

LEARNING OUTCOME BASED VOCATIONAL CURRICULUM

JOB ROLE: FINISHER AND PACKER

(QUALIFICATION PACK: Ref. Id. AMH/Q2255)

SECTOR: Apparel, Made-Ups and Home Furnishing

Grade 9 and 10


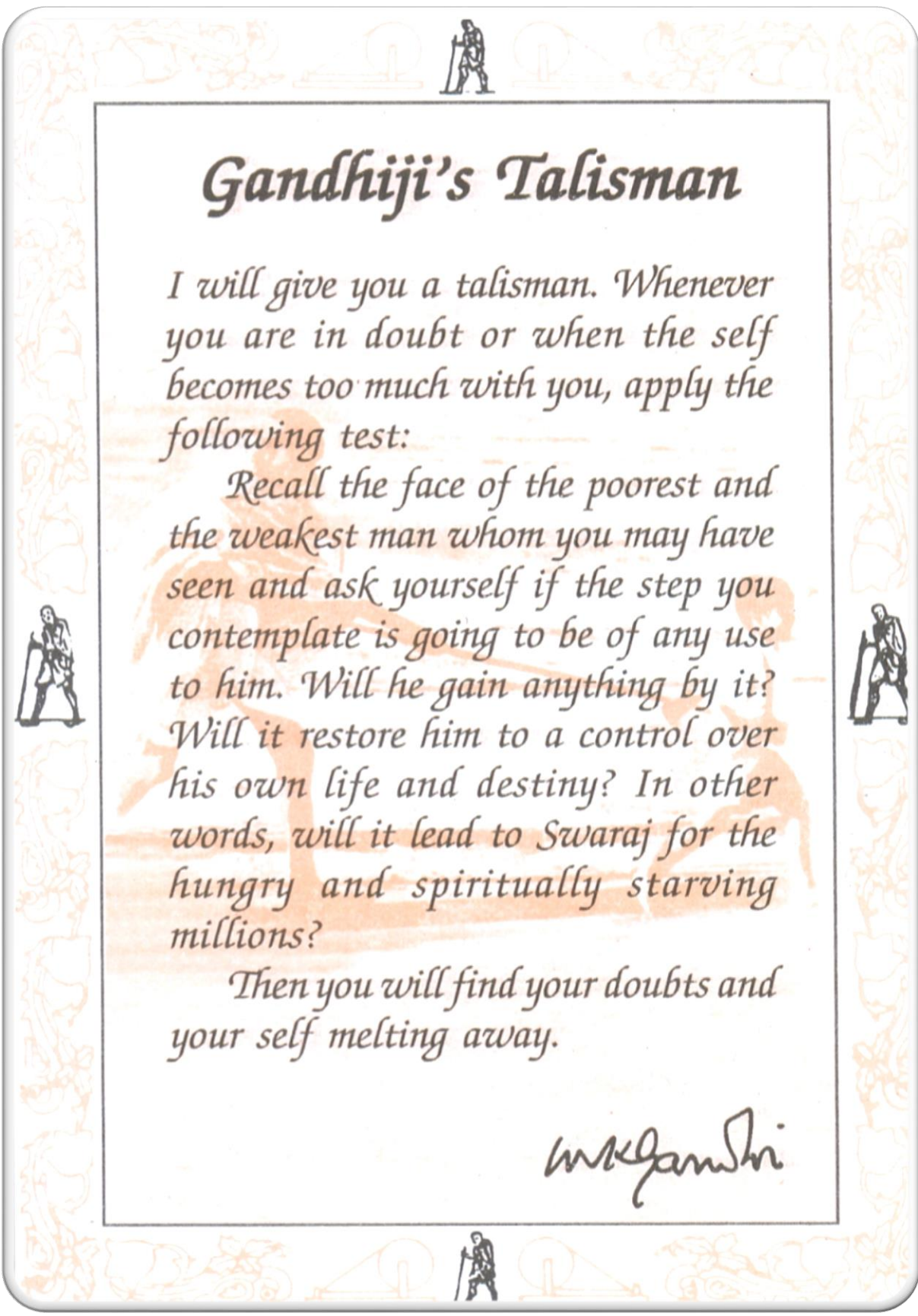


PSS CENTRAL INSTITUTE OF VOCATIONAL EDUCATION

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



Shyamla Hills, Bhopal- 462002, M.P., India

<http://www.psscive.ac.in>



Gandhiji's Talisman

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



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

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

M.K. Gandhi

LEARNING OUTCOME BASED VOCATIONAL CURRICULUM

JOB ROLE: FINISHER AND PACKER

(QUALIFICATION PACK: Ref. Id. AMH/ Q2255)

SECTOR: Apparel, Made-Ups and Home Furnishing

Grade 9 and 10



PSS CENTRAL INSTITUTE OF VOCATIONAL EDUCATION

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

<http://www.psscive.ac.in>

**LEARNING OUTCOME BASED VOCATIONAL
CURRICULUM**

**Apparel, Made-Ups and Home Furnishing–
Finisher and Packer**

JULY, 2023

© PSSCIVE, 2023

<http://www.psscive.ac.in>

No part of this work may be reproduced, stored in a retrieval system, or transmitted in any form or by any means, electronic, mechanical, photocopying, microfilming, recording or otherwise, without written permission from the Publisher, with the exception of any material supplied specifically for the purpose of being used by the purchaser of the work.

