

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

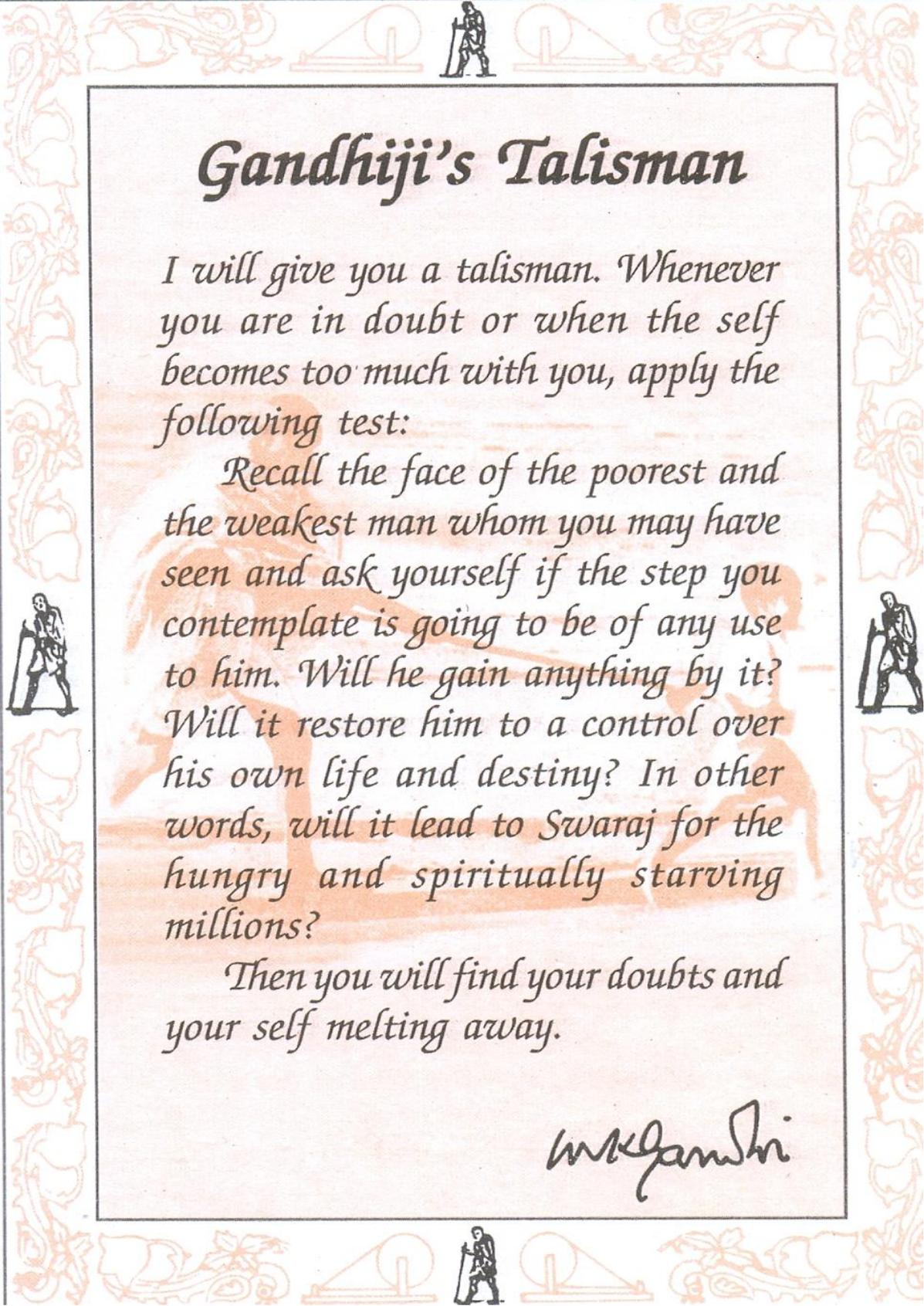


PSS CENTRAL INSTITUTE OF VOCATIONAL EDUCATION

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

Shyamla Hills, Bhopal- 462 013, 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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**Apparel, Made-Ups and Home Furnishing -
Hand Embroiderer Addawala**

June, 2017

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Published by:

Joint Director

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



PATRONS

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

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

COURSE COORDINATOR

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

FOREWORD

The Pandit Sunderlal Sharma Central Institute of Vocational Education (PSSCIVE) a constituent of the National Council of Educational Research and Training (NCERT) is spearheading the efforts of developing learning outcome based 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 PSSCIVE 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		
	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	25	30
	Unit 2: Introduction to Aari Work	25	
	Unit 3: Basic Aari Work Stitches	15	
	Unit 4: Embroidery Defects and Finishing	20	
	Unit 5: Organizational Rules, Hazards, Safety Measures, Cleaning and Maintenance at Workplace	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		
	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	18	30
	Unit 2: Advanced Aari Work Stitches	25	
	Unit 3: Traditional Indian Embroideries	25	
	Unit 4: Combination and Application of Embroideries	15	
	Unit 5: Finishing of Embroidered Garments	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.	Entrepreneurial 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 knowledge of various methods of communication	1. Methods of communication - Verbal - Non-verbal - Visual	1. Writing pros and cons of written, verbal and non-verbal communication 2. Listing do's and don'ts for avoiding common body language mistakes	05
2. Identify elements of	1. Meaning of	1. Draw a diagram of	05

Unit 1: Communication Skills - I			
Learning Outcome	Theory (08 Hrs)	Practical (12 Hrs)	Duration (20 Hrs)
communication cycle	communication 2. Importance of communication skills 3. Elements of communication cycle– (i) sender, (ii) ideas, (iii) encoding, (iv) communication channel, (v) receiver, (vi) decoding, and (vii) feedback	communication cycle 2. Role plays on communication process related to the sector/job role	
3. Identify the factors affecting our perspectives in communication	1. Perspectives in communication 2. Factors affecting perspectives in communication - Visual perception - Language - Past experience - Prejudices - Feelings - Environment	1. Group discussion on factors affecting perspectives in communication 2. Sharing of experiences on factors affecting perspectives 3. Sharing experiences on factors affecting communication at workplace	05
4. Demonstrate the knowledge of basic writing skills	1. Writing skills related to the following: • Phrases • Kinds of sentences • Parts of sentence • Parts of speech • Use of articles Construction of a paragraph	1. Demonstration and practice of writing sentences and paragraphs on topics related to the subject	05
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. Meaning of self-management 2. Positive results of self-management 3. Self-management skills	1. Identification of self-management skills 2. Strength and weakness analysis	05

Unit 2: Self-management Skills – I			
2. Identify the factors that helps in building self-confidence	1. Factors that help in building self-confidence – social, cultural, and physical factors 2. Self-confidence building tips – getting rid of the negative thoughts, thinking positively, staying happy with small things, staying clean, hygienic and smart, chatting with positive people, etc.	1. Role play exercises on building self-confidence 2. Use of positive metaphors/ words 3. Positive stroking on wakeup and before going bed 4. Helping others and working for community	05
Total			10

Unit 3: Information and Communication Technology Skills – I			
Learning Outcome	Theory (06 Hrs)	Practical (14 Hrs)	Duration (20 Hrs)
1. Describe the role of Information and Communication Technology (ICT) in day-to-day life and workplace	1. Introduction to ICT 2. Role and importance of ICT in personal life and at workplace 3. ICT in our daily life (examples) 4. ICT tools - Mobile, tab, radio, TV, email, etc.	1. Discussion on the role and importance of ICT in personal life and at workplace. 2. Preparing posters / collages for showing the role of ICT at workplace	04
2. Identify components of basic computer system and their functions	1. Computer system - Central Processing Unit (CPU), memory, motherboard, storage devices 2. Hardware and software of a computer system 3. Role and functions of Random Access Memory (RAM) and Read Only Memory (ROM) 4. Role and functions of Central Processing Unit 5. Procedure for starting and shutting down a computer	1. Connecting the cables and peripherals to the Central Processing Unit 2. Starting and shutting down a computer 3. Group discussion on the various aspects of hardware and software	07
3. Demonstrate use of various components and peripherals of computer system	1. Peripherals devices and their uses – mouse, keyboard, scanner, webcam, etc. of a computer system	1. Identification of various parts and peripherals of a computer 2. Demonstration and	05

Unit 3: Information and Communication Technology Skills – I			
Learning Outcome	Theory (06 Hrs)	Practical (14 Hrs)	Duration (20 Hrs)
		practice on the use of mouse 3. Demonstration and practice on the use of keyboard 4. Demonstration of the uses of printers, webcams, scanner and other peripheral devices 5. Drawing diagram of computer system and labelling it	
4. Demonstrate basic computer skills	1. Primary operations on a computer system – input, process, storage, output, communication networking, etc.	1. Identification of the various input and output units and explanation of their purposes.	04
Total			20

