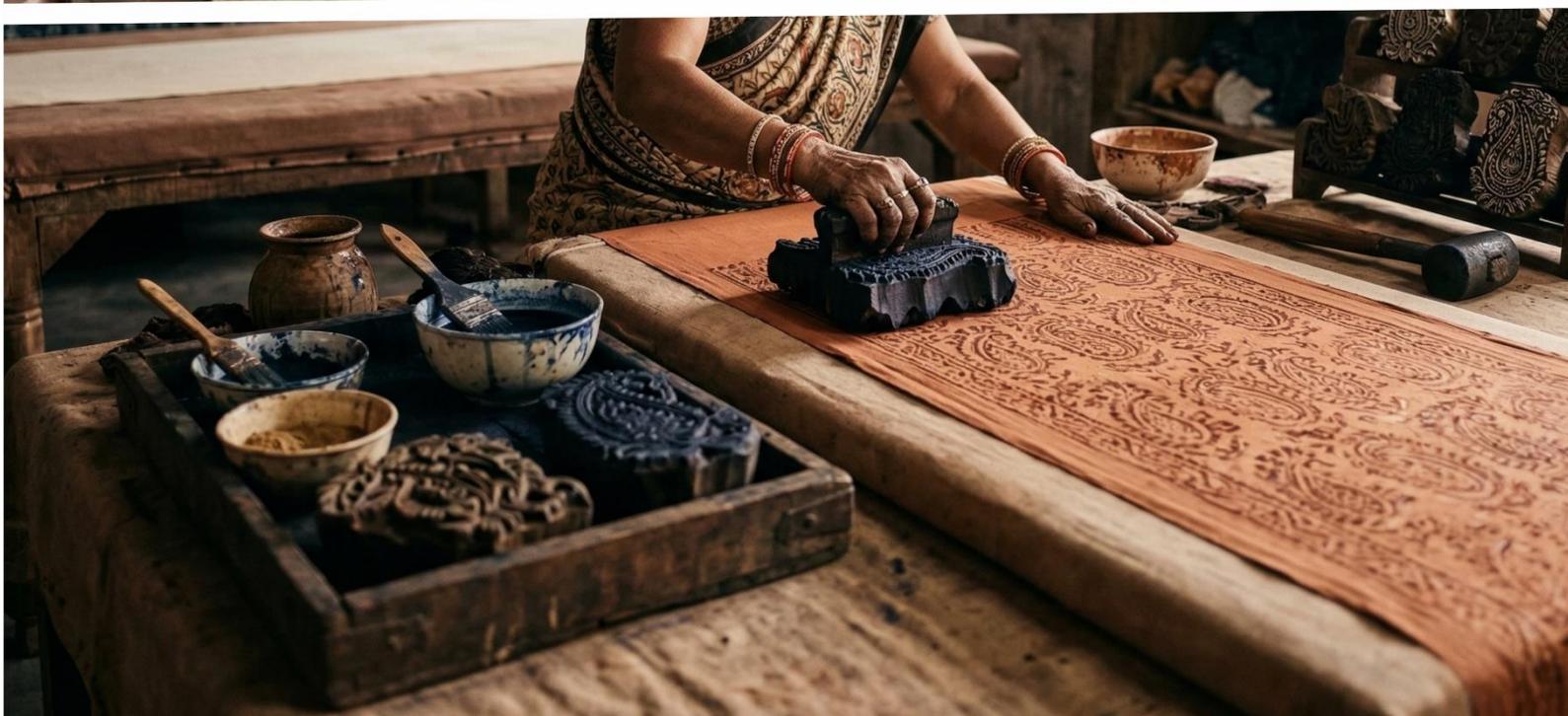


# LEARNING OUTCOME BASED VOCATIONAL CURRICULUM

**Job Role : Hand Block Printer**

**Grade : XI & XII | QP Code : HCS/Q7201**

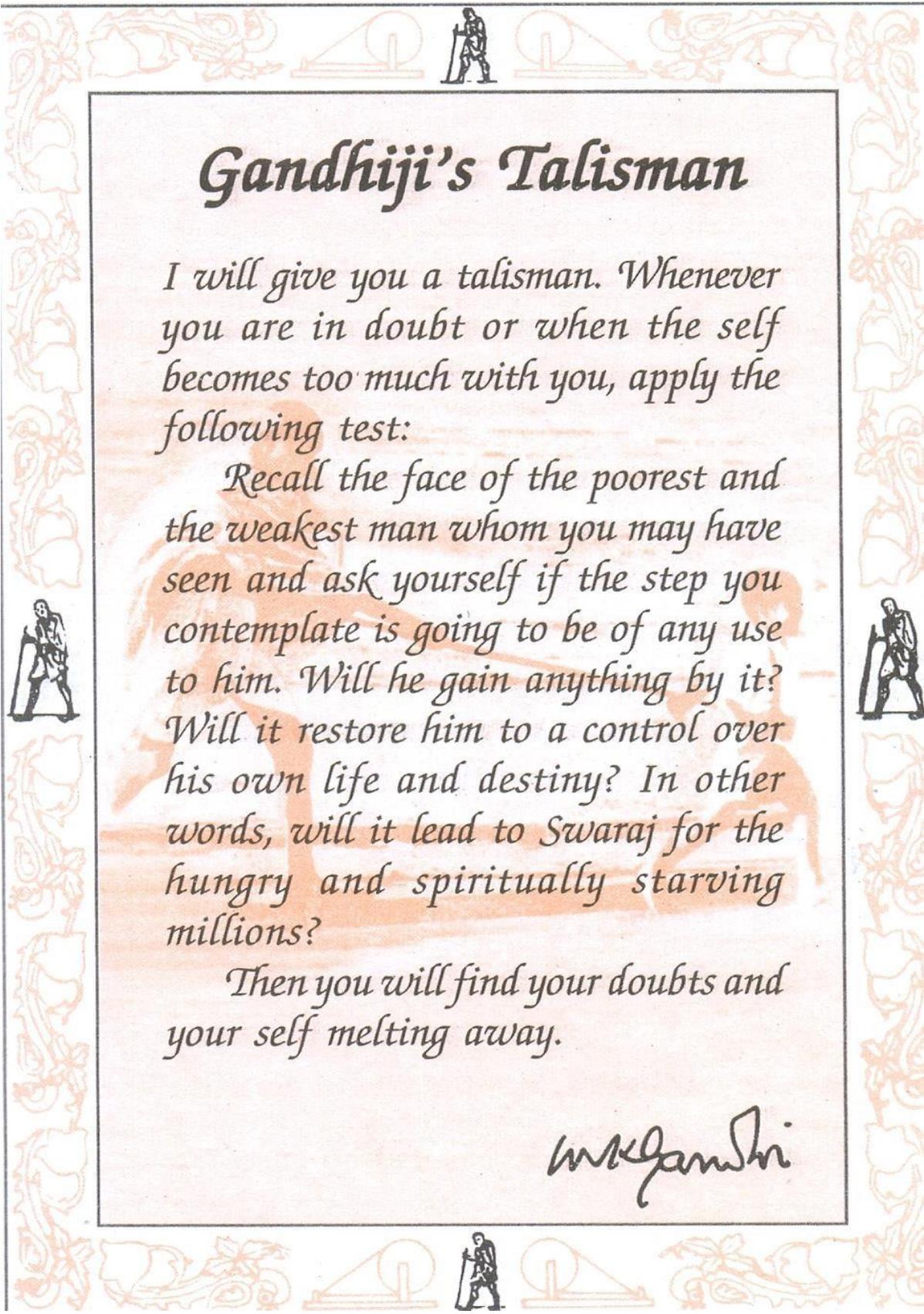


**PSS Central Institute of Vocational Education**

(A constituent Unit of National Council of Educational Research and Training,  
under Ministry of Education, Government of India)