The views and opinions expressed in this publication are those of the contributors/authors and do not necessarily reflect the views and policies of PSS Central Institute of Vocational Education, Bhopal. The PSSCIVE does not guarantee the accuracy of the data included in this publication and accepts no responsibility for any consequence of their use.

Published by:

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



PATRONS

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

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

COURSE COORDINATOR

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

FOREWORD

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

It is a matter of great pleasure to introduce this learning outcome-based curriculum as part of the vocational training packages for the job role of **Finisher and Packer**. The curriculum has been developed for the secondary students of Grade 9 and 10 and is aligned to the National Occupation Standards (NOSs) of a job role identified and approved under the National Skill Qualifications Framework (NSQF).

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

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

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

PREFACE

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

In order to fulfill the growing aspirations of our youth and the demand for a skilled human resource, the Ministry of Education, (MoE), Government of India introduced the revised Centrally Sponsored Scheme of Vocationalisation of School Education under *Samagra Shiksha* that aims to provide for the diversification of educational opportunities so as to enhance individual employability, reduce the mismatch between demand and supply of skilled manpower and provide an alternative for those pursuing higher education. For spearheading the scheme, the PSS Central Institute of Vocational Education (PSSCIVE) was entrusted with the responsibility to develop learning outcome-based curricula, student workbooks, teacher handbooks, and e-learning materials for job roles in various sectors, with growth potential for employment.

The PSSCIVE firmly believes that the vocationalisation of education in the nation needs to be established on a strong footing of philosophical, cultural, and sociological traditions and it should aptly address the needs and aspirations of the students besides meeting the skill demands of the industry. The curriculum, therefore, aims at developing the desired professional, managerial, and communication skills to fulfill the needs of society and the world of work. In order to honor the commitment to the nation, the PSSCIVE has initiated the work on developing learning outcome-based curricula with the involvement of faculty members and leading experts in respective fields. It is being done through the concerted efforts of leading academicians, professionals, policymakers, partner institutions, Vocational Education and Training experts, industry representatives, and teachers. The expert group through a series of consultations, working group meetings, and the use of reference materials develops the national curriculum.

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

Finally, for transforming the proposed curriculum design into a vibrant reality of implementation, all the institutions involved in the delivery system shall have to come together with a firm commitment and they should secure optimal community support. The success of this curriculum depends upon its effective implementation and it is expected that the managers of vocational education and training system, including subject teachers will make efforts to create better facilities, develop linkages with the world of work and foster a conducive environment as per the content of the curriculum document.

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

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

(ii) ACKNOWLEDGEMENTS

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

We are grateful to the Director of NCERT for his support and guidance. We also acknowledge the contributions of our colleagues at the Technical Support Group of MoE, and National Council for Vocational Education and Training (NCVET), the National Skill Development Corporation (NSDC), and Logistics Skill Council (LSC) for their academic support and cooperation in the development of Qualification file and curriculum.

We are thankful to the course coordinator Dr. Pinki Khanna, Professor and Head of Department of Home Science and Hospitality Management (DHSHM), Nupur Srivastava, Assistant Professor, Department of Home Science and Hospitality Management (DHSHM), Amit Chotrani, Assistant Professor, Department of Home Science and Hospitality Management (DHSHM), and the experts for their untiring efforts and contributions to the development of this learning outcome-based curriculum. The contributions made by Dr. Vinay Swarup Mehrotra, Professor and Head, Curriculum Development and Evaluation Centre (CDEC) in the development of the curriculum the employability skills are duly acknowledged.

We acknowledge the assistance provided by Mr. Ashish Kathane, DTP operator, PSSCIVE in typing and composing of the material.

PSSCIVE Team

(iii) CONTENTS

S. No.	Title		Page No.
	Foreword		(i)
	Preface		(ii)
	Acknowledgements		(iii)
1.	Course Overview		1
2.	Scheme of Units		2
3.	Teaching/Training Activities		4
4.	Assessment and Certification		4
5.	Unit Content	Grade 9	
		Part A Employability Skills	
		Unit 1 Communication Skills – I	7
		Unit 2 Self-management Skills – I	9
		Unit 3 Information and Communication Technology Skills-I	11
		Unit 4 Entrepreneurship Skills – I	13
		Unit 5 Green Skills – I	14
		Part B Vocational Skills	
		Unit 1 Introduction to Finishing and Packing department in Apparel Industry	15
		Unit 2 Basics of Finishing, Packing and Package Design	15
		Unit 3 Executing Finishing and Packing Tasks	17
		Unit 4 Maintaining a Clean and Hazard Free Working Area-I	18
		Unit 5 Health and Safety Related Practices at Workplace-I	19
		Grade 10	
		Part A Employability Skills	
		Unit 1 Communication Skills – II	20
		Unit 2 Self-management Skills – II	22
		Unit 3 Information and Communication Technology Skills – II	23
		Unit 4 Entrepreneurial Skills – II	24
		Unit 5 Green Skills – II	25

		Part B	Vocational Skills	
		Unit 1	Operation and Handling of Machines and Equipments	26
		Unit 2	Planning and organizing finishing and packing process	27
		Unit 3	Trends in finishing and packing Operations	28
		Unit 4	Maintaining a clean and hazard free working area-II	29
		Unit 5	Health and Safety Related Practices at Workplace-II	30
6.	Organisation of Field Visits			31
7.	List of Equipment and Materials			32
8.	Vocational Teacher's/ Trainer's Qualification and Guidelines			34
9.	List of Contributors			37

