4:	Maintaining a clean and hazard free working area-II	20	
Unit 5:	Industry and organisational requirements	20	
	Total	**165**	**40**
Part C	**Practical Work**		
	Practical Examination	06	15
	Written Test	01	10
	Viva Voce	03	10
	Total	**10**	**35**
Part D	**Project Work/Field Visit**		
	Practical File/Student Portfolio	10	10
	Viva Voce	05	05
	Total	**15**	**15**
	Grand Total	**300**	**100**

3. TEACHING/TRAINING ACTIVITIES

The teaching and training activities have to 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 blue print for the question paper may be as follows:

Duration: 3 Hrs   **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, private an	0	2	1	07

No.					
	example, or solve a problem)				
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
Total		**5x1=5**	**10x2=20**	**5x3=15**	**40 (20questions)**

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.

CONTINUOUS AND COMPREHENSIVE EVALUATION

Continuous and Comprehensive Evaluation (CCE) refers to a system of school-based evaluation of students that covers all aspects of student's development. In this scheme, the term `continuous' is meant to emphasize that evaluation of identified aspects of students `growth and development' is a continuous process rather than an event, built into the total teaching-learning process and spread over the entire span of academic session. The second term `comprehensive' means that the scheme attempts to cover both the scholastic and the co-scholastic aspects of students' growth and development. For details, the CCE manual of Central Board of Secondary Education (CBSE) or the guidelines issued by the State Boards on the procedure for CCE should be followed by the Institutions.

5. UNIT CONTENTS

GRADE 11

Part A: Employability Skills

S. No.	Units	Duration (hrs)
1.	Communication Skills- III	25
2.	Self-management Skills – III	25
3.	Information and Communication Technology Skills – III	20
4.	Entrepreneurial Skills – III	25
5.	Green Skills – III	15
Total		**110**

UNIT 1: COMMUNICATION SKILLS – III

Learning Outcome	Theory (10 hrs)	Practical (15 hrs)	Duration (25 hrs)
1. Demonstrate knowledge of communication	1. Introduction to communication process 2. Importance of communication 3. Elements of communication 4. Perspectives in communication	1. Role play on the communication process 2. Group discussion on the importance of communication and factors affecting perspectives in communication	03

	5. Effective communication	3. Charts preparation on elements of communication 4. Classroom discussion on the 7Cs (i.e. Clear, Concise, Concrete, Correct, Coherent, Courteous and Complete) for effective communication	
2. Demonstrate verbal communication	1. Verbal communication 2. Public Speaking	1. Role-play of a phone conversation. 2. Group activity on delivering a speech and practicing public speaking	02
3. Demonstrate non-verbal communication	1. Importance of non-verbal communication 2. Types of non-verbal communication 3. Visual communication	1. Role-play on non-verbal communication 2. Group exercise and discussion on Do's and Don'ts to avoid body language mistakes 3. Group activity on methods of communication	02
4. Demonstrate speech using correct pronunciation	1. Pronunciation basics 2. Speaking properly 3. Phonetics 4. Types of sounds	1. Group activities on practicing pronunciation	01
5. Apply an assertive communication style	1. Important communication styles 2. Assertive communication 3. Advantages of assertive communication 4. Practicing assertive communication	1. Group discussion on communication styles 2. Group discussion on observing and sharing communication styles	03
6. Demonstrate the knowledge of saying no	1. Steps for saying 'No' 2. Connecting words	1. Group discussion on how to say 'No'	02

7. Identify and use parts of speech in writing	1. Capitalisation 2. Punctuation 3. Basic parts of speech 4. Supporting parts of speech	1. Group activity on identifying parts of speech 2. Writing a paragraph with punctuation marks 3. Group activity on constructing sentences 4. Group activity on identifying parts of speech	03
8. Write correct sentences and paragraphs	1. Parts of a sentence 2. Types of object 3. Types of sentences 4. Paragraph	1. Activity on framing sentences 2. Activity on active and passive voice 3. Assignment on writing different types of sentences	02
9. Communicate with people	1. Greetings 2. Introducing self and others	1. Role-play on formal and informal greetings 2. Role-play on introducing someone 3. Practice and group discussion on how to greet different people?	02
10. Introduce yourself to others and write about oneself	1. Talking about self 2. Filling a form	1. Practicing self-introduction and filling up forms 2. Practicing self-introduction to others	01
11. Develop questioning skill	1. Main types of questions 2. Forming closed and open-ended questions	1. Practice exercise on forming questions 2. Group activity on framing questions	01
12. Communicate information about family to others	1. Names of relatives 2. Relations	1. Practice talking about family 2. Role-play on talking about family members.	01
13. Describe habits and routines	1. Concept of habits and routines	1. Group discussion on habits and routines 2. Group activity on describing routines	01
14. Ask or give directions to others	1. Asking for directions 2. Using landmarks	1. Role-play on asking and giving directions 2. Identifying symbols used for giving directions	01
Total			**25**