Shyamla Hills, Bhopal - 462 002, Madhya Pradesh, INDIA

[www.psscive.ac.in](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

**Handicrafts and Carpet Sector – HAND  
BLOCK PRINTER**

**JANUARY, 2026**

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

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### **Published by:**

Joint Director

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# FOREWORD

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**T**he 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 Hand Block Printer. The curriculum has been developed for the secondary students of Grade 11 and 12 and is aligned to the National Occupation Standards (NOSs) of a job role identified and approved under the National Skill Qualifications Framework (NSQF).

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

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

**Dinesh Prasad Saklani**  
**Director**  
**National Council of Education Research and Training**

# PREFACE

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**I**ndia 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.

**Deepak Paliwal**  
***Joint Director***  
***PSS Central Institute of Vocational Education***

# ACKNOWLEDGEMENTS

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**O**n 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) and the National Skill Development Corporation (NSDC), 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, Head of 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 Ms. Ashish Kathane, DTP Operator, PSSCIVE in layout, design, typing and composing of the material.

**PSSCIVE Team**

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# 1. COURSE OVERVIEW

---

## **COURSE TITLE: Handicrafts and Carpet Sector – Hand Block Printer**

**A** Hand Block Printer is a job-role associated with the Handicrafts and Carpet Sector. The primary responsibility of a Hand Block Printer is to create a diversified range of hand block printed products using traditional and modern techniques. The artisan must ensure precise alignment, color application, and intricate design execution according to market trends and customer requirements. A Hand Block Printer must maintain consistency in production, meet quality standards, and ensure timely workflow. They should also identify faults in design execution, maintain records of production, and report progress to supervisors. To promote hand block printed products in national and international markets, the artisan must understand customer preferences and industry trends to produce high-quality block-printed textiles. Additionally, a Hand Block Printer should have a keen eye for detail, strong hand-eye coordination, basic mathematical skills, and a deep understanding of color theory and textile properties.

**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 computers.
- Demonstrate self-management skills.
- Demonstrate the ability to provide a self-analysis in the context of entrepreneurial skills and abilities.
- Demonstrate knowledge of the importance of green skills in meeting the challenges of sustainable development and environmental protection.
- Understand technical terms and tools associated with different types of block printing processes.
- Familiarize with the Handicraft and Carpet Industry.
- Identify and understand the roles and responsibilities of a Hand Block Printer.
- Understand the hand block printing process from design development to finishing.
- Identify commonly used tools, dyes, and equipment in block printing.
- Carry out fabric preparation, including washing, drying, and treating textiles before printing.
- Create different designs using traditional and modern block printing techniques.
- Develop a variety of hand block printed products based on market trends and customer needs.
- Apply multiple color layering and shading techniques.
- Carry out finishing, heat setting, varnishing, and packaging of hand block printed products.
- Ensure quality control in hand block printing to maintain consistency and minimize defects.

- Demonstrate an understanding of fabric dyeing and print fixing methods.
- Apply different binding and resist dyeing techniques to enhance product quality.
- Develop a checklist for different tasks within specified areas of printing, finishing, and packaging.
- Understand and implement safety measures in the workplace to prevent hazards.
- Explain strategies for preventing and controlling risks in the workplace.
- Describe different quality measures in the hand block printing industry.
- Report damages or faults in the material or print execution to the responsible authority.
- Ensure business/job opportunities and develop marketing strategies for block printed products.

**COURSE REQUIREMENTS:** The learner should have the basic knowledge of handloom and handicraft.

**COURSE LEVEL:** This is a course for grade XI and XII. On completion of this course, a student can take up a higher level course in the area of Handicrafts and Carpets.

