

LEARNING OUTCOME BASED VOCATIONAL CURRICULUM

JOB ROLE: Hand Embroiderer - Addawala

(QUALIFICATION PACK: Ref. Id. AMH/Q1010)

SECTOR: Apparel, Made-Ups and Home Furnishing

Classes 9 and 10

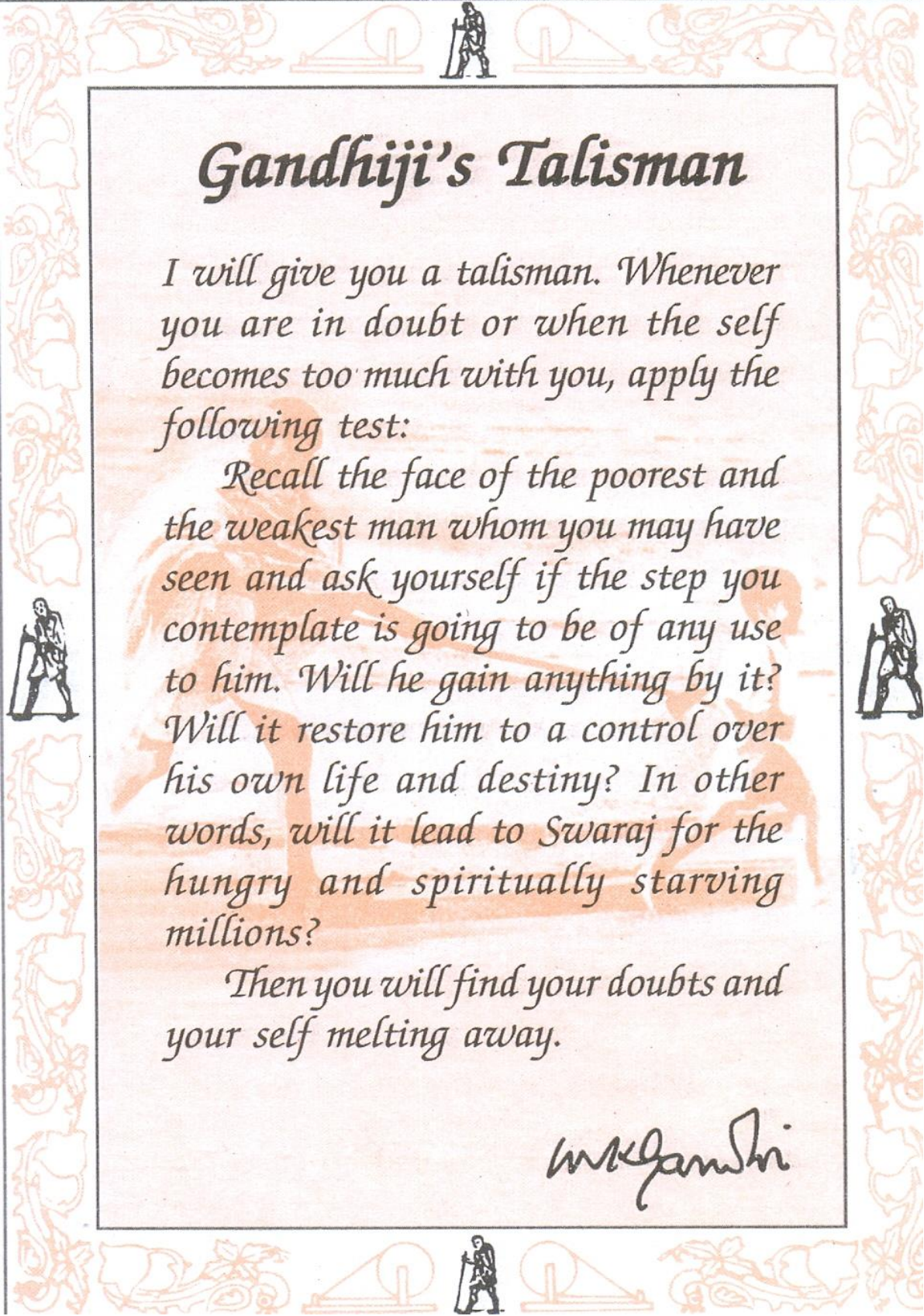


PSS CENTRAL INSTITUTE OF VOCATIONAL EDUCATION

(a constituent unit of NCERT, under MHRD, Government of India)

Shyamla Hills, Bhopal- 462 002, 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. Gandhi

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CURRICULUM**

**Apparel, Made-Ups and Home Furnishing–
Hand Embroiderer Addawala**

JUNE, 2017

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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 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 Centrally Sponsored Scheme of Vocationalisation of Secondary and Higher Secondary Education (CSSVSHSE) launched by the Ministry of Human Resource Development, Government of India in 2012. The PSS Central Institute of Vocational Education (PSSCIVE) is developing curricula under the project approved by the Project Approval Board (PAB) of *Rashtriya Madhyamik Shiksha Abhiyan* (RMSA). The main purpose of the learning outcome based vocational curriculum is to bring about the 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 packages for the job role of **Hand Embroiderer-Addawala**. The curriculum has been developed for the 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

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 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 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 100 job roles in various sectors.

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 *Rashtriya Madhyamik Shiksha Abhiyan (RMSA)* of MHRD.

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.

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

ACKNOWLEDGEMENTS

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 *Rashtriya Madhyamik Shiksha Abhiyan* (RMSA) 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, NCERT for his support and guidance. We also acknowledge the contributions of our colleagues at the Technical Support Group of RMSA, MHRD, RMSA Cell at the National Council of Educational Research and Training (NCERT), 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 and Dr. Anil Kumar, Professor, Department of Vocational Education and Entrepreneurship Development, National Institute of Technical Teachers Training and Research (NITTTR), Bhopal for their contributions.