UNIT 2: SELF-MANAGEMENT–III			
Learning Outcome	**Theory (10 hrs)**	**Practical (15 hrs)**	**Duration (25 hrs)**
1. Identify and analyse own strengths and weaknesses	1. Understanding self 2. Techniques for identifying strengths and weaknesses 3. Difference between interests and abilities	1. Activity on writing aims in life 2. Preparing a worksheet on interests and abilities	03
2. Demonstrate personal grooming skills	1. Guidelines for dressing and grooming 2. Preparing a personal grooming checklist	1. Role-play on dressing and grooming standards 2. Self-reflection activity on various aspects of personal grooming	04
3. Maintaining personal hygiene	1. Importance of personal hygiene 2. Three steps to personal hygiene 3. Essential steps of hand washing	1. Role-play on personal hygiene 2. Assignment on personal hygiene	03
4. Demonstrate the knowledge of working in a team and participating in group activities	1. Describe the benefits of teamwork 2. Working in a team	1. Assignment on working in a team 2. Self-reflection on teamwork	03
5. Develop networking skills	1. Benefits of networking skills 2. Steps to build networking skills	1. Group activity on networking in action 2. Assignment on networking skills	03
6. Describe the meaning and importance of self-motivation	1. Meaning of self-motivation 2. Types of motivation 3. Steps to building self-motivation	1. Activity on staying motivated 2. Assignment on reasons hindering motivation	03
7. Set goals	1. Meaning of goals and purpose of goal-setting 2. Setting SMART goals	1. Assignment on setting SMART goals 2. Activity on developing long-term and short-term goals using SMART method	03

Learning Outcome	Theory (08 hrs)	Practical (12 hrs)	Duration (20 hrs)
8. Apply time management strategies and techniques	1. Meaning and importance of time management 2. Steps for effective time management	1. Preparing a checklist of daily activities	03
Total			**25**

UNIT 3: INFORMATION AND COMMUNICATION TECHNOLOGY-III

Learning Outcome	Theory (08 hrs)	Practical (12 hrs)	Duration (20 hrs)
1. Create a document on the word processor	1. Introduction to ICT 2. Advantages of using a word processor. 3. Work with Libre Office Writer	1. Demonstration and practice of the following: • Creating a new document • Typing text • Saving the text • Opening and saving file on Microsoft Word/Libre Office Writer.	02
2. Identify icons on the toolbar	1. Status bar 2. Menu bar 3. Icons on the Menu bar 4. Multiple ways to perform a function	1. Group activity on using basic user interface of LibreOffice writer 2. Group activity on working with Microsoft Word	02
3. Save, close, open and print document	1. Save a word document 2. Close a word document 3. Open an existing document 4. Print	1. Group activity on performing the functions for saving, closing and printing documents in LibreOffice Writer 2. Group activity on performing the functions for saving, closing and printing documents in Microsoft Word	02
4. Format text in a word document	1. Change style and size of text 2. Align text 3. Cut, Copy, Paste 4. Find and replace	1. Group activity on formatting text in LibreOffice Writer 2. Group activity on formatting text in Microsoft Word	02
5. Check spelling and grammar in a	1. Use of spell checker	1. Group activity on checking spellings and	02

	2. Autocorrect	grammer using LibreOffice Writer 2. Group activity on checking spellings and grammer using Microsoft Word	
word document			
6. Insert lists, tables, pictures, and shapes in a word document	1. Insert bullet list 2. Number list 3. Tables 4. Pictures 5. Shapes	1. Practical exercise of inserting lists and tables using LibreOffice Writer	03
7. Insert header, footer and page number in a word document	1. Insert header 2. Insert footer 3. Insert page number 4. Page count	1. Practical exercise of inserting header, footer and page numbers in LibreOffice Writer 2. Practical exercise of inserting header, footer and page numbers in Microsoft Word	03
8. Make changes by using the track change option in a word document	1. Tracking option 2. Manage option 3. Compare documents	1. Group activity on performing track changes in LibreOffice Writer 2. Group activity on performing track changes in Microsoft Word	04
Total			**20**

UNIT 4: ENTREPRENEURIAL SKILLS – III

Learning Outcome	Theory (10 hrs)	Practical (15 hrs)	Duration (25 hrs)
1. Differentiate between different kinds of businesses	1. Introduction to entrepreneurship 2. Types of business activities	1. Role-play on different kinds of businesses around us	03
2. Describe the significance of entrepreneurial values	1. Meaning of value 2. Values of an Entrepreneur 3. Case study on qualities of an entrepreneur	1. Role-play on qualities of an entrepreneur	03