1. COURSE OVERVIEW

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

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

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

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

- Apply effective oral and written communication skills to interact with people and customers.
- Identify the principal components of a computer system.
- Demonstrate the basic skills of using computer.
- Demonstrate self-management skills.
- Demonstrate the ability to provide a self-analysis in context of entrepreneurial skills and abilities.
- Demonstrate the knowledge of the importance of green skills in meeting the challenges of sustainable development and environment protection.
- Understand technical terms and tool associate with different types of processes
- Identify and understand the material required for finishing and packing
- Demonstrate different methods of packing
- Identify and use correct cartons for packing goods
- Read job card to understand packing mode and styles as per product
- Identify components of tasks required to do the task of finishing and packing
- Identify and arrange materials and accessories required to do the task of finishing and packing
- Develop checklist for different tasks within specified area of finishing and packing
- Demonstrate Checking the packing according to specification
- Demonstrate about correction of different types of stains with the help of stain removing chemicals product wise.
- Identify different types of customer labels, washing labels, size-labels, tags etc.
- Describe the importance and practice safety and health measures in the industry.
- Explain Strategies for preventing hazards at work place.
- Explain measures to control hazards at workplace.
- Describe the different quality measures.
- Report the damage or faults in material and assembly to the responsible person.
- Explain the job card/work ticket terminologies and its applications.
- Identify Communicating and resolving the problem in workplace.
- Describe maintenance, cleaning and disposal of waste.
- Identify cleaning procedure and safe practices.
- Identify maintenance of health, work area, tools and machines.

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

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

COURSE DURATION: 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 grades 9 and 10 opting for vocational subject along with general education subjects. The unit-wise distribution of hours and marks for grade 9 is as follows:

Grade 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:	Entrepreneurship Skills – I	15	
Unit 5:	Green Skills – I	10	
	Total	75	10
Part B	Vocational Skills		
Unit 1:	Introduction to Finishing and Packing Department in Apparel Industry	15	30
Unit 2:	Basics of Finishing, Packing and Package Design	30	
Unit 3:	Executing Finishing and Packing Tasks	20	
Unit 4:	Maintaining a Clean and Hazard Free Working Area-I	15	
Unit 5:	Health and Safety Related Practices at Workplace-I	15	
	Total	95	30
Part C	Practical Work		
	Practical Work		
	Practical Examination	06	15
	Written Test	01	10
	Viva Voce	03	10
Part D	Total	10	35
	Project Work/Field Visit		
	Practical File/Student Portfolio	10	10
	Viva Voce	05	05
	Total	15	15
Part E	Continuous and Comprehensive Evaluation		
	Total	05	10
	Grand Total	200	100

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

Grade 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:	Operation and Handling of Machines and Equipments	30	30
Unit 2:	Planning and organizing finishing and packing process	20	
Unit 3:	Trends in finishing and packing operations	15	
Unit 4:	Maintaining clean and hazard free working area-II	15	
Unit 5:	Health, Safety and Security at Workplace-II	15	
	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
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

GRADE 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 Outcomes	Theory (08 hrs)	Practical (12 hrs)	Duration (20 hrs)
1. Demonstrate the knowledge of importance, elements and perspectives in communication	1. Introduction to communication process 2. Importance of communication 3. Elements of communication 4. Perspectives in communication 5. Effective communication	1. Role play on the communication process 2. Group discussion on the importance of communication and factors affecting perspectives in communication 3. Charts preparation on elements of communication 4. Asking students to write statements exemplify the use of the 7Cs (i.e. Clear, Concise, Concrete, Correct, Coherent, Courteous and Complete) for effective communication	02
2. Demonstrate the knowledge of verbal communication	1. Verbal communication 2. Types of verbal communication 3. Advantages and disadvantages of verbal communication 4. Public speaking	1. Role play of a phone conversation 2. Chart preparation on types of verbal communication 3. Group discussion on advantages and disadvantages of verbal communication	02

		4. Delivering a speech and practicing public speaking by using 3P's	
3. Demonstrate the knowledge of non-verbal communication	1. Non-verbal communication 2. Importance of non-verbal communication 3. Types of non-verbal communication 4. Visual communication	1. Role play on non-verbal communication 2. Group discussion and demonstration of Do's and Don'ts to avoid body language mistakes 3. Group discussion on three methods of communication	02
4. Demonstrate the knowledge of basic writing skills	1. Writing skills: Parts of speech 2. Using capitals 3. Punctuation 4. Basic parts of speech	1. Reading paragraphs 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	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	1. Framing and writing 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
6. Demonstrate the knowledge of pronunciation basics	1. Pronunciation Basics 2. Speaking correctly 3. Phonetics 4. Types of sounds	1. Pronouncing words and identifying vowels, diphthongs and consonants 2. Practicing the pronunciation of words	02
7. Demonstrate how to greet and introduce self	1. Greetings and Introductions 2. Greetings 3. Types of greetings 4. Introducing yourself and others	1. Role-play on Formal and informal greetings 2. Role-play on introducing someone 3. Practice and discussion on how to greet different	02

		people.	
8. Answer questions that others ask about you	1. Talking about self 2. Filling a form	1. Practicing introducing yourself and 2. Practicing filling of forms 3. Role-play on Self Introduction	02
9. Asking questions according to a situation	1. Asking questions 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 2. Types of questions 3. Framing questions	1. Framing and writing open-ended and close-ended questions. 2. Group practice on framing questions 3. Identifying open-ended and closed-ended 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 and its components 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 aware are you about yourself. 3. Chart preparation on components of self-management	01