The contributions made by Dr. Vinay Swarup Mehrotra, Professor and Head, Curriculum Development and Evaluation Centre (CDEC), Dr. Vipin Kumar Jain, Associate Professor and Head, Programme Planning and Monitoring Cell (PPMC) and Dr. Dipak D. Shudhalwar, Associate Professor (CSE) and Head Computer Center, PSSCIVE in development of the curriculum for the employability skills are duly acknowledged.

The assistance provided by Shri Vinod K. Soni, Computer Operator Grade-II and Smt. Sangeeta Sortey, Computer Operator Grade-III in layout, design and composing of the material is duly acknowledged.

PSSCIVE Team

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1. COURSE OVERVIEW

COURSE TITLE: Apparel, Made-Ups and Home Furnishing - Hand Embroiderer Addawala

Embroidery is the handicraft of decorating fabric or other materials with needle and thread or yarn. Embroidery may also incorporate other materials such as, pearls, beads, quills, and sequins. Today, embroidery is most often seen on ladies dresses, caps, hats, coats, blankets, dress shirts, denim, stockings, and golf shirts. Embroidery is an expression of self, rendered with patience and dedicated hard work, it is an art rightly described as "painting by needle". Embroidery adds grace and elegance, life and style even into articles of everyday use. Indian embroidery takes its inspiration from nature and religion. The colours, the base the theme and the style are reflective of a particular region.

Aari work (Adda work) being more intricate form of embroidery involves a hook, plied from the top but fed by silk thread from below with the material spread out on a frame. A hand embroiderer (Addawala) works in group to create designs as per tracings provided on to the fabric. They use hand embroidery along with stones and other similar elements to embellish the design. A good embroidery is not an easy thing to do. Embroidery is an art. A high concentration as well as watchfulness is very much required to be successful in embroidery.

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.
- Narrate the history of hand embroidery and Aari work.
- Classify different types of design.
- Demonstrate various tracing methods.
- Fix the Adda and practice the Khaka making process.
- Demonstrate basic and advanced aari work stitches.
- Explain finishing process of embroidered products.
- Identify embroidery defects and their rectification.
- Identify precautionary measures while doing embroidery.
- Demonstrate bead and sequence work.
- Identify factors affecting cost of embroidered products.
- Demonstrate various elements and principles of design.
- Illustrate colours, colour wheel and types of colour scheme.
- Demonstrate various Indian traditional embroideries.
- Demonstrate combination and application of embroideries.
- Explain the Specification sheet and inspection process of an embroidery unit.
- Identify Organizational rules, hazards, safety measures and the importance of cleaning and maintenance at workplace.

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

COURSE LEVEL: This is a beginner level course. On completion of this course, a student can take up an Intermediate level course for a job role in Apparel, Made-ups and Home Furnishing in Class XI and XII.

COURSE DURATION: **400 Hrs**

Class 9 : 200 Hrs

Class 10 : 200 Hrs

Total : 400 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 Class 9 and 10 opting for vocational subject along with general education subjects. The unit-wise distribution of hours and marks for Class 9 is as follows:

CLASS 9			
	Units	No. of Hours for Theory and Practical 200	Max. Marks for Theory and Practical 100
Part A	Employability Skills		
	Communication Skills - I	20	10
	Self-management Skills - I	10	
	Information and Communication Technology Skills-I	20	
	Entrepreneurial Skills - I	15	
	Green Skills – I	10	
	Total	75	
Part B	Vocational Skills		
	Unit 1: Basics of Hand Embroidery	25	30
	Unit 2: Introduction to Aari Work	25	
	Unit 3: Stitches in Aari work	15	
	Unit 4: Embroidery Defects and Finishing	20	
	Unit 5: Safety Maintenance and Organisational Rules	10	
	Total	95	30
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
Part E	Continuous and Comprehensive Evaluation (CCE)		
	Total	05	10
	Grand Total	200	100

The unit-wise distribution of hours and marks for Class 10 is as follows:

CLASS 10			
	Units	No. of Hours for Theory and Practical 200	Max. Marks for Theory and Practical 100
Part A	Employability Skills		
	Communication Skills – II	20	10
	Self-management Skills – II	10	
	Information and Communication Technology Skills – II	20	
	Entrepreneurial Skills – II	15	
	Green Skills – II	10	
	Total	75	
Part B	Vocational Skills		
	Unit 1: Elements and Principles of Design	18	30
	Unit 2: Advanced Adda Work Styles and Stitches	25	
	Unit 3: Accessories and Garment Components of Adda Work	25	
	Unit 4: Application of Embroidery Stitches	15	
	Unit 5: Finishing and Packing of Embroidered Products	12	
	Total	95	30
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
Part E	Continuous and Comprehensive Evaluation (CCE)		
	Total	05	10
	Grand Total	200	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: 30

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)	2	1	2	10
2.	Understanding – (Comprehension – to be familiar with meaning and to understand conceptually, interpret, compare, contrast, explain, paraphrase, or interpret information)	1	2	2	11
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	1	1	05

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	1	0	02
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	3x1=3	6x2=12	5x3=15	30 (14 questions)

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

CLASS 9

Part A: Employability Skills

S.No.	Units	Duration (hrs)
1.	Communication Skills - I	20
2.	Self-management Skills - I	10
3.	Information and Communication Technology Skills-I	20
4.	Entrepreneurship Skills - I	15
5.	Green Skills – I	10
	Total	75