Learning Outcome	Theory	Practical	Duration
3. Demonstrate the attitudinal changes required to become an entrepreneur	1. Difference between the attitude of entrepreneur and employee	1. Interviewing employees and entrepreneurs	03
4. Develop thinking skills like an entrepreneur	1. Problems of entrepreneurs 2. Problem-solving 3. Ways to think like an entrepreneur	1. Group activity on identifying and solving problems	04
5. Generate business ideas	1. The business cycle 2. Principles of idea creation 3. Generating a business idea 4. Case studies	1. Brainstorming on generating a business ideas	04
6. Describe customer needs and the importance of conducting a customer survey	1. Understanding customer needs 2. Conducting a customer survey	1. Group activity to conduct a customer survey	04
7. Create a business plan	1. Importance of business planning 2. Preparing a business plan 3. Principles to follow for growing a business 4. Case studies	1. Group activity on developing a business plan	04
Total			**25**

UNIT 5: GREEN SKILLS – III

Learning Outcome	Theory (07 hrs)	Practical (08 hrs)	Duration (15 hrs)
1. Describe the importance of the main sector of the green economy	1. Meaning of ecosystem, food chain and sustainable development 2. Main sectors of the green economy- E-waste management, green transportation, renewal energy, green construction, and water management	1. Group discussion on sectors of green economy 2. Poster making on various sectors for promoting green economy	06
2. Describe the main recommendations	1. Policies for a green economy	1. Group discussion on initiatives for	03

of policies for the green economy		1. promoting the green economy 2. Writing an essay or a short note on the important initiatives for promoting green economy.	
3. Describe the major green sectors/ areas and the role of various stakeholders in the green economy	1. Stakeholders in the green economy	1. Group discussion on the role of stakeholders in the green economy 2. Making solar bulbs.	03
4. Identify the role of government and private agencies in the green economy	1. Role of the government in promoting a green economy 2. Role of private agencies in promoting green economy	1. Group discussion on the role of Government and Private Agencies in promoting a green economy. 2. Poster making on green sectors.	03
Total			**15**

PART B: VOCATIONAL SKILLS

S. No.	Units	Duration (Hrs)
1.	Introduction to Finishing and Packing Department in Apparel Industry	35
2.	Basics of Finishing, Packing and Package Design	35
3.	Executing Finishing and Packing Tasks	35
4.	Maintaining a clean and hazard free working area-I	30
5.	Compliance to legal, regulatory and ethical requirements	30
	Total	**165**

UNIT 1: INTRODUCTION TO FINISHING AND PACKING DEPARTMENT IN APPAREL INDUSTRY

Learning Outcome	Theory (15Hrs)	Practical (20Hrs)	Duration (35Hrs)
1. Describe structure of Apparel Industry	1. Introduction and structure of Apparel Industry 2. Different departments of apparel industry (with special focus on finishing and packing department) 3. Steps in apparel Production	1. Visit to an apparel industry and prepare a report on working flow of industry. 2. Prepare a chart on apparel production process with pictures	15

	2. Explain the roles and responsibilities of a Finisher & Packer	1. Importance and Steps in finishing and packing process. 2. Job Responsibilities, key attributes, skills and personal qualities of a 'Finisher & Packer' 3. Employment opportunities for a 'Finisher & Packer' in the apparel industry.	1. Visit to Garment industry and make a report on process of apparel finishing and packing 2. Prepare a chart explaining roles and responsibilities of a 'Finisher & Packer'	20
Total				**35**

UNIT 2: BASICS OF FINISHING, PACKING AND PACKAGE DESIGN

Learning Outcome	Theory (10Hrs)	Practical (25Hrs)	Duration (35Hrs)
1. Identify and Describe Tools, Materials and Technical Terms Associated with Finishing and Packing Processes	1. Different types of finishing and packing tools and equipment. 2. Technical terms associated with finishing and packing processes	1. Demonstrate different type of tools and materials required for finishing and packing 2. Prepare an assignment on terminologies used in apparel industry.	10
2. Identify and describe the basic functions and levels of packing in apparel industry	1. Basic Functions of Finishing and Packing 2. Levels of packing: Primary, Secondary, Tertiary.	1. Identify and demonstrate different levels of Packing. 2. Make a PowerPoint presentation on basic functions of packing.	10
3. Explain requirement of packing and package designs	1. Introduction to package design and elements of good package design. 2. Various forms of Package design: (Merchandise Packaging, Vacuum Packaging, Shipment Packaging) 3. Classification of packing based on customer requirement.	1. Prepare a chart on different types of package design and collect at least 5 samples of package design.	15
Total			**35**