2. Identifying strength and weakness analysis	<ol style="list-style-type: none"> 1. Identifying strength and weakness 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. Perform a strength and weakness analysis 3. 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. Story-telling 2. Role-play on following the class rules 3. Practicing saying positive words 4. Making a list of steps involved in 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 following 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	1. Introduction to Information and Communication Technology (ICT) 2. ICT at workplace 3. ICT at home	1. Group discussion on past, present, and future use of ICT 2. Preparations of posters on applications of ICT	02
2. Differentiate between the ICT tools and use of mobile apps	1. ICT tools smartphones and tablets I 2. Smartphones 3. Tablets 4. TV and Radio 5. Application or apps	1. Performing activities to get familiar with mobile devices	02
3. Differentiate between smartphones and tablets	1. ICT tools -smartphone and tablets II 2. Mobile device layout 3. Basic features of a mobile device 4. Home screen of mobile device 5. Basic gestures used	1. Performing activities to get familiar with the mobile device – use and applications of mobile devices	02
4. Describe the parts of computer and the computer peripherals	1. Parts of a computer and peripherals 2. Parts of a computer 3. Input devices 4. Output devices 5. Peripherals devices and their functions 6. Central Processing Unit (CPU) 7. Understanding Random Access Memory (RAM) and Read Only Memory (ROM) 8. Motherboard 9. Ports and connections	1. Chart preparation on components of a computer 2. Group activity on connecting devices to a computer	02
5. Demonstrate basic computer operations	1. Basic computer operations 2. Computer hardware and software 3. Starting a computer 4. Log in and log out 5. Shutting down computer 6. Using the keyboard 7. Using a mouse	1. Group activity on use of computer 2. Group practice on using the keyboard	02

6. Perform basic file computer operations	<ol style="list-style-type: none"> 1. Performing Basic file operations 2. Need to perform basic file operations. 3. Files and folders -creating a file and using text editor Ubuntu 	1. Group practice on creating a file.	02
7. Demonstrate the knowledge of internet and networking	<ol style="list-style-type: none"> 1. Communication and Networking -Basics of Internet 2. Use of the Internet 3. Connecting to the Internet <ul style="list-style-type: none"> • Types of connection • Bandwidth • Internet browser 	1. Group discussion on the uses of the internet	02
8. Perform internet browsing	<ol style="list-style-type: none"> 1. Communication and Networking – Internet Browsing 2. World Wide Web 3. Web page 4. Web browsers 	1. Group practice on web browsing	02
9. Apply the knowledge of communication networking	<ol style="list-style-type: none"> 1. Communication and Networking – Introductions to E-Mail 2. How does the E-mail work? 3. Email Id or address 4. Advantages of E-mail 	1. Group discussion on using E-mail and its advantages	01
10. Create an Email account	<ol style="list-style-type: none"> 1. Communication and Networking – Creating an E-mail account 2. Creating an E-mail account 3. Steps to open an E-mail account on Gmail 	1. Group practice on creating and operating an E-mail account	01
11. Write an Email	<ol style="list-style-type: none"> 1. Communication and Networking – Writing an E-mail 2. Writing an E-mail 3. Attaching a file to an E-mail 4. Managing folders 	1. Group practice on writing an E-mail with attachments	01
12. Reply an Email	<ol style="list-style-type: none"> 1. Communication and Networking – Receiving and Replying to 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	1. What is Entrepreneurship? 2. Entrepreneurship 3. Enterprise	1. Group activity on guessing the Entrepreneur	04
2. Describe the role of entrepreneurship	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" 2. Role-play on roles of entrepreneurship	03
3. Describe the qualities of a successful entrepreneur	1. Qualities of a successful entrepreneur 2. Patience 3. Positivity 4. Hardworking 5. Confidence 6. Open to trial and error 7. Creativity and innovation	1. Role-play on appearing for an interview 2. Group activity on interactions with entrepreneurs	02
4. State the characteristics of entrepreneurship	1. Distinguishing characteristics of entrepreneurship and wage employment 2. Characteristics of entrepreneurship 3. Wage employment 4. Benefits of entrepreneurship	1. Group activity on identifying characteristics of enterprise 2. Discussion on advantages of entrepreneurship over wage employment	03
5. Identify the type of business activity	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
6. 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
7. Describe the entrepreneurship development process	1. Entrepreneurship Development Process 2. Steps of starting a business • Idea generation • Getting money and material	1. Group activity on Make-and-Sell business	01

	<ul style="list-style-type: none"> • Understanding customer needs • Improving product/ service 		
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 10. Actions for saving the environment	1. Group activity on listing the factors influencing the environment 2. Group activity on listing the steps one can take to save the environment	05
2. Describe the meaning and importance of conserving natural resources	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	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	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.	Introduction to Finishing and Packing Department in Apparel Industry	15
2.	Basics of Finishing, Packing and Package Design	30
3.	Executing Finishing and Packing Tasks	20
4.	Maintaining Clean and Hazard Free Working Area-I	15
5.	Health and Safety Related Practices at Workplace-I	15
Total		95

