

LEARNING OUTCOME BASED VOCATIONAL CURRICULUM

JOB ROLE: Hand Embroiderer

(QUALIFICATION PACK: Ref. Id. AMH/Q1001)

SECTOR: Apparel, Made-Ups and Home Furnishing

Classes 9 and 10

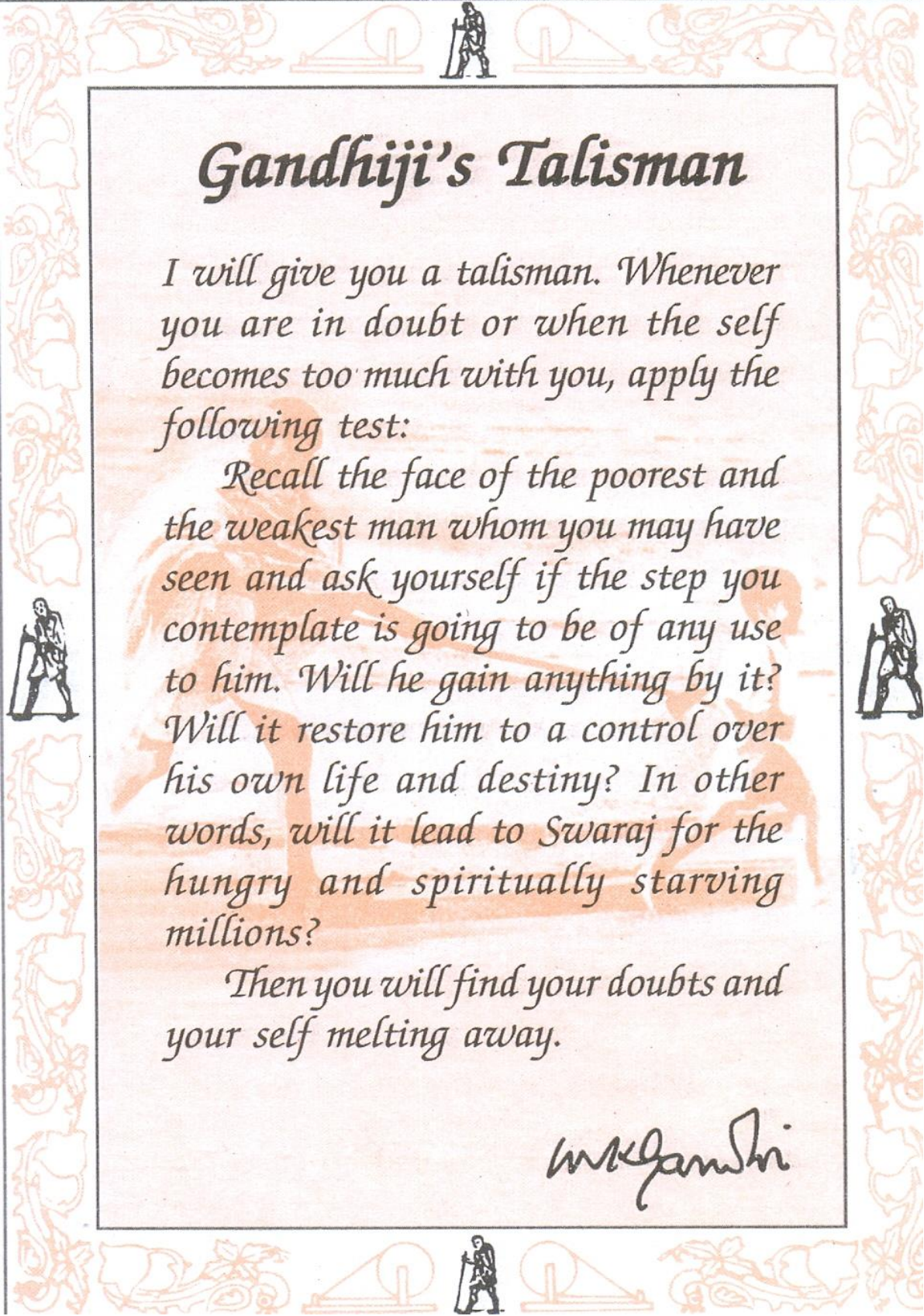


PSS CENTRAL INSTITUTE OF VOCATIONAL EDUCATION

(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.K. Gandhi

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

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**. 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

A hand Embroiderer is one who should be able to do all types of embroidery work effectively. 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 caps, hats, coats, blankets, dress shirts, denim, stockings, and golf shirts. Embroidery is available with a wide variety of thread or yarn colour.