UNIT 3: EXECUTING FINISHING AND PACKING TASKS			
Learning Outcome	**Theory (10Hrs)**	**Practical (25Hrs)**	**Duration (35Hrs)**
1. Describe garment measurements, defects and quality control procedure in finishing and packing department	1. Garment measurement 2. Quality control in finishing and packing department (Standard Operating Procedure) 3. Garment defects	1. Prepare a chart displaying garment 2. measurement techniques with pictures	10
2. Explain folding, pressing/ironing, different tags and labels used in finishing and packing department	1. Introduction to Pressing/ironing 2. Types of folding: stand up, semi-stand up, flat and hanger. 3. Garment folding and packing machines. 4. Introduction to different tags and labels	1. Demonstrate folding of some basic garments 2. Collect different tags and labels available in the market and make a report explaining the same	15
3. Describe finishing agents, types of garment stains and job card	1. Finishing agents 2. Types of stains and remedies 3. Introduction to job card and packing list	1. Identify and Understand the importance of job card and make a sample 2. Prepare a chart on different types of stains and their remedies.	10
Total			**35**

UNIT 4: MAINTAINING A CLEAN AND HAZARD FREE WORKING AREA-I

Learning Outcome	Theory (10Hrs)	Practical (20Hrs)	Duration (30Hrs)
1. Describe Operation and handling of tools and material	1. Safe Handling of tools and materials 2. Cleaning and Maintenance of tools 3. Clothing and personal protection	1. Prepare a list of tools and write about its maintenance and cleaning method	5
2. Identify Proper Storage and Disposal of Waste Material	1. Guidelines for safe storage of chemicals 2. Proper usage of materials to minimize waste and disposal of waste into designated location	1. Prepare a roadmap to effectively manage the waste generated in the textile industry.	5
3. Describe Personal hygiene and health	1. Importance of personal hygiene 2. Benefits of healthy lifestyle 3. Safe working practices and organizational procedures 4. Hazards of poor housekeeping practices	1. Prepare a chart on importance of personal hygiene 2. Prepare a skit on various hazards of poor housekeeping practices	10
4. Explain Potential hazards at work place	1. Types of potential hazards 2. Potential hazards risks and threats based on nature of operations 3. Keeping work area free from potential hazards	1. Prepare a PowerPoint presentation on types of potential hazards and present it in the class	10
Total			**30**

UNIT 5: COMPLIANCE TO LEGAL, REGULATORY AND ETHICAL REQUIREMENTS

Learning Outcome	Theory (10Hrs)	Practical (20Hrs)	Duration (30Hrs)
1. Describe importance of ethics and values	1. Benefits of Ethical and Value-based approach to Management for the Company and its Workers 2. Company policies, procedures and its benefits 3. Reviewing policies and procedures	1. Collect the data and make a report on Company Policies and Procedures	10
2. Explain Environmental management procedures, security details, potential accidents and emergencies	1. Environmental management system 2. Layout of the plant and details of emergency exits/routes, emergency equipment and assembly points 3. Potential accidents, emergencies and response 4. Different type of signboards at workplace and their application	1. Visit a factory and make a list of sign boards. Prepare a chart on the same with pictures	10
5. Describe teamwork and support to supervisor	1. Introduction to teamwork 2. Support to Supervisor and Team Members 3. Importance of employee support 4. Work routines 5. Punctuality	1. Prepare a report after interviewing the industry workers regarding their team work, work routines and punctuality	10
Total			**30**

Grade 12

Part A - Employability Skills

S. No.	Units	Duration (hrs)
1.	Communication Skills- IV	25
2.	Self-management Skills – IV	25
3.	Information and Communication Technology Skills - IV	20
4.	Entrepreneurial Skills – IV	25
5.	Green Skills – IV	15
Total		**110**

UNIT 1: COMMUNICATION SKILLS – IV

Learning Outcome	Theory (10 hrs)	Practical (15 hrs)	Duration (25 hrs)
1. Demonstrate active listening skills	1. Active listening - listening skill, stages of active listening 2. Overcoming barriers to active listening	1. Group discussion on factors affecting active listening 2. Poster making on steps for active listening 3. Role-play on negative effects of not listening actively	10
2. Identify the parts of speech	1. Parts of speech – using capitals, punctuation, basic parts of speech, Supporting parts of speech	1. Group practice on identifying parts of speech 2. Group practice on constructing sentences	10
3. Write sentences	1. Writing skills to practice the following: • Simple sentence • Complex sentence • Types of object 2. Identify the types of sentences • Active and Passive sentences • Statement/	1. Group activity on writing sentences and paragraphs 2. Group activity on practicing writing sentences in active or passive voice 3. Group activity on writing different types of sentences (i.e., declarative, exclamatory,	05

	• Declarative sentence	interrogative and imperative)	
	• Question/		
	• Interrogative sentence		
	- Emotion/ Reaction or Exclamatory sentence		
	- Order or Imperative sentence		
	3. Paragraph writing		
Total			**25**