UNIT 1: COMMUNICATION SKILLS – I			
Learning Outcome	Theory (08 hrs)	Practical (12 hrs)	Duration (20 hrs)
1. Demonstrate the knowledge of importance, elements and perspectives in communication	<ol style="list-style-type: none"> 1. Introduction to communication 2. Importance of communication 3. Elements of communication 4. Perspectives in communication 5. Effective communication 	<ol style="list-style-type: none"> 1. Role play on the communication process 2. Group discussion and sharing of experiences on factors affecting perspectives in communication 3. Asking students to write examples of 7Cs (i.e. Clear, Concise, Concrete, Correct, Coherent, Courteous and Complete) of effective communication 4. Preparing charts for elements of communication 	02
2. Demonstrate the knowledge of verbal communication	<ol style="list-style-type: none"> 1. Verbal communication 2. Types of verbal communication 3. Advantages and disadvantages of verbal communication 4. Public speaking 	<ol style="list-style-type: none"> 1. Role play of a phone conversation 2. Delivering speech and practicing public speaking by using 3P's 	02
3. Demonstrate the knowledge of non-verbal communication	<ol style="list-style-type: none"> 1. Non-verbal communication 2. Importance of non-verbal communication 3. Types of non-verbal communication 4. Visual communication 	<ol style="list-style-type: none"> 1. Role play on non-verbal communication 2. Group discussion and demonstration of Do's and Don'ts to avoid body language mistakes 3. Group discussion on three methods of communication 	02

4. Demonstrate the knowledge of basic writing skills	<ol style="list-style-type: none"> 1. Writing skills: Parts of speech 2. Using capitals 3. Punctuation 4. Basic parts of speech 	<ol style="list-style-type: none"> 1. Reading paragraph and sentences and identifying parts of speech 2. Constructing and writing sentences by using parts of speech 3. Identifying nouns by guessing the name, place, animal, and thing 	02
5. Describe the parts and types of sentences	<ol style="list-style-type: none"> 1. Writing skills: Sentences 2. Parts of a sentence 3. Types of objects 4. Types of sentences – Active and Passive 5. Types of sentences, according to their purpose 6. Paragraphs 	<ol style="list-style-type: none"> 1. Making and writing sentences using direct and indirect objects 2. Writing a paragraph by using active and passive voice 3. Writing different types of sentences (i.e., declarative, exclamatory, interrogative and imperative) 	02
6. Demonstrate the knowledge of pronunciation basics	<ol style="list-style-type: none"> 1. Pronunciation Basics 2. Speaking correctly 3. Phonetics 4. Types of sounds 	<ol style="list-style-type: none"> 1. Pronouncing words and identifying vowels, diphthongs and consonants 2. Practicing the pronunciation of words 	02
7. Demonstrate how to greet and introduce self	<ol style="list-style-type: none"> 1. Greetings and Introductions 2. Greetings 3. Types of greetings 4. Introducing yourself and others 	<ol style="list-style-type: none"> 1. Role-play on Formal and informal greetings 2. Role-play on introducing someone 3. Practicing and discussing on how to greet different people. 	02
8. Answer questions that others ask about you	<ol style="list-style-type: none"> 1. Talking about self 2. Talking about yourself 3. Filling a form 	<ol style="list-style-type: none"> 1. Practicing on introducing yourself and filling forms 2. Practicing on how to talk about yourself 	02
9. Asking questions according to a situation	<ol style="list-style-type: none"> 1. Asking questions I 2. Need for asking questions 3. Method for asking questions 	<ol style="list-style-type: none"> 1. Framing and writing questions (using Who, Where, When , What, Why and How) 	02

		<ul style="list-style-type: none"> 2. Framing and writing questions (based on purpose of the question) 3. Discussing and guessing the personality using framed questions 	
10. Use the correct question words to ask open-ended and close-ended questions	<ul style="list-style-type: none"> 1. Asking questions II 2. Types of questions 3. Framing questions 	<ul style="list-style-type: none"> 1. Framing and writing open-ended and close-ended questions. 2. Group practice on framing questions 	02
Total			20

UNIT 2: SELF-MANAGEMENT SKILLS – I			
Learning Outcome	Theory (07 hrs)	Practical (03 hrs)	Duration (10 hrs)
1. Describe the meaning and importance of self-management	<ul style="list-style-type: none"> 1. Introduction to self-management 2. Self-awareness 3. Self-confidence 4. Self-motivation 5. Positive thinking 6. Self-control 7. Problem solving 8. Personal hygiene and grooming 9. Team work 10. Time management 11. Goal setting 	<ul style="list-style-type: none"> 1. Group discussion on self-management skills 2. Performing activities to know how much self-aware are you about yourself. 	01
2. Identifying strength and weakness analysis	<ul style="list-style-type: none"> 1. Strength and weakness analysis 2. Knowing yourself 3. Strength and Weakness analysis 4. Difference between interests and abilities 	<ul style="list-style-type: none"> 1. Group discussion on aim and goal in life 2. Group discussion on interests and abilities 	01

3. Build self-confidence	<ol style="list-style-type: none"> 1. Self-confidence 2. Qualities of self-confident people 3. Building self-confidence 	<ol style="list-style-type: none"> 1. Role play on building self-confidence 2. Performing activities on building confidence through positive words 	02
4. Building the concept on positive thinking	<ol style="list-style-type: none"> 1. Positive thinking 2. Positive thinking and its importance 3. How to keep your thinking positive? 	<ol style="list-style-type: none"> 1. Storytelling 2. Role-play on following the class rules 3. Practicing to say positive words 4. Making a list of steps (self-reflection) on how you will follow positive attitude practices 5. Home activity on helping others, community service and social work 	02
5. Describe the concept and aspects of personal hygiene	<ol style="list-style-type: none"> 1. Personal hygiene 2. Three steps of personal hygiene <ul style="list-style-type: none"> • Care • Wash • Avoid 3. Essential steps of handwashing 	<ol style="list-style-type: none"> 1. Role-play on using personal hygiene steps 2. Discussion and follow up on personal hygiene practices 	02
6. Follow the guidelines for dressing and personal grooming	<ol style="list-style-type: none"> 1. Grooming 2. Grooming and its importance 3. Guidelines for dressing and grooming – clothes, hair, face 	<ol style="list-style-type: none"> 1. Role play on dressing and grooming standards 2. Self-reflection on dressing and grooming well 	02
Total			10