Unit 1: Introduction to Finishing and Packing Department in Apparel Industry			
Learning Outcome	Theory (05Hrs)	Practical (10Hrs)	Duration (15Hrs)
1. Describe structure of Apparel Industry	1. Introduction and structure of Apparel Industry 2. Different departments of apparel industry (with special focus on finishing and packing department) 3. Steps in apparel Production	1. Visit to an apparel industry and prepare a report on working flow of industry. 2. Prepare a chart on apparel production process with pictures	08
2. Explain the roles and responsibilities of a Finisher & Packer	1. Importance and Steps in finishing and packing process. 2. Job Responsibilities, key attributes, skills and personal qualities of a 'Finisher & Packer' 3. Employment opportunities for a 'Finisher & Packer' in the apparel industry.	1. Visit to Garment industry and make a report on process of apparel finishing and packing 2. Prepare a chart explaining roles and responsibilities of a 'Finisher & Packer'	07
Total			15

Unit 2: Basics of Finishing, Packing and Package Design			
Learning Outcome	Theory (10Hrs)	Practical (20Hrs)	Duration (30Hrs)
1. Identify and describe technical terms and materials associated with different types of finishing and packing processes	1. Different types of finishing and packing materials. 2. Technical terms associated with finishing and packing processes	1. Demonstrate different type of tools and materials required for finishing and packing 2. Prepare an assignment on terminologies used in apparel industry.	10

2. Identify and describe the basic functions and types of packing in apparel industry	1. Basic Functions of Finishing and Packing 2. Levels of packing: Primary, Secondary, Tertiary.	1. Identify and demonstrate different types of Packing. 2. Make a PowerPoint presentation on basic functions of packing.	10
3. Explain requirement of packing and package designs	1. Introduction to package design and elements of good package design. 2. Various forms of Package design: (Merchandise Packaging, Vacuum Packaging, Shipment Packaging) 3. Classification of packing based on customer requirement.	1. Prepare a chart on different types of package design and collect at least 5 samples of package design.	10
Total			30

Unit 3: Executing Finishing and Packing Tasks			
Learning Outcome	Theory (8Hrs)	Practical (12Hrs)	Duration (20Hrs)
1. Describe garment measurements, defects and quality control procedure in finishing and packing department	1. Garment measurement 2. Quality control in finishing and packing department (Standard Operating Procedure) 3. Garment defects	1. Prepare a chart displaying garment measurement techniques with pictures	5
2. Explain garment Folding, pressing/ironing and different tags and labels used in finishing and packing department	1. Introduction to Pressing/ironing 2. Folding of some basic garments: Shirt, T-shirt, Pant 3. Garment folding and packing machines. 4. Types of folding: stand up, semi-stand up, flat and hanger. 5. Introduction to different tags and labels	1. Demonstrate folding of some basic garments 2. Collect different tags and labels available in the market and make a report explaining the same	10
3. Describe finishing agents, types of garment stains and job card	1. Finishing agents 2. Types of stains and remedies 3. Introduction to job card and packing list	1. Identify and Understand the importance of job card and make a sample 2. Prepare a chart on different types of stains and their remedies.	5
Total			20

Unit 4: Maintaining Clean and Hazard Free Working Area-I			
Learning Outcome	Theory (5Hrs)	Practical (10Hrs)	Duration (15Hrs)
1. Describe Operation and handling of tools and material	1. Safe Handling of tools and materials 2. Care and Maintenance of tools 3. Storing of tools and materials	1. Prepare a list of tools and write about its maintenance and cleaning method	4
2. Identify Proper Storage and Disposal of Waste Material	1. Introduction to textile waste 2. Guidelines for storage and disposal of waste material 3. Responsibilities under health, safety, and environmental legislation	1. Prepare a roadmap to effectively manage the waste generated in the textile laboratory and ways to apply the 3Rs model	4
3. Identify and list different cleaning substances and equipment	1. Types of cleaning agents and their uses 2. Types of cleaning equipment	1. Prepare a chart on cleaning agents and equipments used in the apparel company	3
4. Describe Personal hygiene and health	1. Importance of personal hygiene 2. Safe working practices and organizational procedures 3. Good housekeeping practices and its benefits 4. Hazards of poor housekeeping practices	1. Prepare a chart on importance of personal hygiene 2. Prepare a skit on various hazards of poor housekeeping practices	4
Total			15

Unit 5: Health and Safety Related Practices at Workplace-I			
Learning Outcome	Theory (5Hrs)	Practical (10Hrs)	Duration (15Hrs)
1. Describe Potential hazards at workplace	1. Types of potential hazards 2. Keeping work area free from potential hazards	1. Collect the data and make a report on risk and hazards of industry	3
2. Demonstrate safe handling of equipment	1. Safe and correct procedure of handling equipment and machinery 2. Potential hazards, risk and threats	1. Visit a factory and make a list of sign boards. Prepare a chart on the same.	3
3. Describe the benefits of a healthy lifestyle	1. Minimizing health and safety risks 2. Physical fitness, personal hygiene and good habits 3. Effects of alcohol, tobacco and drugs	1. Prepare a report after interviewing the industry workers regarding their personal health and hygiene	3
4. Explain environmental management procedures, security details, potential accidents and emergencies	1. Environmental management system related procedures 2. Layout of the plant 3. Potential accidents, emergencies and response to these scenarios	1. Visit an industry and study layout of the factory	4
5. Identify and implement safety measures at workplace	1. Types of safety measures at workplace and their application 2. Actions for mock drills/evacuation procedures or actual accident, emergency or fire	1. Prepare a report of details of personnel trained in first aid, firefighting and emergency response	2
Total			15