**COURSE DURATION: 600Hrs**

Class 11: 300Hrs

Class 12: 300Hrs

**Total: 600Hrs**

## 2. SCHEME OF UNITS

**T**his course is a planned sequence of instructions consisting of Units meant for developing employability and vocational competencies of students of Grade 11 and 12 opting for vocational subject along with general education subjects. The unit-wise distribution of hours and marks for grade 11 is as follows:

| <b>GRADE 11</b> |                                      |  |  |
|-----------------|--------------------------------------|--|--|
|                 | <b>Units</b>                         | <b>No. of Hours for Theory and Practical 300</b> | <b>Max. Marks for Theory and Practical 100</b> |
| <b>Part A</b>   | <b>Employability Skills</b>          |  |  |
|                 | Unit 1: Communication Skills – III   | 25   | 10   |
|                 | Unit 2: Self-management Skills – III | 25   |  |

|                    |   |            |            |
|--------------------|---|------------|------------|
|                    | Unit 3: Information and Communication Technology Skills – III | 20         |            |
|                    | Unit 4: Entrepreneurial Skills – III                          | 25         |            |
|                    | Unit 5: Green Skills – III                                    | 15         |            |
| <b>Total</b>       |   | <b>110</b> | <b>10</b>  |
| <b>Part B</b>      | <b>Vocational Skills</b>                                      |            |            |
|                    | Unit 1: Handicraft and handloom Sector in India               | 25         | <b>40</b>  |
|                    | Unit 2: Elements & Principles of Design                       | 35         |            |
|                    | Unit 3: Tools and Material                                    | 30         |            |
|                    | Unit 4: Techniques & Process of Hand Block Printing           | 35         |            |
|                    | Unit 5: Product Development                                   | 20         |            |
|                    | Unit 6: Health, Hazard and Safety measures at Workplace       | 20         |            |
| <b>Total</b>       |   | <b>165</b> |            |
| <b>Part C</b>      | <b>Practical Work</b>   |            |            |
|                    | Practical Examination   | 06         | 15         |
|                    | Written Test  | 01         | 10         |
|                    | Viva Voce   | 03         | 10         |
| <b>Total</b>       |   | <b>10</b>  | <b>35</b>  |
| <b>Part D</b>      | <b>Project Work/Field Visit</b>                               |            |            |
|                    | Practical File/Student Portfolio                              | 10         | 10         |
|                    | Viva Voce   | 05         | 05         |
|                    | <b>Total</b>  | <b>15</b>  | <b>15</b>  |
| <b>Grand Total</b> |   | <b>300</b> | <b>100</b> |

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

## GRADE 12

|                    | Units  | No. of Hours for Theory and Practical<br>300 | Max. Marks for Theory and Practical<br>100 |
|--------------------|--|--|--|
| <b>Part A</b>      | <b>Employability Skills</b>                                  |  |  |
|                    | Unit 1: Communication Skills – IV                            | 25   | 10   |
|                    | Unit 2: Self-management Skills – IV                          | 25   |  |
|                    | Unit 3: Information and Communication Technology Skills – IV | 20   |  |
|                    | Unit 4: Entrepreneurial Skills – IV                          | 25   |  |
|                    | Unit 5: Green Skills – IV                                    | 15   |  |
| <b>Total</b>       |  | <b>110</b>                                   | <b>10</b>                                  |
| <b>Part B</b>      | <b>Vocational Skills</b>                                     |  |  |
|                    | Unit 1: Artisans Roles and Responsibilities                  | 35   | 40   |
|                    | Unit 2: Advanced technique for Hand Block printing           | 30   |  |
|                    | Unit 3: Product Development & Finishing                      | 30   |  |
|                    | Unit 4: Marketing Aspects & Current Trends                   | 25   |  |
|                    | Unit 5: Effective Teamwork at Workplace                      | 25   |  |
|                    | Unit 6: Complying with work place requirements               | 20   |  |
| <b>Total</b>       |  | <b>165</b>                                   | <b>40</b>                                  |
| <b>Part C</b>      | <b>Practical Work</b>  |  |  |
|                    | Practical Examination  | 06   | 15   |
|                    | Written Test   | 01   | 10   |
|                    | Viva Voce  | 03   | 10   |
| <b>Total</b>       |  | <b>10</b>                                    | <b>35</b>                                  |
| <b>Part D</b>      | <b>Project Work/Field Visit</b>                              |  |  |
|                    | Practical File/Student Portfolio                             | 10   | 10   |
|                    | Viva Voce  | 05   | 05   |
| <b>Total</b>       |  | <b>15</b>                                    | <b>15</b>                                  |
| <b>Grand Total</b> |  | <b>300</b>                                   | <b>100</b>                                 |