Unit 4: Entrepreneurial Skills - I			
Learning Outcome	Theory (06 Hrs)	Practical (09 Hrs)	Duration (15 Hrs)
1. Identify various types of business activities	1. Types of businesses – service, manufacturing, hybrid 2. Types of businesses found in our community 3. Business activities around us	1. Prepare posters of business activities found in cities/villages, using pictures 2. Discuss the various types of activities, generally adopted by small businesses in a local community 3. Best out of waste 4. Costing of the product made out of waste 5. Selling of items made from waste materials 6. Prepare list of businesses that provides goods and services in exchange for money	09
2. Demonstrate the knowledge of distinguishing characteristics of entrepreneurship	1. Meaning of entrepreneurship development 2. Distinguishing characteristics of	1. Prepare charts showing advantages of entrepreneurship over wages 2. Group discussions on	06

Unit 4: Entrepreneurial Skills - I			
Learning Outcome	Theory (06 Hrs)	Practical (09 Hrs)	Duration (15 Hrs)
	entrepreneurship 3. Role and rewards of entrepreneurship	role and features of entrepreneurship 3. Lectures/presentations by entrepreneurs on their experiences and success stories 4. Identify core skills of successful entrepreneur	
Total			15

Unit 5: Green Skills - I			
Learning Outcome	Theory (07 Hrs)	Practical (03 Hrs)	Duration (10 Hrs)
1. Demonstrated the knowledge of the factors influencing natural resource conservation	1. Introduction to environment 2. Relationship between society and environment, ecosystem and factors causing imbalance 3. Natural resource conservation 4. Environment protection and conservation	1. Group discussion on hazards of deteriorating environment 2. Prepare posters showing environment conservation 3. Discussion on various factors that influence our environment	05
2. Describe the importance of green economy and green skills	1. Definition of green economy 2. Importance of green economy	1. Discussion on the benefits of green skills and importance of green economy 2. Prepare a Poster showing the importance of green economy with the help of newspaper/magazine cuttings	05
Total			10

Part B: Vocational Skills

S.No.	Units	Duration (Hrs)
1.	Unit 1:Basics of Hand Embroidery	25
2.	Unit 2:Introduction to Aari Work	25
3.	Unit 3:Basic Aari Work Stitches	15
4.	Unit 4:Embroidery Defects and Finishing	20
5.	Unit 5:Organizational Rules, Hazards, Safety Measures, Cleaning and Maintenance at workplace	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 Aari Work

Learning Outcome	Theory (10 Hrs)	Practical (15 Hrs)	Duration (25 Hrs)
1. Narrate origin and history of Aariwork	1. Origin and history of Aari work	1. Write important point of history of Aari work	05

Unit 2: Introduction to Aari Work			
Learning Outcome	Theory (10 Hrs)	Practical (15 Hrs)	Duration (25 Hrs)
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 Aari work	10
3. Identify various tools and raw materials used for Aari work	1. Tools and raw materials used for Aari work like Adda, Aari, Threads, Dabka, Sequence, beads, stones, etc.	2. Identify and use tools and raw materials used for Aari work	10
Total			25

Unit 3: Basic Aari Work Stitches			
Learning Outcome	Theory (05 Hrs)	Practical (10 Hrs)	Duration (15 Hrs)
1. Carry out basic Aari work stitches	1. Types of basic Aari work stitches: <ul style="list-style-type: none"> • Chain Stitch • Padded chain stitch 	1. Demonstrate the basic Aari 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 Aari 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 while doing embroidery	1. Precautionary measures while doing embroidery work like: use of proper light, magnifying glass, protection tools like	1. Write precautionary measures used while doing embroidery in the practical file 2. Make a chart for precautionary	08

Unit 4: Embroidery Defects and Finishing			
Learning Outcome	Theory (07 Hrs)	Practical (13 Hrs)	Duration (20 Hrs)
	thimble, hand care, etc.	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: Organizational Rules, Hazards, Safety Measures, Cleaning and Maintenance at Workplace			
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 knowledge of various methods of communication	1. Methods of communication - Verbal - Non-verbal - Visual	1. Writing pros and cons of written, verbal and non-verbal communication 2. Listing do's and don'ts for avoiding common body language mistakes	05
3. Provide descriptive and specific feedback	1. Communication cycle and importance of feedback 2. Meaning and importance of feedback 3. Descriptive feedback - written comments or conversations 4. Specific and non-specific feedback	1. Constructing sentences for providing descriptive and specific feedback	03
3. Apply measures to overcome barriers in communication	1. Barriers to effective communication – types and factors 2. Measures to overcome barriers in effective communication	1. Enlisting barriers to effective communication 2. Applying measures to overcome barriers in communication	04
4. Apply principles of communication	1. Principles of effective communication 2. 7 Cs of effective communication	1. Constructing sentences that convey all facts required by the receiver 2. Expressing in a manner that shows respect to the receiver of the	03