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 colour, the base the theme and the style are reflective of a particular region.

A good embroidery is not an easy thing to do. Embroidery is an art. A high concentration as well as watchfulness is very required to be successful in embroidery. People would like to concentrate heavily while attempting to tailor, to patch, to fix and to strengthen clothes in the sewing process. The other thing that leads to the art in embroidery is the probabilities to craft a big variety of decorations.

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 historical perspective of hand embroidery.
- Explain terms related to hand embroidery.
- Define types and transferring of tracing methods of design.
- Identify the materials used for different types of embroidery.
- Perform the various flat and loop and Knot stitches.
- Identify embroidery defects and their rectification.
- Narrate precautionary measures used while doing embroidery.
- Explain finishing of embroidered products.
- Estimate costing of embroidered products.
- Describe elements and principles of design.
- Explain colour, colour schemes and Colour wheel.
- Perform traditional embroideries of India.
- Identify the combination and application of embroidery stitches on a motif.
- Explain specification sheet and place the designs on different garment areas.

- Explain the finishing of embroidered garments, quality check and inspection process of an embroidery unit.
- Narrate organizational rules, policies and importance of personal health and hygiene.
- Identify organizational 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 | | |
| | Unit 1: Communication Skills – I | 20 | 10 |
| | Unit 2: Self-management Skills – I | 10 | |
| | Unit 3: Information and Communication Technology Skills – I | 20 | |
| | Unit 4: Entrepreneurial Skills – I | 15 | |
| | Unit 5: Green Skills – I | 10 | |
| | Total | 75 | 10 |
| Part B | Vocational Skills | | |
| | Unit 1: Basics of Hand Embroidery | 20 | 30 |
| | Unit 2: Materials and Stitches for Hand Embroidery | 30 | |
| | Unit 3: Embroidery Defects and Finishing | 15 | |

| | | | |
|---------------|--|------------|------------|
| | Unit 4: Organizational Rules and Personal Hygiene | 10 | |
| | Unit 5: Safety, Maintenance and Organisational Hazards | 20 | |
| | 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 | | |
| | Unit 1: Communication Skills – II | 20 | 10 |
| | Unit 2: Self-management Skills – II | 10 | |
| | Unit 3: Information and Communication Technology Skills – II | 20 | |
| | Unit 4: Entrepreneurial Skills – II | 15 | |
| | Unit 5: Green Skills – II | 10 | |
| | Total | 75 | 10 |
| Part B | Vocational Skills | | |
| | Unit 1: Elements and Principles of Design | 23 | 30 |
| | Unit 2: Advanced Hand Embroidery Stitches | 20 | |
| | Unit 3: Traditional Indian Embroideries | 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 | 02 |

| | | | |
|--|---|---|-----------|
| | | methods of communication | |
| 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 | <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 | 02 |

| | | | |
|--|---|--|-----------|
| you | | filling forms 2. Practicing on how to talk about yourself | |
| 9. Asking questions according to a situation | 1. Asking questions I 2. Need for asking questions 3. Method for asking questions | 1. Framing and writing questions (using Who, Where, When, What, Why and How) 2. Framing and writing questions (based on purpose of the question) 3. Discussing and guessing the personality using framed questions | 02 |
| 10. Use the correct question words to ask open-ended and close-ended questions | 1. Asking questions II 2. Types of questions 3. Framing questions | 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 | 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 | 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 | <ol style="list-style-type: none"> 1. Strength and weakness analysis 2. Knowing yourself 3. Strength and Weakness analysis 4. 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 | 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) |
|--|---|--|--------------------------|
| 1. Explain the role of Information and Communication Technology (ICT) in day-to-day life and the workplace | <ol style="list-style-type: none"> 1. Introduction to Information and Communication Technology (ICT) 2. ICT at workplace 3. ICT at home | <ol style="list-style-type: none"> 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 | <ol style="list-style-type: none"> 1. ICT tools smartphones and tablets I 2. Smartphones 3. Tablets 4. TV and Radio 5. Application or apps | <ol style="list-style-type: none"> 1. Performing activities to get familiar with mobile devices | 02 |
| 3. Differentiate between smartphones and tablets | <ol style="list-style-type: none"> 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 | <ol style="list-style-type: none"> 1. Performing activities to get familiar with the mobile device – use and applications | 02 |
| 4. Describe the parts of computer and the computer peripherals | <ol style="list-style-type: none"> 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) | <ol style="list-style-type: none"> 1. Preparation of charts on components of computer 2. Group practice on connecting devices to a computer | 02 |