### **3. TEACHING/TRAINING ACTIVITIES**

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**T**he 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, fabric samples 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**

---

**U**pon successful completion of the course by the candidate, the Central/ State Examination Board for Secondary Education and the respective Sector Skill Council will certify the competencies.

The National Skills Qualifications Framework (NSQF) is based on outcomes referenced to the National Occupation Standards (NOSs), rather than inputs. The NSQF level descriptors, which are the learning outcomes for each level, include the process, professional knowledge, professional skills, core skills and responsibility. The assessment is to be undertaken to verify that individuals have the knowledge and skills needed to perform a particular job and that the learning programme undertaken has delivered education at a given standard. It should be

closely linked to certification so that the individual and the employer could come to know the competencies acquired through the vocational subject or course. The assessment should be reliable, valid, flexible, convenient, cost effective and above all it should be fair and transparent. Standardized assessment tools should be used for assessment of knowledge of students. Necessary arrangements should be made for using technology in assessment of students.

## **KNOWLEDGE ASSESSMENT (THEORY)**

**Knowledge Assessment** should include two components: one comprising of internal assessment and second an external examination, including theory examination to be conducted by the Board. The assessment tools shall contain components for testing the knowledge and application of knowledge. The knowledge test can be objective paper-based test or short structured questions based on the content of the curriculum.

### **WRITTEN TEST**

It allows candidates to demonstrate that they have the knowledge and understanding of a given topic. Theory question paper for the vocational subject should be prepared by the subject experts comprising group of experts of academicians, experts from existing vocational subject experts/teachers, and subject experts from university/colleges or industry. The respective Sector Skill Council should be consulted by the Central/State Board for preparing the panel of experts for question paper setting and conducting the examinations. The blue print for the question paper may be as follows:

**Duration: 3 Hrs**

**Max. Mark: 40**

|               |  | <b>No. of Questions</b>           |                               |                              |              |
|---------------|--|-----------------------------------|-------------------------------|------------------------------|--------------|
| <b>S. No.</b> | <b>Typology of Question</b>  | <b>Very Short Answer (1 mark)</b> | <b>Short Answer (2 Marks)</b> | <b>Long Answer (3 Marks)</b> | <b>Marks</b> |
| 1.            | Remembering – (Knowledge based simple recall questions, to know specific facts, terms, concepts, principles, or theories; identify, define or recite, information)                       | 3                                 | 2                             | 2                            | 13           |
| 2.            | Understanding – (Comprehension – to be familiar with meaning and to understand conceptually, interpret, compare, contrast, explain, paraphrase, or interpret information)                | 2                                 | 3                             | 2                            | 14           |
| 3.            | Application – (Use abstract information in concrete situation, to apply knowledge to new situations: Use given content to interpret a situation, provide an example, or solve a problem) | 0                                 | 2                             | 1                            | 07           |

|              |  |              |                |               |                             |
|--------------|--|--------------|----------------|---------------|-----------------------------|
| 4.           | High Order Thinking Skills – (Analysis & Synthesis – Classify, compare, contrast, or differentiate between different pieces of information; Organize and/ or integrate unique pieces of information from a variety of sources) | 0            | 2              | 0             | 04                          |
| 5.           | Evaluation – (Appraise, judge, and/or justify the value or worth of a decision or outcome, or to predict outcomes based on values)   | 0            | 1              | 0             | 02                          |
| <b>Total</b> |  | <b>5x1=5</b> | <b>10x2=20</b> | <b>5x3=15</b> | <b>40<br/>(20questions)</b> |

### **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 organized 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.