UNIT 3: INFORMATION AND COMMUNICATION TECHNOLOGY SKILLS – I

Learning Outcome	Theory (06 hrs)	Practical (14 hrs)	Duration (20 hrs)
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1. Explain the role of Information and Communication Technology (ICT) in day-to-day life and the workplace	1. Introduction to Information and Communication Technology (ICT) 2. ICT at workplace 3. ICT at home	1. Group discussion on past, present, and future use of ICT 2. Preparations of posters on applications of ICT	02
2. Differentiate between the ICT tools and use of mobile apps	1. ICT tools smartphones and tablets I 2. Smartphones 3. Tablets 4. TV and Radio 5. Application or apps	1. Performing activities to get familiar with mobile devices	02
3. Differentiate between smartphones and tablets	1. ICT tools -smartphone and tablets II 2. Mobile device layout 3. Basic features of a mobile device 4. Home screen of mobile device 5. Basic gestures used	1. Performing activities to get familiar with the mobile device – use and applications	02
4. Describe the parts of computer and the computer peripherals	1. Parts of a computer and peripherals 2. Parts of a computer 3. Input devices 4. Output devices 5. Peripherals devices and their functions 6. Central Processing Unit (CPU) 7. Understanding Random Access Memory (RAM) and Read Only Memory (ROM) 8. Motherboard 9. Ports and connections	1. Preparation of charts on components of computer 2. Group practice on connecting devices to a computer	02
5. Demonstrate basic computer operations	1. Basic computer operations 2. Computer hardware and software 3. Starting a computer 4. Log in and log out 5. Shutting down computer 6. Using the keyboard 7. Using a mouse	1. Group practice on use of computer 2. Group practice on using the keyboard	02

6. Perform basic file computer operations	<ol style="list-style-type: none"> 1. Performing Basic file operations 2. Need to perform basic file operations. 3. Files and folders -creating a file and using text editor Ubuntu 	1. Group practice on creating a file.	02
7. Demonstrate the knowledge of internet and networking	<ol style="list-style-type: none"> 1. Communication and Networking -Basics of Internet 2. Use of the Internet 3. Connecting to the Internet <ul style="list-style-type: none"> • Types of connection • Bandwidth • Internet browser 	1. Group discussion on the uses of the internet	02
8. Perform internet browsing	<ol style="list-style-type: none"> 1. Communication and Networking – Internet Browsing 2. World Wide Web 3. Web page 4. Web browsers 	1. Group practice on web browsing	02
9. Apply the knowledge of communication networking	<ol style="list-style-type: none"> 1. Communication and Networking – Introductions to E-Mail 2. How does the E-mail work? 3. Email Id or address <ul style="list-style-type: none"> • Advantages of E-mail 	1. Group discussion on using E-mail and its advantages	01
10. Create an Email account	<ol style="list-style-type: none"> 1. Communication and Networking – Creating an E-mail account 2. Creating an E-mail account 3. Steps to open an E-mail account on Gmail 	1. Group practice on creating and operating an e-mail account	01
11. Write an Email	<ol style="list-style-type: none"> 1. Communication and Networking – Writing an E-mail 2. Writing an E-mail 3. Attaching a file to an E-mail 4. Managing folders 	1. Group practice on writing an e-mail	01
12. Reply an Email	<ol style="list-style-type: none"> 1. Communication and Networking – Receiving and Replying an E-mail 2. Receiving Email 3. Replying to an Email 4. Forwarding Email 5. Deleting Email 	1. Group practice on receiving and replying to an e-mail.	01
Total			20

UNIT 4: ENTREPRENEURSHIP SKILLS - I			
Learning Outcome	Theory (06 hrs)	Practical (09 hrs)	Duration (15 hrs)
1. Describe the concept of Entrepreneurship skills	<ol style="list-style-type: none"> 1. What is Entrepreneurship? 2. Entrepreneurship 3. Enterprise 	1. Group activity on guessing the Entrepreneur	04
2. Describe the role of entrepreneurship	<ol style="list-style-type: none"> 1. Role of Entrepreneurship 2. Economic development 3. Social development 4. Improved standard of living 5. Optimal use of resources 6. More benefits at lower prices - products and services at competitive prices 	1. Group discussion on "A world without Entrepreneurs"	03
3. Describe the qualities of a successful entrepreneur	<ol style="list-style-type: none"> 1. Qualities of a successful entrepreneur 2. Patience 3. Positivity 4. Hardworking 5. Confidence 6. Open to trial and error 7. Creativity and innovation 	<ol style="list-style-type: none"> 1. Role-play on appearing for an interview 2. Group activities on interactions with entrepreneurs 	02
4. State the characteristics of entrepreneurship	<ol style="list-style-type: none"> 1. Distinguishing characteristics of entrepreneurship and wage employment 2. Characteristics of entrepreneurship 3. Wage employment 4. Benefits of entrepreneurship 	<ol style="list-style-type: none"> 1. Group activity on identifying characteristics of enterprise 2. Discussion on advantages of entrepreneurship over wage employment 	03
5. Identify the type of business activity	<ol style="list-style-type: none"> 1. Types of business activities 2. Product business 3. Service business 4. Hybrid business 	1. Group activity on identifying different types of products and services	01
5. Differentiate between the product, service, and hybrid businesses	<ol style="list-style-type: none"> 1. Product, Service, and Hybrid Businesses 2. Types of product-based business 3. Manufacturing businesses 4. Trade businesses 	1. Poster making on business activities around us	01
5. Describe the	1. Entrepreneurship	1. Group activity on	01

entrepreneurship development process	<p>Development Process</p> <p>2. Steps of starting a business</p> <ul style="list-style-type: none"> • Idea generation • Getting money and material • Understanding customer needs • Improving product/ service 	Make-and-Sell business	
Total			15