| | | | |
|---|---|---|-----------|
| | 8. Motherboard 9. Ports and connections | | |
| 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 | 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 | 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 | 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 | 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 | 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 | <ol style="list-style-type: none"> 1. Distinguishing characteristics of | 1. Group activity on identifying | 03 |

| | | | |
|--|---|---|-----------|
| entrepreneurship | entrepreneurship and wage employment 2. Characteristics of entrepreneurship 3. Wage employment 4. Benefits of entrepreneurship | characteristics of enterprise 2. Discussion on advantages of entrepreneurship over wage employment | |
| 5. Identify the type of business activity | 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 | 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 entrepreneurship development process | 1. Entrepreneurship Development Process 2. Steps of starting a business <ul style="list-style-type: none"> • Idea generation • Getting money and material • Understanding customer needs • Improving product/service | 1. Group activity on Make-and-Sell business | 01 |
| 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 | 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 | 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 |

| | | | |
|--|---|--|-----------|
| | 10. Actions for saving the environment | | |
| 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 | 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 9. Green skills 10. Green jobs 11. Green projects | <ol style="list-style-type: none"> 1. Group discussion on importance of green skills 2. Poster making on importance of green economy | 03 |
| Total | | | 10 |

Part B: Vocational Skills

| S. No. | Units | Duration (Hrs) |
|--------|--|----------------|
| 1. | Unit 1: Basics of Hand Embroidery | 20 |
| 2. | Unit 2: Materials and Stitches for Hand Embroidery | 30 |
| 3. | Unit 3: Embroidery Defects and Finishing | 15 |
| 4. | Unit 4: Organizational Rules and Personal Hygiene | 15 |
| 5. | Unit 5: Safety, Maintenance and Organisational Hazards | 15 |
| | Total | 95 |

| Unit 1: Basics of Hand Embroidery | | | |
|---------------------------------------|-------------------------------|--------------------|-------------------|
| Learning Outcome | Theory (06 Hrs) | Practical (14 Hrs) | Duration (20 Hrs) |
| 1. Narrate history of hand embroidery | 1. History of hand embroidery | | 02 |

| Unit 1: Basics of Hand Embroidery | | | |
|--|--|---|------------------------------|
| Learning Outcome | Theory (06 Hrs) | Practical (14 Hrs) | Duration (20 Hrs) |
| 2. Define terms related to hand embroidery | 1. Terms related to embroidery | 1. Make a chart of terms related to hand embroidery | 02 |
| 3. Explain types of design with the help of examples | 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 the practical file | 10 |
| 4. Demonstrate tracing methods to transfer the designs on the desired articles | 1. 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 | 06 |
| Total | | | 20 |

| Unit 2: Tools, Material and Stitches for Hand Embroidery | | | |
|---|--|---|------------------------------|
| Learning Outcome | Theory (07 Hrs) | Practical (23 Hrs) | Duration (30 Hrs) |
| 1. Define materials used for different types of embroidery | 1. Material used for embroidery: <ul style="list-style-type: none"> • Fabric • Types of Needles • Threads • Frames • Other Materials | 1. Write about different types of materials used for embroidery in the practical file | 02 |
| 2. Perform different types of flat stitches | 1. Types of basic stitches:- Flat stitches: <ul style="list-style-type: none"> • Running stitch • Stem stitch • Back stitch • Split stitch • Cross stitch • Herringbone stitch • Couching stitch | 1. Practice different types of flat stitches, prepare their samples and paste in practical file | 14 |

| Unit 2: Tools, Material and Stitches for Hand Embroidery | | | |
|---|--|---|------------------------------|
| Learning Outcome | Theory (07 Hrs) | Practical (23 Hrs) | Duration (30 Hrs) |
| 3. Perform different types of loop stitches | 1. Loop stitches: <ul style="list-style-type: none"> • Chain stitch • Lazy daisy stitch • Blanket stitch • Buttonhole stitch • Feather stitch • Fly stitch | 1. Practice different types of loop stitches, prepare their samples and paste in practical file | 14 |
| Total | | | 30 |