UNIT 2: SELF-MANAGEMENT SKILLS – IV

Learning Outcome	Theory (10 hrs)	Practical (15 hrs)	Duration (25 hrs)
1. Describe the various factors influencing motivation and positive attitude	1. Motivation and positive attitude 2. Intrinsic and extrinsic motivation 3. Positive attitude – ways to maintain positive attitude 4. Stress and stress management - ways to manage stress	1. Role-play on avoiding stressful situations 2. Activity on listing negative situations and ways to turn it positive	10
2. Describe how to become result oriented	1. How to become result oriented? 2. Goal setting – examples of result-oriented goals	1. Group activity on listing aim in life	05
3. Describe the importance of self-awareness and the basic personality traits, types and disorders	1. Steps towards self-awareness 2. Personality and basic personality traits 3. Common personality disorders- • Suspicious • Emotional and impulsive	1. Group discussion on self-awareness 2. Group discussion on common personality disorders 3. Brainstorming steps to overcome personality disorder	10

	• Anxious 4. Steps to overcome Personality disorders		
Total			**25**

UNIT 3: INFORMATION AND COMMUNICATION TECHNOLOGY SKILLS – IV			
Learning Outcome	**Theory (06 hrs)**	**Practical (14 hrs)**	**Duration (20 hrs)**
1. Identify the components of a spreadsheet application	1. Getting started with spreadsheet - types of a spreadsheet, steps to start LibreOffice Calc., components of a worksheet.	1. Group activity on identifying components of spreadsheet in Libre Office Calc.	02
2. Perform basic operations in a spreadsheet	1. Opening workbook and entering data – types of data, steps to enter data, editing and deleting data in a cell 2. Selecting multiple cells 3. Saving the spreadsheet in various formats 4. Closing the spreadsheet 5. Opening the spreadsheet. 6. Printing the spreadsheet.	1. Group activity on working with data on LibreOffice Calc.	03
3. Demonstrate the knowledge of working with data and formatting text	1. Using a spreadsheet for addition – adding value directly, adding by using cell address, using a mouse to select values in a formula, using sum function, copying and moving formula 2. Need to format cell and content 3. Changing text style and font size 4. Align text in a cell 5. Highlight text	1. Group activity on formatting a spreadsheet in LibreOffice Calc 2. Group activity on performing basic calculations in LibreOffice Calc.	02

Learning Outcome	Theory	Practical	Duration
4. Demonstrate the knowledge of using advanced features in spreadsheet	1. Sorting data 2. Filtering data 3. Protecting spreadsheet with password	1. Group activity on sorting data in LibreOffice Calc	03
5. Make use of the software used for making slide presentations	1. Presentation software available 2. Stapes to start LibreOffice Impress 3. Adding text to a presentation	1. Group practice on working with LibreOffice Impress tools	02
6. Demonstrate the knowledge to open, close and save slide presentations	1. Open, Close, Save and Print a slide presentation	1. Group activity on saving, closing and opening a presentation in LibreOffice Impress	01
7. Demonstrate the operations related to slides and texts in the presentation	1. Working with slides and text in a presentation- adding slides to a presentation, deleting slides, adding and formatting text, highlighting text, aligning text, changing text colour	1. Group activity on working with font styles in LibreOffice Impress	04
8. Demonstrate the use of advanced features in a presentation	1. Advanced features used in a presentation 2. Inserting shapes in the presentation 3. Inserting clipart and images in a presentation 4. Changing slide layout	1. Group activity on changing slide layout on LibreOffice Impress	03
Total			**20**

UNIT 4: ENTREPRENEURIAL SKILLS-IV

Learning Outcome	Theory (10 hrs)	Practical (15 hrs)	Duration (25 hrs)
1. Describe the concept of entrepreneurship and the types and roles and functions entrepreneur	1. Entrepreneurship and entrepreneur 2. Characteristics of entrepreneurship 3. Entrepreneurship-art and science 4. Qualities of a successful entrepreneur 5. Types of entrepreneurs 6. Roles and functions of	1. Group discussion on the topic "An entrepreneur is not born but created". 2. Conducting a classroom quiz on various aspects of entrepreneurship. 3. Chart preparation on types of entrepreneurs	10

Learning Outcome	Theory	Practical	Duration
	7. What motivates an entrepreneur 8. Identifying opportunities and risk-taking 9. Startups	4. Brainstorming activity on What motivates an entrepreneur	
2. Identify the barriers to entrepreneurship	1. Barriers to entrepreneurship 2. Environmental barriers 3. No or faulty business plan 4. Personal barriers	1. Group discussion about "What we fear about entrepreneurship" 2. Activity on taking an interview of an entrepreneur.	05
3. Identify the attitude that make an entrepreneur successful	1. Entrepreneurial attitude	1. Group activity on identifying entrepreneurial attitude.	05
4. Demonstrate the knowledge of entrepreneurial attitude and competencies	1. Entrepreneurial competencies 2. Decisiveness 3. Initiative 4. Interpersonal skills- positive attitude, stress management 5. Perseverance 6. Organisational skills- time management, goal setting, efficiency, managing quality.	1. Playing games, such as "Who am I". 2. Brainstorming a business ideas 3. Group practice on "Best out of Waste" 4. Group discussion on the topic of "Let's grow together" 5. Group activity on listing stress and methods to deal with it like Yoga, deep breathing exercises, etc. 6. Group activity on time management	05
Total			**25**