UNIT 5: GREEN SKILLS - I

Learning Outcome	Theory (07 hrs)	Practical (03 hrs)	Duration (10 hrs)
1. Demonstrate the knowledge of society and environment	<ol style="list-style-type: none"> 1. Society and Environment 2. Natural resources 3. Renewable and Non-renewable resources 4. Types of pollutions 5. Climate change 6. Harmful radiation 7. Natural disaster 8. Saving the environment: What can you do? 9. Reduce, reuse and recycle 10. Actions for saving the environment 	<ol style="list-style-type: none"> 1. Group activity on listing the factors influencing the environment 2. Group activity on listing the steps one can take to save the environment 	05
2. Describe the meaning and importance of conserving natural resources	<ol style="list-style-type: none"> 1. Conserving natural resources 2. Soil conservation 3. Water conservation 4. Energy conservation 5. Food conservation 6. Forest conservation 	<ol style="list-style-type: none"> 1. Group discussion on various ways of conserving natural resources 	02
3. Describe the meaning and scope of sustainable development and green economy	<ol style="list-style-type: none"> 1. Sustainable Development and Green Economy 2. Sustainable Development 3. Sustainable Development 4. Goals (SDGs) 5. Green growth 6. Green economy 7. Components of green economy 8. Skill development for the green economy 	<ol style="list-style-type: none"> 1. Group discussion on importance of green skills 2. Poster making on importance of green economy 	03

	9. Green skills 10. Green jobs 11. Green projects		
Total			10

Part B: Vocational Skills

S. No.	Units	Duration (Hrs)
1.	Unit 1: Basics of Hand Embroidery	25
2.	Unit 2: Introduction to Adda Work	25
3.	Unit 3: Stitches in Adda work	15
4.	Unit 4: Embroidery Defects and Finishing	20
5.	Unit 5: Safety Maintenance and Organisational Rules	10
Total		95

Unit 1: Basics of Hand Embroidery			
Learning Outcome	Theory (10 Hrs)	Practical (15 Hrs)	Duration (25 Hrs.)
1. Narrate history and terms of Hand Embroidery	1. History of hand embroidery 2. Explain terms used for hand embroidery	1. Write important terms related to embroidery in practical file	05
2. Explain types of design	1. Types of design: <ul style="list-style-type: none"> • Natural • Floral • Abstract • Geometrical • Tribal • Mythological • Architectural • Stylized • Nursery 	1. Draw a motif of all types of designs in practical file	12
3. Demonstrate tracing methods to transfer the designs on the desired articles	Tracing methods: <ul style="list-style-type: none"> • Using Carbon paper • Using light source • Using heat transfer • Using stencil • Using prick and pounce method 	1. Prepare samples of different tracing methods used for embroidery	08
Total			25

Unit 2: Introduction to Adda Work			
Learning Outcome	Theory (10 Hrs)	Practical (15 Hrs)	Duration (25 Hrs)
1. Narrate origin and history of Adda-work	1. Origin and history of Adda work	1. Write important point of history of Adda work	05
2. Demonstrate fabric fixation on Adda and khaka making process	1. Process of fixing the fabric on Adda 2. Khaka making process(Prick and pounce tracing method)	1. Fix fabric on Adda 2. Prepare Khaka for Adda work	10
3. Identify various tools and raw materials used for Adda work	1. Tools and raw materials used for Adda work like Adda, Aari, Threads, Dabka, Sequence, beads, stones, etc.	2. Identify and use tools and raw materials used for Adda work	10
Total			25

Unit 3: Stitches in Adda Work			
Learning Outcome	Theory (05 Hrs)	Practical (10 Hrs)	Duration (15 Hrs)
1. Carry out basic Adda work stitches	1. Types of basic Adda work stitches: <ul style="list-style-type: none"> • Chain Stitch • Padded chain stitch 	1. Demonstrate the basic Adda work stitches	06
2. Demonstrate bead and sequence work	1. Method of doing bead and sequence work	1. Practice bead and sequence work 2. Prepare samples of all Adda work stitches and paste in practical file	09
Total			15

Unit 4: Embroidery Defects and Finishing			
Learning Outcome	Theory (07 Hrs)	Practical (13 Hrs)	Duration (20 Hrs)
1. Identify embroidery defects and rectify them	1. Defects arising while doing embroidery like fabric damage, gapping, missed trims, thick embroidery, poor hooping, etc. and their rectification	1. Identify the defects arising while doing embroidery and rectify them	05
2. Describe precautionary measures used	1. Precautionary measures while doing embroidery work like:	1. Write precautionary measures used while	08

Unit 4: Embroidery Defects and Finishing			
Learning Outcome	Theory (07 Hrs)	Practical (13 Hrs)	Duration (20 Hrs)
while doing embroidery	use of proper light, magnifying glass, protection tools like thimble, hand care, etc.	doing embroidery in the practical file 2. Make a chart for precautionary measures	
3. Explain finishing process of embroidered products	1. Finishing methods of embroidered products	1. Write steps of finishing of embroidered products in practical file	03
4. Describe costing of embroidered products	1. Factors affecting costing of embroidered products	1. Write factors affecting costing of garments and embroidered products in practical file	04
Total			20