| Unit 3: Embroidery Defects and Finishing | | | |
|--|---|--|------------------------------|
| Learning Outcome | Theory (06 Hrs) | Practical (09 Hrs) | Duration (15 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 | 02 |
| 2. Describe precautionary measures used while doing embroidery | 1. Precautionary measures while doing embroidery work like: use of proper light, magnifying glass, protection tools like thimble, hand care, etc. | 1. Write precautionary measures used while doing embroidery in practical file | 02 |
| 3. Explain finishing process of embroidered products | 1. Methods of finishing embroidered products | 1. Write steps of finishing of embroidered products in practical file | 04 |
| 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 2. Visit an industry and prepare a report | 07 |
| Total | | | 15 |

| Unit 4: Organisational Rules and Personal Hygiene | | | |
|---|---|--|------------------------------|
| Learning Outcome | Theory (05 Hrs) | Practical (10 Hrs) | Duration (15 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 | 05 |
| 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 workplace 2. Visit an industry and prepare report | 10 |
| Total | | | 15 |

| Unit 5: Safety Maintenance and Organisational Hazards | | | |
|--|--|---|------------------------------|
| Learning Outcome | Theory (05 Hrs) | Practical (10 Hrs) | Duration (15 Hrs) |
| 1. 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 | 05 |
| 2. Describe the importance of cleaning and maintenance | 1. Important aspects of cleaning and maintenance at workplace | 1. Demonstrate cleaning and maintenance at workplace 2. Visit an industry and prepare report | 10 |
| Total | | | 15 |

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 | <ol style="list-style-type: none"> 1. Methods of communication 2. Communication process and elements 3. Methods of Communication | <ol style="list-style-type: none"> 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 | <ol style="list-style-type: none"> 1. Verbal communication 2. Types of verbal communication 3. Advantages and disadvantages of Verbal communication 4. Mastering Verbal communication | <ol style="list-style-type: none"> 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 | <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 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 management | <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 time | 02 |

| | | | |
|--------------|---|--|-----------|
| | <p>4. Four steps for effective time management</p> <ul style="list-style-type: none"> • Organise • Prioritise • Control • Track <p>5. Tips for practicing the four steps of effective time management</p> | | |
| 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 | <p>1. Basics computer operations</p> <p>2. Computer hardware and software</p> <p>3. Starting a computer</p> <p>4. Shutting down a computer</p> <p>5. Using keyboard</p> <p>6. Using a mouse</p> <ul style="list-style-type: none"> • Roll over or hover • Point and click • Drag and drop • Double click | <p>1. Demonstration on use of computers</p> <p>2. Group practice on using the keyboard</p> | 12 |
| 2. Apply basic file operations | <p>1. Performing basic file operations</p> <p>2. Basic File Operations</p> <p>3. Files and folders</p> <ul style="list-style-type: none"> • Creating a file • Creating a folder | <p>1. Group practice on creating a folder</p> | 02 |
| 3. Demonstrate computer care and maintenance | <p>1. Computer care and Maintenance</p> <p>2. Importance of care and maintenance of computers</p> <p>3. Basic tips for taking care of devices</p> <ul style="list-style-type: none"> • Cleaning computer devices • Preparing maintenance schedule for | <p>1. Group activity on preparing a chart on care and maintenance of computer</p> | 03 |

| | | | |
|---|---|---|-----------|
| | <p>computers</p> <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 | 23 |
| 2. | Unit 2: Advanced Hand Embroidery Stitches | 20 |
| 3. | Unit 3: Traditional Indian Embroideries | 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 (10 Hrs) | Practical (13 Hrs) | Duration (23 Hrs) |
| 1. Identify elements 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, 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 colours, colour wheel, and application of colour schemes | 1. Primary, secondary and tertiary colours and representing them on the colour wheel | 1. Demonstrate the primary, secondary and tertiary colour through colour wheel 2. Prepare sheets of related and contrasting colour schemes | 13 |

| Unit 1: Elements and Principles of Design | | | |
|--|---|-------------------------------|------------------------------|
| Learning Outcome | Theory (10 Hrs) | Practical (13 Hrs) | Duration (23 Hrs) |
| | 2. Related and contrasting colour schemes | | |
| Total | | | 23 |