Grade 10

Part A - Employability Skills

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

Unit 1: Communication Skills – II			
Learning Outcome	Theory (12 hrs)	Practical (08 hrs)	Duration (20 hrs)
1. Demonstrate the knowledge of various methods of communication	1. Methods of communication 2. Communication process and elements	1. Role-play on communication process 2. Group discussion on the effects of elements of communication cycle.	05
2. Describe the types of verbal communication	1. Verbal communication 2. Types of verbal communication 3. Advantages and disadvantages of Verbal communication 4. Mastering Verbal communication	1. Role-play of a telephonic conversation 2. Chart preparation on types of verbal communication 3. Group discussion on the advantages and disadvantages of verbal communication 4. Group activity on delivering a speech and practicing public speaking.	02
3. Demonstrate the knowledge of non-verbal	1. Non-verbal communication 2. Importance of Non-verbal	1. Role play on non-verbal communication	

communication	communication 3. Types of non-verbal communication 4. Visual 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	1. Communication cycle and importance of feedback 2. Feedback 3. Types of feedback 4. Importance of feedback	1. Role play on providing feedback 2. Group activity on constructive feedback	02
5. Identify the barriers to effective communication	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	1. Role play on barriers to effective communication 2. Group activity on overcoming barriers to effective communication 3. Chart preparation on barriers to effective communication	04
6. Demonstrate the knowledge of parts of speech	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 	1. Reading paragraph and sentences and identifying parts of speech 2. Group activity on sentence construction 3. Identifying nouns by guessing the name, place, animal, or thing	03
7. Write sentences	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	1. Making sentences using direct and indirect objects 2. Writing a paragraph using active and passive voice 3. Framing different types of sentences (i.e., declarative,	02

		exclamatory, interrogative and imperative)	
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. Stress management 2. Stress and Stress management techniques 3. Management technique 4. Ability to work independently 5. Emotional intelligence	1. Role Play on avoiding stressful situation 2. Activity on listing stressful situations and discussing the stress management techniques like yoga, deep breathing exercises etc.	02
2. Identify strengths and weaknesses of self	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	1. Group discussion on aim and goal in life 2. Perform a strength and weakness analysis 3. Group discussion on interests and abilities	02
3. Demonstrate the knowledge of self-motivation	1. Self-Motivation 2. Types of motivation 3. Qualities of self-motivated people 4. Building self-motivation	1. Group discussion on staying motivated 2. Activity on listing the ways to motivate oneself	02
4. Set SMART goals	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 	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 4. Four steps for effective time management <ul style="list-style-type: none"> • Organise • Prioritise • Control • Track 5. Tips for practicing the four steps of effective time management 	<ol style="list-style-type: none"> 1. Preparing a list of activities to practice time management 2. Discussion on how to manage time to reach school on time 	02
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	<ol style="list-style-type: none"> 1. Basics computer operations 2. Computer hardware and software 3. Starting a computer 4. Shutting down a computer 5. Using keyboard 6. Using a mouse <ul style="list-style-type: none"> • Roll over or hover • Point and click • Drag and drop • Double click 	<ol style="list-style-type: none"> 1. Demonstration on use of computers 2. Group activity on using the keyboard 	12
2. Apply basic file operations	<ol style="list-style-type: none"> 1. Performing basic file operations 2. Basic File Operations 3. Files and folders <ul style="list-style-type: none"> • Creating a file • Creating a folder 	<ol style="list-style-type: none"> 1. Practice of creating a folder 	02
3. Demonstrate computer care and maintenance	<ol style="list-style-type: none"> 1. Computer care and Maintenance 2. Importance of care and maintenance of computers 3. Basic tips for taking care of devices 	<ol style="list-style-type: none"> 1. Group activity on preparing a chart on care and maintenance of computer 	03

	<ul style="list-style-type: none"> • Cleaning computer devices • Preparing maintenance schedule for computers • 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 an infographic chart on 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 them into 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 an entrepreneur 	<ol style="list-style-type: none"> 1. Activity on self-assessment of entrepreneurial qualities 2. Brainstorming 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 interviewing the entrepreneurs 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 • Grow 	1. Brainstorming on entrepreneurship as a life option 2. Group discussion on 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 clean energy • Decent work and 	1. Group discussion on conservation and protection of environment 2. Group activity on organizing an art project using waste	05

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

Part B–Vocational Skills

S. No.	Units	Duration (Hrs)
1.	Operation and Handling of Machines and Equipments	30
2.	Planning and organizing finishing and packing process	20
3.	Trends in finishing and packing operations	15
4.	Maintaining clean and hazard free working area-II	15
5.	Health, Safety and Security related Practices at Workplace-II	15
Total		95

Unit 1: Operation and Handling of Machines and Equipments			
Learning Outcome	Theory (10Hrs)	Practical (20Hrs)	Duration (30Hrs)
1. Identify activities of finishing and packing department in an apparel industry	1. Functions of finishing and packing department 2. Finishing and packing flow chart 3. Types of poly and carton packing 4. Package forms, package design and quality specifications	1. Visit a garment industry and observe working flow of finishing and packing department, prepare a report. 2. Prepare a chart on poly and carton packing.	5
2. Describe and list Packing and Shipping Equipment	1. Product folding equipment 2. Container shapers 3. Container loaders 4. Container conveyors	1. Demonstrate different Product folding equipment 2. Make a power-point presentation on different types of packing and shipping equipments with pictures.	10