Unit 1: Communication Skills - II			
Learning Outcome	Theory (12 Hrs)	Practical (08 Hrs)	Duration (20 Hrs)
		message 3. Exercises and games on applying 7Cs of effective communication	
5. Demonstrate basic writing skills	2. Writing skills to the following: <ul style="list-style-type: none"> • Sentence • Phrase • Kinds of Sentences • Parts of Sentence • Parts of Speech • Articles • Construction of a Paragraph 	1. Demonstration and practice of writing sentences and paragraphs on topics related to the subject	05
Total			20

Unit 2: Self-management Skills - II			
Learning Outcome	Theory (05 Hrs)	Practical (05 Hrs)	Duration (10 Hrs)
1. Apply stress management techniques	1. Meaning and importance of stress management 2. Stress management techniques – physical exercise, yoga, meditation 3. Enjoying, going to vacations and holidays with family and friends 4. Taking nature walks	1. Exercises on stress management techniques – yoga, meditation, physical exercises 2. Preparing a write-up on an essay on experiences during a holiday trip	06
2. Demonstrate the ability to work independently	1. Importance of the ability to work independently 2. Describe the types of self-awareness 3. Describe the meaning of self-motivation and self-regulation	1. Demonstration on working independently 2. goals 3. Planning of an activity 4. Executing tasks in a specific period, with no help or directives 5. Demonstration on the qualities required for working independently	04
Total			10

Unit 3: Information and Communication Technology Skills– II			
Learning Outcome	Theory (08 Hrs)	Practical (12 Hrs)	Duration (20 Hrs)
1. Distinguish between different operating systems	<ol style="list-style-type: none"> 1. Classes of operating systems 2. Menu, icons and task bar on the desktop 3. File concept, file operations, file organization, directory structures, and file-system structures 4. Creating and managing files and folders 	<ol style="list-style-type: none"> 1. Identification of task bar, icons, menu, etc. 2. Demonstration and practicing of creating, renaming and deleting files and folders, saving files in folders and sub-folders, restoring files and folders from recycle bin 	17
2. Apply basic skills for care and maintenance of computer	<ol style="list-style-type: none"> 1. Importance and need of care and maintenance of computer - Cleaning computer components - Preparing maintenance schedule - Protecting computer against viruses - Scanning and cleaning viruses and removing SPAM files, temporary files and folders 	<ol style="list-style-type: none"> 1. Demonstration of the procedures to be followed for cleaning, care and maintenance of hardware and software 	03
Total			20

Unit 4: Entrepreneurial Skills - II			
Learning Outcome	Theory (06 Hrs)	Practical (09 Hrs)	Duration (15 Hrs)
1. List the characteristics of successful entrepreneur	<ol style="list-style-type: none"> 1. Entrepreneurship and society 2. Qualities and functions of an entrepreneur 3. Role and importance of an entrepreneur 4. Myth about entrepreneurship 5. Entrepreneurship as a career option 	<ol style="list-style-type: none"> 1. Writing a note on entrepreneurship as career option 2. Collecting success stories of first generation and local entrepreneurs 3. Listing the entrepreneurial qualities – analysis of strength and weaknesses 4. Group discussion of self- 	15

		<p>qualities that students feel are needed to become successful entrepreneur</p> <p>5. Collect information and related data for a business</p> <p>6. Make a plan in team for setting up a business</p>	
Total			15

Unit 5: Green Skills - II

Learning Outcome	Theory (07 Hrs)	Practical (03 Hrs)	Duration (10 Hrs)
1. Demonstrate the knowledge of importance, problems and solutions related to sustainable development	<p>1. Definition of sustainable development</p> <p>2. Importance of sustainable development</p> <p>3. Problems related to sustainable development</p>	<p>1. Identify the problem related to sustainable development in the community</p> <p>2. Group discussion on the importance of respecting and conserving indigenous knowledge and cultural heritage</p> <p>3. Discussion on the responsibilities and benefits of environmental citizenship, including the conservation and protection of environmental values</p> <p>4. Preparing models on rain water harvesting, drip / sprinkler irrigation, vermin-compost, solar energy, solar cooker, etc.</p>	10
Total			10