UNIT 5: GREEN SKILLS-IV			
Learning Outcome	**Theory (05 hrs)**	**Practical (10 hrs)**	**Duration (15 hrs)**
1. Identify the benefits of the green jobs	1. Green jobs 2. Benefits of green jobs 3. Green jobs in different	1. Group discussion on the importance of green job.	08

	sectors:	2. Chart preparation on green jobs in different sectors.	
	• Agriculture • Transportation • Water conservation • Solar and wind energy • Eco-tourism • Building and construction • Solid waste management • Appropriate technology		
3. State the importance of green jobs	1. Importance of green jobs in • Limiting greenhouse gas emissions • Minimiing waste and pollution • Protecting and restoring ecosystems • Adapting to the effects of climate change	1. Preparing posters on green jobs. 2. Group activity on tree plantation. 3. Brainstorming different ways of minimising waste and pollution	07
Total			**15**

Part B–Vocational Skills

S. No.	Units	Duration (Hrs)
1.	Operation and Handling of Machines and Equipments	45
2.	Planning and organizing finishing and packing process	45
3.	Trends in finishing and packing operations	35
4.	Maintaining clean and hazard free working area-II	20
5.	Industry and organisational requirements	20
Total		**165**

UNIT 1: OPERATION AND HANDLING OF MACHINES AND EQUIPMENTS			
Learning Outcome	Theory (15Hrs)	Practical (30Hrs)	Duration (45Hrs)
1. Identify activities of finishing and packing	1. Functions of finishing and packing department	1. Visit a garment industry and observe working flow of finishing	10

UNIT 1: OPERATION AND HANDLING OF MACHINES AND EQUIPMENTS

Learning Outcome	Theory (15Hrs)	Practical (30Hrs)	Duration (45Hrs)
department in an apparel industry	2. Finishing and packing flow chart 3. Types of poly and carton packing	and packing department, prepare a report. 2. Prepare a chart on poly and carton packing.	
2. Describe and list Packing and Shipping Equipment	1. Product folding equipment 2. Container shapers 3. Container loaders 4. Container conveyors	1. Demonstrate different Product folding equipment 2. Make a power-point presentation on different types of packing and shipping equipments with pictures.	15
3. Describe different types of cartons, quality control and finishing agents	1. Different types and sizes of cartons 2. Quality control testing of packing material 3. Garment Finishing Process: Purposes, Method of Application & Finishing Agents	1. Demonstrate types of cartons	10
4. Identify Document records related to Finishing & Packing	1. Records related to finishing and packing department 2. Quality Control Testing of Packing and Packing Material 3. Identifying and Fixing the Defects 4. Reporting of detected non-conformities to supervisors	1. Prepare a power-point presentation of Quality control testing of packing and packing material	10
Total			**45**

UNIT 2: PLANNING AND ORGANIZING FINISHING AND PACKING PROCESS

Learning Outcome	Theory (15Hrs)	Practical (30Hrs)	Duration (45Hrs)
1. Describe different types of customer labels, Distribution centers and shipping documents	1. Types of customer labels 2. Meaning of symbols used in customer labels 3. Distribution centers- central and local level 4. Shipment documents 5. Marking details on cartons	1. Visit the industry to learn different types of customer labels, washing labels, tags etc. Collect the samples of these labels and document. 2. Make a report on Invoice packing, Quality control report, Advance shipping notification, AWB- Airway Bill and EWB- Eway bill (Domestic and export)	15
2. Describe packing list, barcodes and preparation for shipment	1. Introduction to packing list 2. Introduction to barcode 3. Preparation for shipment of products 4. Key points to avoid defects in the Finishing and Packing Operation	1. Visit any garment industry and observe the documents required for the shipping of products. Make a mock sample of those documents and prepare a file explaining about each one of them	15
3. Describe garment washing and types of washing machines	1. Garment washing 2. Types of washing machines 3. Precautions to be taken while garment washing 4. List of major defects found in garment finishing section	1. Identify defects of finishing and packing and prepare a report 2. Collect samples of complete forms, records and other documentation	15
Total			**45**

UNIT 3: TRENDS IN FINISHING AND PACKING OPERATIONS

Learning Outcome	Theory (10Hrs)	Practical (25Hrs)	Duration (35Hrs)
1. Demonstrate Folding and	1. Folding and packing Methods of some Garments	1. Demonstrate Folding and	15