## 5. UNIT CONTENTS

### GRADE 11

#### Part A: Employability Skills

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

| UNIT 1: COMMUNICATION SKILLS – III        |  |  |                   |
|---|--|--|-------------------|
| Learning Outcome                          | Theory (10 hrs)  | Practical (15 hrs)   | Duration (25 hrs) |
| 1. Demonstrate knowledge of communication | 1. Introduction to communication process<br>2. Importance of communication<br>3. Elements of communication<br>4. Perspectives in communication<br>5. Effective communication | 1. Role play on the communication process<br>2. Group discussion on the importance of communication and factors affecting perspectives in communication<br>3. Charts preparation on elements of communication<br>4. Classroom discussion on the 7Cs (i.e. Clear, | 03                |

|   |  |  |    |
|---|--|--|----|
|   |  | Concise, Concrete, Correct, Coherent, Courteous and Complete) for effective communication  |    |
| 2. Demonstrate verbal communication               | 1. Verbal communication<br>2. Public Speaking  | 1. Role-play of a phone conversation.<br>2. Group activity on delivering a speech and practicing public speaking   | 02 |
| 3. Demonstrate non-verbal communication           | 1. Importance of non-verbal communication<br>2. Types of non-verbal communication<br>3. Visual communication   | 1. Role-play on non-verbal communication<br>2. Group exercise and discussion on Do's and Don'ts to avoid body language mistakes<br>3. Group activity on methods of communication | 02 |
| 4. Demonstrate speech using correct pronunciation | 1. Pronunciation basics<br>2. Speaking properly<br>3. Phonetics<br>4. Types of sounds  | 1. Group activities on practicing pronunciation  | 01 |
| 5. Apply an assertive communication style         | 1. Important communication styles<br>2. Assertive communication<br>3. Advantages of assertive communication<br>4. Practicing assertive communication | 1. Group discussion on communication styles<br>2. Group discussion on observing and sharing communication styles   | 03 |
| 6. Demonstrate the knowledge of saying no         | 1. Steps for saying 'No'<br>2. Connecting words  | 1. Group discussion on how to say 'No'   | 02 |
| 7. Identify and use parts of speech in writing    | 1. Capitalization<br>2. Punctuation<br>3. Basic parts of speech<br>4. Supporting parts of speech   | 1. Group activity on identifying parts of speech<br>2. Writing a paragraph with punctuation marks<br>3. Group activity on constructing sentences                                 | 03 |