Unit 5: Safety Maintenance and Organisational Rules			
Learning Outcome	Theory (03 Hrs)	Practical (07 Hrs)	Duration (10 Hrs)
1. Explain organizational rules, policies, and procedures	1. Rules, policies, and procedures that should be followed by an organization	1. Write organizational rules, Policies, procedures in practical file	02
2. Explain and practice personal health and hygiene	1. Importance and different aspects of personal health and hygiene	1. Practice good personal health and hygiene at an embroidery workplace	02
3. Explain organizational hazards, and safety measures	1. Organizational hazards and safe working practices followed in an organization	1. Write organizational hazards and safe working practices in practical file	03
4. Describe importance of cleaning and maintenance at workplace	1. Importance aspects of cleaning and maintenance at workplace	1. Demonstrate cleaning and maintenance at workplace	03
Total			10

CLASS 10

Part A - Employability Skills

S.No.	Units	Duration (hrs)
1.	Communication Skills – II	20
2.	Self-management Skills – II	10
3.	Information and Communication Technology Skills – II	20
4.	Entrepreneurial Skills – II	15
5.	Green Skills – II	10
	Total	75

UNIT 1: COMMUNICATION SKILLS – II			
Learning Outcome	Theory (12 hrs)	Practical (08 hrs)	Duration (20 hrs)
1. Demonstrate the knowledge of various methods of communication	1. Methods of communication 2. Communication process and elements 3. Methods of Communication	1. Role play on communication process 2. Group discussion on the effects of elements of communication cycle	05
2. Describe the types of verbal communication	1. Verbal communication 2. Types of verbal communication 3. Advantages and disadvantages of Verbal communication 4. Mastering Verbal communication	1. Role play of a telephonic conversation 2. Group practice on delivering speech and practicing public speaking	02
3. Demonstrate the knowledge of non-verbal communication	1. Non-verbal communication 2. Importance of Non-verbal communication 3. Types of non-verbal communication 4. Visual communication	1. Role play on non-verbal communication 2. Group discussion and practice on how to avoid body language mistakes 3. Group discussion on three methods of communication	02

4. Describe the communication cycle and importance of feedback	<ol style="list-style-type: none"> 1. Communication cycle and importance of feedback 2. Feedback 3. Types of feedback 4. Importance of feedback 	<ol style="list-style-type: none"> 1. Role play on providing feedback 2. Group practice on constructive feedback 	02
5. Identify the barriers to effective communication	<ol style="list-style-type: none"> 1. Barriers to Effective communication 2. Effective communication 3. Barriers to effective communication <ul style="list-style-type: none"> • Physical barriers • Linguistic barrier • Interpersonal barriers • Organizational barriers • Culture barriers 4. Ways to overcome barriers to effective communication 	<ol style="list-style-type: none"> 1. Role play on barriers to effective communication 2. Group practice on overcoming barriers to effective communication 	04
6. Demonstrate the knowledge of parts of speech	<ol style="list-style-type: none"> 1. Writing skills – Parts of speech 2. Capitalization 3. Punctuations 4. Basics of parts of speech 5. Supporting parts of speech <ul style="list-style-type: none"> • Article • Conjunctions • Prepositions • Interjections 	<ol style="list-style-type: none"> 1. Reading paragraph and sentences and identifying parts of speech 2. Group practice on sentence construction 3. Identifying nouns by guessing the name, place, animal, or thing 	03
7. Write sentences	<ol style="list-style-type: none"> 1. Writing Skills - Sentences 2. Parts of sentence 3. Types of objects 4. Types of sentences <ul style="list-style-type: none"> • Active • Passive 5. Paragraphs 	<ol style="list-style-type: none"> 1. Making sentences using direct and indirect objects 2. Writing a paragraph using active and passive voice 3. Writing different types of sentences (i.e., declarative, exclamatory, interrogative and imperative) 	02
Total			20

UNIT 2: SELF-MANAGEMENT SKILLS – II			
Learning Outcome	Theory (05 hrs)	Practical (05 hrs)	Duration (10 hrs)
1. Apply stress management techniques	<ol style="list-style-type: none"> 1. Stress management 2. Stress and Stress management techniques 3. Management technique 4. Ability to work independently 5. Emotional intelligence 	<ol style="list-style-type: none"> 1. Role Play on avoiding stressful situation 2. Activity on listing the stressful situations and discussing the stress management techniques like yoga, deep breathing exercises etc. 	02
2. Identify strengths and weaknesses of self	<ol style="list-style-type: none"> 1. Self-Awareness – Strength and Weakness Analysis 2. Knowing yourself 3. Strength and weakness analysis 4. Techniques for identifying strengths and weaknesses 5. Difference between interests and abilities 	<ol style="list-style-type: none"> 1. Group discussion on aim and goal in life 2. Group discussion on interests and abilities 	02
3. Demonstrate the knowledge of self - motivation	<ol style="list-style-type: none"> 1. Self-Motivation 2. Types of motivation 3. Qualities of self- motivated people 4. Building self –motivation 	<ol style="list-style-type: none"> 1. Group discussion on staying motivated 2. Activity on listing the ways to motivate oneself 	02
4. Set SMART goals	<ol style="list-style-type: none"> 1. Self-Regulation – Goal Setting 2. Goals and Setting SMART goals 3. How to set goals <ul style="list-style-type: none"> • Specific • Measurable • Achievable • Realistic • Time bound 	<ol style="list-style-type: none"> 1. Group activity on setting SMART goals 2. Writing long- term and short -term goals 3. Activity on listing the ways to surely set SMART goals 	02
5. Demonstrate the knowledge of time management	<ol style="list-style-type: none"> 1. Self-Regulation – Time Management 2. Time management and its importance 3. Example and non-example of time 	<ol style="list-style-type: none"> 1. Preparing a list of activities to learn time management 2. Discussion on how to manage time to reach school on 	02

	management 4. Four steps for effective time management <ul style="list-style-type: none"> • Organise • Prioritise • Control • Track 5. Tips for practicing the four steps of effective time management	time	
Total			10