Unit 1: Operation and Handling of Machines and Equipments			
Learning Outcome	Theory (10Hrs)	Practical (20Hrs)	Duration (30Hrs)
3. Describe different types of cartons	1. Different types and sizes of cartons 2. Assortment and final inspection related to packing 3. Quality control testing of packing material	1. Demonstrate different types of packing like poly packing, hanger packing,	10
4. Identify Document records related to Packing	1. Identifying and fixing the defects 2. Reporting of detected non-conformities 3. Role of finishing and packing along the supply chain 4. Document records related to the finished and packed style	1. Prepare mock document records related to the style that is to be packed 2. Prepare a power-point presentation of Quality control testing of packing and packing material	5
Total			30

Unit 2: Planning and Organizing Finishing and Packing Process			
Learning Outcome	Theory (5Hrs)	Practical (15Hrs)	Duration (20Hrs)
1. Describe different types of customer labels, washing labels, tags etc.	1. Types of customer labels 2. Meaning of symbols used in customer labels 3. Distribution centers- central and local level 4. Shipment documents 5. Marking details on cartons	1. Visit the industry to learn different types of customer labels, washing labels, tags etc. Collect the samples of these labels and document. 2. Make a report on Invoice packing, Quality control report, Advance shipping notification, AWB- Airway Bill and EWB- Eway bill (Domestic and export)	10

Unit 2: Planning and Organizing Finishing and Packing Process			
Learning Outcome	Theory (5Hrs)	Practical (15Hrs)	Duration (20Hrs)
2. Describe packing list, barcodes and preparation for shipment	1. Introduction to packing list 2. Introduction to barcode 3. Preparation for shipment of products 4. Key points to avoid defects in the Finishing and Packing Operation	1. Visit any garment industry and observe the documents required for the shipping of products. Make a mock sample of those documents and prepare a file explaining about each one of them	5
3. Identify and report problems to concerned authority	1. Finishing and Packing defects found during inspection 2. Reporting problems to supervisor or concerned authority 3. Carrying out foundation inspection safely	1. Identify defects of finishing and packing and prepare a report 2. Collect samples of complete forms, records and other documentation	5
Total			20

Unit 3: Trends in Finishing and Packing Operations			
Learning Outcome	Theory (5Hrs)	Practical (10Hrs)	Duration (15Hrs)
1. Demonstrate Folding and Packing Methods of Basic Garments	1. Folding and packing Methods of Basic Garments <ul style="list-style-type: none"> • Bottom (Pant) • Skirt • Top • Dress • T-shirt • Dungarees • Bedsheet 	1. Demonstrate Folding and Packing Process of Pant, skirt and top	5
2. Describe Problems faced by finishing and Packing department in apparel Industry	1. Ergonomics in Finishing and Packing Department 2. Problems faced by Finishing and Packing Department 3. Solutions to the Problems faced by Finishing and Packing department	1. Prepare a chart on ergonomical problems faced by finishing and packing department in apparel industry	5

Unit 3: Trends in Finishing and Packing Operations			
Learning Outcome	Theory (5Hrs)	Practical (10Hrs)	Duration (15Hrs)
3. Identify The growing demand for Sustainability and Ethical Packing	1. Introduction to sustainable packing 2. Finishing Processes and Packing Materials that are a threat to environment 3. Materials used in Sustainable Packing	1. Prepare an infographic depicting packing materials that are threat to environment and sustainable options in packing industry.	5
Total			15

Unit 4: Maintaining Clean and Hazard Free Working Area-II			
Learning Outcome	Theory (5Hrs)	Practical (10Hrs)	Duration (15Hrs)
1. Identify Importance of routine maintenance and its procedures	1. Importance of running maintenance 2. Running maintenance within agreed schedules 3. Hazards while conducting routine maintenance	1. Prepare a report on various types of maintenance conducted	3
2. Explain cleanliness	1. Benefits of maintaining cleanliness 2. Types of cleaning equipments, substances and their use 3. Safe working practices 4. Cleaning according to schedules and limits of responsibility	1. Prepare an informative poster of cleaning equipments used in any textile or garment industry. 2. Prepare a graphical poster on PPE kit for safety during cleaning process.	4
3. Describe handling of machinery, equipment and tools	1. Safe handling of materials, machinery, equipments and tools 2. Correct lifting and handling procedures 3. Maintenance of tools and equipments	1. Prepare file of safety sign and their meaning 2. Visit a Garment manufacturing firm, discuss with the safety officer / team and prepare a report on safety measures adopted by them.	4

Unit 4: Maintaining Clean and Hazard Free Working Area-II			
Learning Outcome	Theory (5Hrs)	Practical (10Hrs)	Duration (15Hrs)
4. Describe Effective oral and written communication at workplace	1. Introduction to communication process 2. Lines of communication and reporting procedures at workplace 3. Importance of complying with instructions	1. Prepare a graphical poster on SOP (Standard Operating Procedure) instructions.	4
Total			15

Unit 5: Health, Safety and Security related practices at Workplace-II			
Learning Outcome	Theory (5Hrs)	Practical (10Hrs)	Duration (15Hrs)
1. Describe health, safety and security requirements at workplace	1. Health and safety related practices at workplace 2. Access to clean drinking water and sanitary facilities	1. Prepare a report on various types of health and safety related practices.	4
2. Explain Potential safety risks and emergencies	1. Response to potential accidents and emergencies 2. Maintenance and storage of protective equipments	1. Prepare a chart with details of potential hazards and their possible solutions	4
3. Identify and report machinery malfunctions or any other hazard at workplace	1. Types of hazards at workplace 2. Safety signs at workplace and their meaning	1. Prepare a report with pictures and details of all the safety signs at workplace.	4
4. Explain reporting emergency situations	1. Reporting protocol 2. Emergency responses during hazard/emergency 3. Emergency response plan	1. Prepare a sample report of an emergency situation at the workplace.	3
Total			15