Part B–Vocational Skills

S.No.	Units	Duration (Hrs)
1.	Unit 1: Elements and Principles of Design	18
2.	Unit 2: Advanced Aari Work Stitches	25
3.	Unit 3: Traditional Indian Embroideries	25
4.	Unit 4: Combination and Application of Embroideries	15
5.	Unit 5: Finishing of Embroidered Garments	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 Aari Work Stitches

Learning Outcome	Theory (08 Hrs)	Practical (17 Hrs)	Duration (25 Hrs)
1. Demonstrate different types of Aari work stitches	1. Method of doing different Aari work stitches like Gotta-patti work, Stone and mirror work using Aari techniques	1. Prepare samples of Gotta-patti work, Stone ,mirror work etc, and paste in practical file	10

Unit 2: Advanced Aari Work Stitches			
Learning Outcome	Theory (08 Hrs)	Practical (17 Hrs)	Duration (25 Hrs)
2. Carry out Zardozi and Dabka work	<ol style="list-style-type: none"> Steps of doing Zari, zardozi, dabka work with paani filling Steps of doing Aari work stitches: French knot, bullion knot, maahiposhi, farisha, etc. 	<ol style="list-style-type: none"> Prepare samples of Zari, zardozi, dabka work with paani filling and paste in practical file Prepare samples of French knot, bullion knot, maahiposhi, farisha and paste in practical file Prepare a final garment using any three Aari work stitches 	15
Total			25

Unit 3: Traditional Indian Embroideries			
Learning Outcome	Theory (06 Hrs)	Practical (19 Hrs)	Duration (25 Hrs)
1. Explain and carry out Indian traditional embroideries-I	1. Introduction and steps of doing traditional embroideries of India like: Gujarati embroidery, Phulkari of Punjab, Chikankari of Lucknow, Manipuri work	1. Prepare samples of Gujarati embroidery, Phulkari of Punjab, Chikankari of Lucknow, Manipuri work and paste in practical file	12
2. Explain and carry out 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	<ol style="list-style-type: none"> Prepare samples of Kasuti of Karnataka, Kantha of Bengal, Kashmiri kashida work, Chambarumal of Himachal Pradesh and paste in practical file Prepare an article using any traditional embroidery 	13
Total			25

Unit 4: Combination and Application of Embroideries			
Learning Outcome	Theory (05 Hrs)	Practical (20 Hrs)	Duration (25 Hrs)
1. Demonstrate combination and application of embroidery on a design/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	12

Unit 4: Combination and Application of Embroideries			
Learning Outcome	Theory (05 Hrs)	Practical (20 Hrs)	Duration (25 Hrs)
2. Explain specification sheet and application of design on different garment areas	1. Use 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	13
Total			25

Unit 5: Finishing of Embroidered Garments			
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. Define Quality check and inspection process followed in an embroidery unit	1. Importance of quality check and inspection at workplace	1. Write importance of quality check and inspection of embroidered garments in practical file	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. Cotton threads , Silk Threads, metallic threads
3. Frame or Tapestry (Adda)
4. Fabric
5. Hand Needles
6. Aari Needles:- Long eyed needles, Round eye needles, Tapestry needles, Poker, etc.
7. Scissors:- Dress makers scissors, Small pointed Scissor, Pointed scissors, etc.
8. Trimmer
9. Threader
10. Unpicker
11. Tracing paper
12. Board Paper
13. Zigzag/ Pinking scissors
14. Ruler
15. Pencil
16. Butter Paper
17. Stones (glass, Plastic)
18. Crystals
19. Zardosi
20. Zari
21. Kora
22. Beads
23. Sequins
24. Pearls
25. Precious stones, Semi precious stones
26. Gotta
27. Mirrors (plastic, Glass)
28. Ribbon
29. Frames
30. Fabric Glue (to stick the stones)

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

1. Dr. Pinki Khanna, Associate Professor, Dept. of Home Science and Hospitality Management, PSSCIVE, Bhopal – **Course Coordinator**
2. Prof. Mridula Saxena, Head, Dept. of Home Science and Hospitality Management, PSSCIVE, Bhopal
3. Mrs. Kanchan Nainani, Fashion Designer and Boutique Owner, 'AKS', Rachna Nagar, Bhopal
4. Mrs. Sneha Gyanchandani, Stylist and Fashion Designer, T. T. Nagar, Bhopal

विद्यया ऽ मृतमश्नुते



एन सी ई आर टी
NCERT

PSS CENTRAL INSTITUTE OF VOCATIONAL EDUCATION
Shyamla Hills, Bhopal- 462 013, M.P., India