UNIT 3: TRENDS IN FINISHING AND PACKING OPERATIONS

Learning Outcome	Theory (10Hrs)	Practical (25Hrs)	Duration (35Hrs)
Packing Methods of Basic Garments	• Bottom (Pant) • Skirt • Top • Dress • T-shirt • Dungarees	Packing Process of Pant, skirt and top	
2. Describe Problems faced by finishing and Packing section in apparel Industry	1. Ergonomics in Finishing and Packing Department 2. Empowering Individuals with Disabilities in the Finishing and Packing Section of the Apparel Industry 3. Finishing Processes and Packing Materials that are a threat to environment	1. Prepare a chart on ergonomical problems faced by finishing and packing department in apparel industry	10
3. Identify The growing demand for Sustainability and Ethical Packing	1. Introduction to sustainable packing 2. Materials used in Sustainable Packing 3. Smart and personalized packing	1. Prepare an infographic depicting packing materials that are threat to environment and sustainable options in packing industry.	10
Total			**35**

UNIT 4: MAINTAINING A CLEAN AND HAZARD FREE WORKING AREA-II

Learning Outcome	Theory (5Hrs)	Practical (15Hrs)	Duration (20Hrs)
1. Explain Effective Oral and Written Communication	1. Communication Process 2. The lines of communication, authority and reporting 3. procedures at work place 4. Reporting procedures at work place 5. importance of complying with written instructions 6. Standard Operating Procedures	1. Prepare a report on Standard Operating procedures	10

UNIT 4: MAINTAINING A CLEAN AND HAZARD FREE WORKING AREA-II

Learning Outcome	Theory (5Hrs)	Practical (15Hrs)	Duration (20Hrs)
7. Explain Compliance to Health, Safety and Security Requirements at Workplace	1. Health and safety related practices at workplace 2. Reporting malfunctions in machinery 3. Safety signs at work place	1. Prepare an informative poster of all the safety signs 2. Prepare a report on various types of health and safety related practices at a work place.	5
8. Describe Potential safety risks and emergencies	1. Response to potential accidents and emergencies 2. Maintenance and Storage of Protective Equipment 3. Reporting Emergency Situations 4. Emergency Response Plan	1. Visit a Garment manufacturing firm, discuss with the safety officer / team and prepare a report on safety measures and emergency actions adopted by them	5
Total			**20**

UNIT 5: INDUSTRY AND ORGANISATIONAL REQUIREMENTS

Learning Outcome	Theory (5Hrs)	Practical (15Hrs)	Duration (20Hrs)
1. Describe Standard Organisational Compliance and Related Documents	1. Significance of Compliance in Indian Apparel Industry 2. Audit 3. Common compliance code 4. Corporate Social Responsibility	1. Prepare a report on Corporate Social Responsibility activities of a Firm	5
2. Explain Ethical Compliance and Related Documents	1. Code of ethics 2. Compliance codes in Indian garment industry • Working Hour and Wage Rate Compliance	1. Prepare a report with details on Code of Ethics followed by any Garment export unit.	10

UNIT 5: INDUSTRY AND ORGANISATIONAL REQUIREMENTS			
Learning Outcome	Theory (5Hrs)	Practical (15Hrs)	Duration (20Hrs)
	• Workplace and Work Environment Compliance • Non-discrimination compliance • Health and Safety Compliance		
3. Identify and report Compliance Deviation	1. Significance of Reporting Compliance Deviations 2. Identification and reporting of any possible deviation 3. Audit checklist 4. Procedure in case of deviation	1. Make a report on Corrective Action Plan followed by a garment industry in case of compliance deviation.	5
Total			20

6. ORGANISATION OF FIELD VISITS

In a year, at least 3 field visits/educational tours should be organised for the students to expose them to the activities in the workplace.

Visit garment industries, Textile mills Workshops, relevant industries and small units to observe 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 under industry and its layout
2. Departments in industry
3. Work culture and environment of various departments
4. Various cutting, sewing, pattern making, layout, packing & finishing equipment and machines
5. Different buyers, the company deals with
6. Product range of the industry
7. Understand time and action calendar
8. Manufacture, export, import, sale procedure
9. Manpower engaged.
10. Total expenditure of industry
11. Total annual income
12. Profit/Loss (Annual)
13. Manpower engaged
14. Total expenditure
15. Total annual income
16. Profit/Loss (Annual)
17. 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.