6. ORGANISATION OF FIELD VISITS

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

Visit garment industries, Textile mills Workshops, relevant industries and small units to observe the following: Location, Site, Office building, Store, Fabric yard, packing area, Fabric store, Cutting area and Industrial machines. During the visit, students should obtain the following information from the owner or the supervisor of the industry:

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

7. LIST OF EQUIPMENT AND MATERIALS

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

A. Training Material inside Lab

1. Charts of handling equipment's
2. Charts of finishing agents
3. Charts of marks and labels used on packages and boards
4. Samples of packing material
5. Instruments used for opening packages and resealing packages like cutters and strapping machines, clips etc.
6. Unitization devices such as pallets and packing net.
7. Sample copies of packing list, job card, specification sheet and other record documents for learning data entry
8. Sample formats as given in the student's handbook

9. Prepare the charts of organizational hierarchy and process charts (as included in the student's handbook)

B. Equipment's to be seen during Field Visit

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

C. Teaching/Training Aids

1. Computer
2. LCD Projector
3. Projection Screen
4. White/Black Boards
5. Flip Charts

S. No.	Item	Quantity (for a batch of 40 Students)	Tentative Rate (Rs.)	Tentative Price (Rs.)
1.	Paper Scissors	15	30	450
2.	Fabric Scissors	15	300	4500
3.	Rotary Cutter	5	800	4000
4.	Seam Ripper	10	15	150

5.	Pinking Shears	5	300	1500
6.	Meter Stick/Yardstick	5	150	750
7.	L-square	5	400	2,000
8.	Stain Removing Machines (Spot Gun)	5	2,000	10,000
9.	Hangers	10	150	1500
10.	Thread Cutter	10	50	500
11.	Cleaning Brush	5	200	1000
12.	Chemicals	5	2,000	10,000
13.	Types of Stains Swatches file or samples	5	500	1,000
14.	Trims and Accessories sample swatch file	2	1,000	2,000
15.	Tagging Machine and Tags	2	2,500	5,000
16.	Clips, Pins (Boxes)	5	100	500
17.	Finishing/Cleaning Table	5	1,000	5,000
18.	Small Tub	2	300	600
19.	Trolley	1	300	300
20.	Calculator	1	500	500
21.	Inventory/Stock Register	3	100	300
22.	Students Manual	40	50	2000
23.	MS Office Software	1	5,000	5,000
24.	Record Maintenance Sheet	25	10	250
25.	Packing Table	5	1,000	5,000
26.	Garments Made Ups and Home Furnishing Articles	10	1,000	10,000
27.	Furniture (Working Table, cabinets, Stools, etc.), For 15 students	-	-	1,50,000
28.	Teacher's Table and Chair	1	-	10,000
29.	White Board/Black Board and Marker/Chalk	1	-	1,000
30.	First aid Box	1	-	500

31.	Fire Extinguisher	1	-	1,000
32.	Marking Pencils and Pens	15	50	750
33.	Basic Stationery Set	20	100	2000
34.	Measuring Tape	15	10	150
35.	Stapler and Stapler Pins	5	50	250
36.	Files and folders	25	30	750
37.	Push Pins	3	10	30
38.	Paper Cutter	10	30	300
39.	Cartons	5	50	250
40.	Polybags (assortment in sizes and variety)	5	200	1,000
41.	Reporting Formats	10	50	500
TOTAL				2,42,280

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

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

S. No.	Qualification	Minimum Competencies	Age Limit
1.	Post-graduation in Textiles and Clothing or Allied area from a recognized Institute / University, with at least 1-year work/teaching experience in relevant area.	<ul style="list-style-type: none"> Effective communication skills (oral and written) Basic computing skills 	<p>As per the norms applicable</p> <p>Age relaxation to be provided as per Govt. Rules</p>

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

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

of Vocational Teachers/Trainers, Educational Qualifications, Industry Experience, and Certification/Accreditation.

The State may engage Vocational Teachers/Trainers in schools approved under the component of Vocationalisation of Secondary and Higher Secondary Education under RMSA in the following ways:

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

OR

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

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

The educational qualifications required for being a Vocational Teacher/Trainer for a particular job role are clearly mentioned in the curriculum for the particular NSQF compliant job role. The State should ensure that teachers/trainers deployed in the schools have relevant technical competencies for the NSQF qualification being delivered. The Vocational Teachers/Trainers preferably should be certified by the concerned Sector Skill Council for the particular Qualification Pack/Job role which he/she will be teaching. Copies of relevant certificates and/or record of experience of the teacher/trainer in the industry should be kept as record.

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

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

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

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

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

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

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

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

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

9. LIST OF CONTRIBUTORS

1. Dr. Pinki Khanna-Course Coordinator

Professor and Head

Dept. of Home Science and Hospitality Management

PSS Central Institute of Vocational Education, Bhopal

2. Dr. Amita Walia- Member

Professor, Institute of Home Economics

University of Delhi

3. Dr. Meeta Siddhu- Member

Assistant Professor

Symbiosis International University, Pune

4. Nupur Srivastava

Assistant Professor (Contractual)

Dept. of Home Science and Hospitality Management

PSS Central Institute of Vocational Education, Bhopal

5. Amit Chotrani

Assistant Professor (Contractual)

Dept. of Home Science and Hospitality Management

PSS Central Institute of Vocational Education, Bhopal



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