UNIT 3: INFORMATION AND COMMUNICATION TECHNOLOGY SKILLS – II			
Learning Outcome	Theory (08 hrs)	Practical (12 hrs)	Duration (20 hrs)
1. Perform basic computer operations	1. Basics computer operations 2. Computer hardware and software 3. Starting a computer 4. Shutting down a computer 5. Using keyboard 6. Using a mouse <ul style="list-style-type: none"> • Roll over or hover • Point and click • Drag and drop • Double click 	1. Demonstration on use of computers 2. Group practice on using the keyboard	12
2. Apply basic file operations	1. Performing basic file operations 2. Basic File Operations 3. Files and folders <ul style="list-style-type: none"> • Creating a file • Creating a folder 	1. Group practice on creating a folder	02
3. Demonstrate computer care and maintenance	1. Computer care and Maintenance 2. Importance of care and maintenance of computers 3. Basic tips for taking care of devices <ul style="list-style-type: none"> • Cleaning computer devices • Preparing maintenance schedule for computers 	1. Group activity on preparing a chart on care and maintenance of computer	03

	<ul style="list-style-type: none"> • Taking backup data • Scanning and cleaning viruses • Removing SPAM files 		
4. Describe the importance of maintaining computer security and privacy	<ol style="list-style-type: none"> 1. Computer security and privacy 2. Computer security deals with protecting computer <ul style="list-style-type: none"> • Reasons for security breach • Threats to computer • Protecting your data 	1. Group activity on preparing a chart of computer security and privacy	03
Total			20

UNIT 4: ENTREPRENEURIAL SKILLS – II			
Learning Outcome	Theory (06 hrs)	Practical (09 hrs)	Duration (15 hrs)
1. Describe the meaning of entrepreneurship	<ol style="list-style-type: none"> 1. Entrepreneurship and society 2. Activities of entrepreneurs: <ul style="list-style-type: none"> • Fulfil customer needs • Use local materials • Help society • Create job • Share wealth • Lower price product 	1. Group work on finding the problems in school campus and turning it to business opportunities	05
2. Identify the qualities and functions of an entrepreneur	<ol style="list-style-type: none"> 1. Qualities and functions of an entrepreneur 2. Qualities of entrepreneur 	<ol style="list-style-type: none"> 1. Activity on self-assessment of entrepreneurial qualities 2. Activity on solving a problem in their area 3. Taking an interview of an entrepreneur 	03

3. Describe the myths and realities about entrepreneurship	1. Misconceptions and myths about entrepreneurship	1. Group activity on identifying everyday heroes 2. Activity on talking to entrepreneurs and taking their interview 3. Group activity on making items and selling to someone	04
4. Describe entrepreneurship as a career option	1. Entrepreneurship as a career option 2. Meaning of career <ul style="list-style-type: none"> • Ways of earning a living • Self-employment 3. Wage employment 4. Entrepreneur career process <ul style="list-style-type: none"> • Enter • Survive 4. Grow	1. Talking about entrepreneurship as a life option 2. Group activity on presenting about the power of entrepreneurship	03
Total			15

UNIT 5: GREEN SKILLS – II			
Learning Outcome	Theory (07 hrs)	Practical (03 hrs)	Duration (10 hrs)
1. Demonstrate the knowledge of green skills	1. Sustainable Development 2. Importance of sustainable development 3. Problems related to sustainable development 4. Sustainable development Goals 5. Sustainable development initiatives 6. Sustainable process	1. Group activity on creating garden in the school or planting tree saplings 2. Group discussion on “How to prevent wastage”	05
2. Describe the role of self in sustainable development	1. Our role in sustainable development 2. Our role towards Sustainable Development <ul style="list-style-type: none"> • Quality education • Clean water and sanitation • Affordable and 	1. Group discussion on conservation and protection of environment 2. Group activity on organizing an art project using waste	

	clean energy • Decent work and economic growth • Reducing inequalities • Creating sustainable cities and communities • Responsible consumers and producers • Protect life below water • Protect life on land		05
Total			10

Part B–Vocational Skills

S.No.	Units	Duration (Hrs)
1.	Unit 1: Elements and Principles of Design	18
2.	Unit 2: Advanced Adda Work Styles and Stitches	25
3.	Unit 3: Accessories and Garment Components of Adda Work	25
4.	Unit 4: Application of Embroidery Stitches	15
5.	Unit 5: Finishing and Packing of Embroidered Products	12
	Total	95

Unit 1: Elements and Principles of Design			
Learning Outcome	Theory (07 Hrs)	Practical (11 Hrs)	Duration (18 Hrs)
1. Demonstrate elements of design and principles of design	1. Different elements of design like: lines, shapes, colour, value, texture 2. Different principles of design like: balance, proportion, rhythm, emphasis and unity	1. Develop sheets for elements of design 2. Develop sheets for principles of design with examples 3. Collect pictures of elements and principles of design and paste in practical file	10
2. Demonstrate different type of colours, colour wheel, and apply colour schemes	1. Primary, secondary and tertiary colours 2. Related and contrasting colour schemes	1. Demonstrate the primary, secondary and tertiary colour through colour wheel 2. Prepare sheets of related and contrasting colour schemes	08
Total			18