A. Training Material inside Lab

1. Charts of handling equipment's
2. Charts of finishing agents
3. Charts of marks and labels used on packages and boards
4. Samples of packing material

5. Instruments used for opening packages and resealing packages like cutters and strapping machines, clips etc.
6. Unitization devices such as pallets and packing net.
7. Sample copies of packing list, job card, specification sheet and other record documents for learning data entry
8. Sample formats as given in the student's handbook
9. Prepare the charts of organizational hierarchy and process charts (as included in the student's handbook)

B. **Equipment's to be seen during Field Visit**

1. Organizational Chart of the industry
2. Packing Materials
3. Sample of packing and shipping list and other documents
4. Samples of different types of labels
5. Fork lifts
6. Reach trucks
7. Shelf designs
8. Shelf marks
9. Trolleys
10. Any other automatic and semi-automatic equipment used on site.
11. Safety and security equipment's on site
    - Fire extinguisher
    - Security cameras
    - LCD screens
    - Safety sign boards
    - Personal protective equipment's (PPE) like gloves, helmets, jackets, harness etc.
    - Locking systems
12. Housekeeping equipment's on site
    - Vacuum cleaner
    - Mops
    - Cleaning chemicals
    - Cleaning Robots
    - Air purifiers
    - Filtering machines
    - Spill Absorbents
13. Waste disposal equipment's such as scrap bins, recyclers, waste processing machines etc
14. Any other equipment mentioned in the student's manual can be sighted during the field visit

C. **Teaching/Training Aids**
1. Computer
2. LCD Projector
3. Projection Screen
4. White/Black Boards
5. Flip Charts

S. No.	Item	Quantity (for a batch of 40 Students)	Tentative Rate (Rs.)	Tentative Price (Rs.)
1.	Paper Scissors	15	30	450
2.	Fabric Scissors	15	300	4500
3.	Rotary Cutter	5	800	4000
4.	Seam Ripper	10	15	150
5.	Pinking Shears	5	300	1500
6.	Meter Stick/Yardstick	5	150	750
7.	L-square	5	400	2,000
8.	Stain Removing Machines (Spot Gun)	5	2,000	10,000
9.	Hangers	10	150	1500
10.	Thread Cutter	10	50	500
11.	Cleaning Brush	5	200	1000
12.	Chemicals	5	2,000	10,000
13.	Types of Stains Swatches file or samples	5	500	1,000
14.	Trims and Accessories sample swatch file	2	1,000	2,000
15.	Tagging Machine and Tags	2	2,500	5,000
16.	Clips, Pins (Boxes)	5	100	500
17.	Finishing/Cleaning Table	5	1,000	5,000
18.	Small Tub	2	300	600
19.	Trolley	1	300	300
20.	Calculator	1	500	500
21.	Inventory/Stock Register	3	100	300
22.	Students Manual	40	50	2000
23.	MS Office Software	1	5,000	5,000
24.	Record Maintenance Sheet	25	10	250
25.	Packing Table	5	1,000	5,000
26.	Garments Made Ups and Home Furnishing Articles	10	1,000	10,000
27.	Furniture (Working Table, cabinets,	-	-	1,50,000

S. No.		Quantity		Amount
	Stools, etc.),For15students			
28.	Teacher's Table and Chair	1	-	10,000
29.	White Board/Black Board and Marker/Chalk	1	-	1,000
30.	First aid Box	1	-	500
31.	Fire Extinguisher	1	-	1,000
32.	Marking Pencils and Pens	15	50	750
33.	Basic Stationery Set	20	100	2000
34.	Measuring Tape	15	10	150
35.	Stapler and Stapler Pins	5	50	250
36.	Files and folders	25	30	750
37.	Push Pins	3	10	30
38.	Paper Cutter	10	30	300
39.	Cartons	5	50	250
40.	Polybags (assortment in sizes and variety)	5	200	1,000
41.	Reporting Formats	10	50	500
TOTAL				**2,42,280**

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

Qualification 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	Age Limit
1.	Post-graduation in Textiles and Clothing or Allied area from a recognized Institute / University, with at least 1-year work/teaching experience in relevant area.	• Effective communication skills (oral and written) • Basic computing skills	As per the norms applicable Age relaxation to be provided as per Govt. Rules

Vocational Teachers/Trainers form the backbone of Vocational Education being imparted as an integral part of Rashtriya Madhyamik Shiksha *Abhiyan* (RMSA). 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 RMSA 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.

> *   *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.*

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 Head Master/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

1. Dr. Pinki Khanna-Course Coordinator

Professor and Head

Dept. of Home Science and Hospitality Management

PSS Central Institute of Vocational Education, Bhopal

2. Dr. Amita Walia- Member

Professor, Institute of Home Economics

University of Delhi

3. Dr. Meeta Siddhu- Member

Assistant Professor

Symbiosis International University, Pune

4. Nupur Srivastava

Assistant Professor (Contractual)

Dept. of Home Science and Hospitality Management

PSS Central Institute of Vocational Education, Bhopal

5. Amit Chotrani

Assistant Professor (Contractual)

Dept. of Home Science and Hospitality Management

PSS Central Institute of Vocational Education, Bhopal

PSS CENTRAL INSTITUTE OF VOCATIONAL EDUCATION
Shyamla Hills, Bhopal- 462 002, M.P., India