| Unit 2: Advanced Hand Embroidery Stitches | | | |
|--|--|--|------------------------------|
| Learning Outcome | Theory (05 Hrs) | Practical (15 Hrs) | Duration (20 Hrs) |
| 1. Demonstrate advanced flat embroidery stitches | 1. Steps of doing flat filling stitches like: Padded satin, variation of running stitch etc. | 1. Prepare samples of all advanced flat stitches and paste in practical file | 10 |
| 2. Demonstrate advanced loop and knot stitches | 1. Steps of doing loop and knotted stitches like: fishbone, spider, French and bullion knot etc. | 1. Prepare samples of all advanced loop and knotted stitches and paste in practical file 2. Prepare an article using any three hand embroidery stitches | 10 |
| Total | | | 20 |

| Unit 3: Traditional Indian Embroideries | | | |
|--|---|---|------------------------------|
| Learning Outcome | Theory (07 Hrs) | Practical (18 Hrs) | Duration (25 Hrs) |
| 1. Demonstrate different Indian traditional embroideries - I | 1. Introduction and steps of doing traditional embroideries of India like: Gujarati embroidery, Phulkari of Punjab, Chikankari of Lucknow. | 1. Prepare samples of Gujarati embroidery, Phulkari of Punjab, Chikankari of Lucknow and paste in practical file | 14 |
| 2. Demonstrate Indian traditional embroideries - II | 1. Introduction and steps of doing traditional embroideries like: Kasuti of Karnataka, Kantha of Bengal, Kashmiri kashida work, Chambarumal of Himachal Pradesh | 1. Prepare samples of Kasuti of Karnataka, Kantha of Bengal, Kashmiri kashida work, Chambarumal of Himachal Pradesh and paste in practical file 2. Prepare an article using any traditional embroidery | 11 |
| Total | | | 25 |

| Unit 4: Application of Embroidery Stitches | | | |
|--|--|---|------------------------------|
| Learning Outcome | Theory (05 Hrs) | Practical (10 Hrs) | Duration (15 Hrs) |
| 1. Demonstrate combination and application of embroidery stitches on a design or motif | 1. Steps of applying combination of embroidery on a design/motif | 1. Prepare a sample by using a combination of embroidery stitches on any design and paste in practical file | 05 |
| 2. Explain specification sheet and placement of design on different garment areas | 1. Use and proper interpretation of buyer's specification sheet given for embroidery work 2. Placement of design on various garment areas | 1. Search an embroidery specification sheet from internet and practice interpreting the details given in it 2. Prepare a sample by placing a same design in different styles and paste in practical file | 10 |
| Total | | | 15 |

| Unit 5: Finishing and Packing of Embroidered Products | | | |
|--|---|--|------------------------------|
| Learning Outcome | Theory (05 Hrs) | Practical (07 Hrs) | Duration (12 Hrs) |
| 1. Explain finishing process of embroidered garments | 1. Steps of finishing the embroidered garments | 1. Write the process finishing of embroidered garments in the practical file | 07 |
| 2. Describe Packing process followed in an embroidery unit | 1. Importance of quality check and packing of embroidered products. | 1. Write the importance of quality check and types of packing of embroidered garments in the practical file. | 05 |
| 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 Embroidery Machines
5. Tools and Equipment used in embroidery
6. Different buyers the company deals with
7. Product range of the industry
8. Understand time and action calendar
9. Manufacture, export, import
10. Sale procedure
11. Manpower engaged
12. Total expenditure
13. Total annual income
14. Profit/Loss (Annual)
15. 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. Embroidery Frames or Hoop
3. Fabric
4. Hand Needles
5. Needle Threader
6. Seam ripper
7. Tracing paper or Butter Paper
8. Carbon Paper
9. Glue (to stick the stones)
10. Ruler or Scale
11. Pencil, Colour Pencils
12. Sharpener
13. Tailor's Chalk
14. Zari
15. Beads
16. Sequins
17. Pearls
18. Gotta
19. Mirrors (plastic, Glass)
20. Ribbon
21. Scissors: Dress maker scissors, Small pointed Scissor, Pointed scissors, Zigzag or Pinking shear
22. Thread Cutter
23. Thimble

24. Fabric Glue (to stick the stones)
25. Measuring Tape
26. Iron
27. Iron Table
28. Beaded Pins
29. Embroidery Samples
30. Embroidery designs catalogue
31. Textbooks related to hand embroidery

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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विद्यया ऽ मृतमश्नुते



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