Unit 2: Advanced Adda Work Styles and Stitches			
Learning Outcome	Theory (08 Hrs)	Practical (17 Hrs)	Duration (25 Hrs)
1. Demonstrate different styles of <i>adda</i> work	1. Method of doing different <i>Adda</i> work styles like Zari work, Zardozi, Mukaish, Gota patti, Danke ka kaam, Pitta work, Tilla work, Mukke ka kaam	1. Prepare samples of Zari work, Zardozi, Mukaish, Gota patti, Danke ka kaam, Pitta work, Tilla work, Mukke ka kaam and paste in practical file	10
2. Carry out different stitches of <i>adda</i> work	1. Steps of doing <i>Adda</i> work stitches: Chain stitch, French knot, bullion knot, long and short stitch, satin stitch, couching and Herringbone stitch.	1. Prepare samples of Chain stitch, French knot, bullion knot, long and short stitch, satin stitch, couching, Herringbone stitch and paste in practical file 3. Prepare a final garment using any three <i>Adda</i> work stitches.	10

Unit 2: Advanced Adda Work Styles and Stitches			
Learning Outcome	Theory (08 Hrs)	Practical (17 Hrs)	Duration (25 Hrs)
3. Demonstrate Different Types of Fancy Adda Work	1. Introduction to different fancy adda work stitches like: Zalakdozi, Mochibharat, stonework, Paani-filling, Ribbon-work, Beadwork, Dabka work and Cut work.	1. Collect samples of different fancy adda work stitches like: Zalakdozi, Mochibharat, stonework, Paani-filling, Ribbon-work, Beadwork, Dabka work and Cut work. Paste it in your practical file.	5
Total			25

Unit 3: ACCESSORIES AND GARMENT COMPONENTS OF ADDA WORK			
Learning Outcome	Theory (06 Hrs)	Practical (19 Hrs)	Duration (25 Hrs)
1. Explain Accessories of Adda Work	1. Introduction to adda work accessories like Headgears, Belts/waistbands, purses, handbags and potli bags, footwear/jutees/moj aris, Mobile Covers, Laces, Borders, brooches, Buttons, and Home accessories.	1. Collect samples of adda work garment accessories and Home accessories. Paste it in your practical file.	12
2. Explain garment components of adda work	1. Different garment components of adda work like: Collars, necklines, patches, yokes, pockets, plackets, sleeves and cuffs.	1. Prepare an article using adda work on any garment component.	13
Total			25

Unit 4: Application of Embroidery Stitches			
Learning Outcome	Theory (05 Hrs)	Practical (20 Hrs)	Duration (25 Hrs)
1. Explain Combination of Styles and stitches	1. Combination of different styles and stitches of adda work 2. Combination of traditional	1. Prepare a sample by using a combination of embroidery stitches on any design and paste in practical file.	10

Unit 4: Application of Embroidery Stitches			
Learning Outcome	Theory (05 Hrs)	Practical (20 Hrs)	Duration (25 Hrs)
	embroidery and printing with adda work. 3. Importance of selecting appropriate stitches as per the motif.		
2. Explain Placement of Design	1. Types of placement. 2. Placement of design on various garment areas.	1. Prepare a sample by placing a same design in different styles	10
3. Describe specification sheet	1. What is specification sheet. 2. Embroidery detailing in a specification sheet.	1. Search an embroidery specification sheet from internet and practice interpreting the details given in it	5
Total			25

Unit 5: Finishing and Packing of Embroidered Products			
Learning Outcome	Theory (04 Hrs)	Practical (08 Hrs)	Duration (12 Hrs)
1. Explain finishing process of embroidered garments	1. Finishing steps of embroidered garments	1. Write finishing process of embroidered garments in practical file.	05
2. Describe packing process of a embroidered product.	1. Benefits and functions of packing. 2. Steps of packing 3. Types of packing.	1. Make a chart on steps and types of packing. Make is attractive using pictures wherever necessary.	07
Total			12

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 Boutiques, Market, Workshops, relevant industries and small units to observe the following: Location, Site, Office building, Store, Fabric yard, Packing area, Fabric store 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 hoop and frames
5. Tools and Equipment used in Aari work
6. Different stitches used in Aari work
7. Various embroidery machines
8. Different buyers the company deals with
9. Product range of the industry
10. Understand time and action calendar
11. Manufacture, export, import, sale procedure.
12. Sale procedure
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.

1. Embroidery Threads
2. Adda Frame
3. Fabric
4. Hand Needles
5. Aari Needles
6. Scissors:- Dress makers scissors, Small pointed Scissor, Pointed scissors, etc.
7. Thread Cutter
8. Needle Threader
9. Tracing paper
10. Zigzag/ Pinking shear

11. Ruler
12. Pencil
13. Butter Paper
14. Stones (glass, Plastic)
15. Crystals
16. Zari thread
17. Kora
18. Beads
19. Sequins
20. Pearls
21. Precious stones, Semi precious stones
22. Gotta
23. Mirrors (plastic, Glass)
24. Ribbon
25. Fabric Glue (to stick the stones)
26. Iron
27. Iron Table
28. Design templates
29. Seam ripper
30. Pins and pin cushion
31. Backing paper
32. Thimble
33. Tracing material

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 Textile and Clothing or Relevant area from a recognized Institute/ University, with at least 1 year work/teaching experience in Textile and clothing.	<ul style="list-style-type: none"> • Effective communication skills (oral and written) • Basic computing skills 	18-37 years (as on Jan. 01 (year)) 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

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