|  |  |  |           |
|--|--|--|-----------|
|  |  | 4. Group activity on identifying parts of speech   |           |
| 8. Write correct sentences and paragraphs                | <ol style="list-style-type: none"> <li>1. Parts of a sentence</li> <li>2. Types of objects</li> <li>3. Types of sentences</li> <li>4. Paragraph</li> </ol> | <ol style="list-style-type: none"> <li>1. Activity on framing sentences</li> <li>2. Activity on active and passive voice</li> <li>3. Assignment on writing different types of sentences</li> </ol>                       | 02        |
| 9. Communicate with people                               | <ol style="list-style-type: none"> <li>1. Greetings</li> <li>2. Introducing self and others</li> </ol>   | <ol style="list-style-type: none"> <li>1. Role-play on formal and informal greetings</li> <li>2. Role-play on introducing someone</li> <li>3. Practice and group discussion on how to greet different people?</li> </ol> | 02        |
| 10. Introduce yourself to others and write about oneself | <ol style="list-style-type: none"> <li>1. Talking about self</li> <li>2. Filling a form</li> </ol>   | <ol style="list-style-type: none"> <li>1. Practicing self-introduction and filling up forms</li> <li>2. Practicing self-introduction to others</li> </ol>  | 01        |
| 11. Develop questioning skill                            | <ol style="list-style-type: none"> <li>1. Main types of questions</li> <li>2. Forming closed and open-ended questions</li> </ol>                           | <ol style="list-style-type: none"> <li>1. Practice exercise on forming questions</li> <li>2. Group activity on framing questions</li> </ol>  | 01        |
| 12. Communicate information about family to others       | <ol style="list-style-type: none"> <li>1. Names of relatives</li> <li>2. Relations</li> </ol>  | <ol style="list-style-type: none"> <li>1. Practice talking about family</li> <li>2. Role-play on talking about family members.</li> </ol>  | 01        |
| 13. Describe habits and routines                         | <ol style="list-style-type: none"> <li>1. Concept of habits and routines</li> </ol>  | <ol style="list-style-type: none"> <li>1. Group discussion on habits and routines</li> <li>2. Group activity on describing routines</li> </ol>   | 01        |
| 14. Ask or give directions to others                     | <ol style="list-style-type: none"> <li>1. Asking for directions</li> <li>2. Using landmarks</li> </ol>   | <ol style="list-style-type: none"> <li>1. Role-play on asking and giving directions</li> <li>2. Identifying symbols used for giving directions</li> </ol>  | 01        |
| <b>Total</b>   |  |  | <b>25</b> |

| <b>UNIT 2: SELF-MANAGEMENT – III</b>  |  |  |                          |
|---|--|--|--------------------------|
| <b>Learning Outcome</b>   | <b>Theory (10 hrs)</b>   | <b>Practical (15 hrs)</b>  | <b>Duration (25 hrs)</b> |
| 1. Identify and analyse own strengths and weaknesses                                    | <ol style="list-style-type: none"> <li>1. Understanding self</li> <li>2. Techniques for identifying strengths and weaknesses</li> <li>3. Difference between interests and abilities</li> </ol> | <ol style="list-style-type: none"> <li>1. Activity on writing aims in life</li> <li>2. Preparing a worksheet on interests and abilities</li> </ol>                             | 03                       |
| 2. Demonstrate personal grooming skills   | <ol style="list-style-type: none"> <li>1. Guidelines for dressing and grooming</li> <li>2. Preparing a personal grooming checklist</li> </ol>  | <ol style="list-style-type: none"> <li>1. Role-play on dressing and grooming standards</li> <li>2. Self-reflection activity on various aspects of personal grooming</li> </ol> | 04                       |
| 3. Maintaining personal hygiene   | <ol style="list-style-type: none"> <li>1. Importance of personal hygiene</li> <li>2. Three steps to personal hygiene</li> <li>3. Essential steps of hand washing</li> </ol>                    | <ol style="list-style-type: none"> <li>1. Role-play on personal hygiene</li> <li>2. Assignment on personal hygiene</li> </ol>  | 03                       |
| 4. Demonstrate the knowledge of working in a team and participating in group activities | <ol style="list-style-type: none"> <li>1. Describe the benefits of teamwork</li> <li>2. Working in a team</li> </ol>   | <ol style="list-style-type: none"> <li>1. Assignment on working in a team</li> <li>2. Self-reflection on teamwork</li> </ol>   | 03                       |
| 5. Develop networking skills  | <ol style="list-style-type: none"> <li>1. Benefits of networking skills</li> <li>2. Steps to build networking skills</li> </ol>  | <ol style="list-style-type: none"> <li>1. Group activity on networking in action</li> <li>2. Assignment on networking skills</li> </ol>  | 03                       |
| 6. Describe the meaning and importance of self-motivation                               | <ol style="list-style-type: none"> <li>1. Meaning of self-motivation</li> <li>2. Types of motivation</li> <li>3. Steps to building self-motivation</li> </ol>                                  | <ol style="list-style-type: none"> <li>1. Activity on staying motivated</li> <li>2. Assignment on reasons hindering motivation</li> </ol>                                      | 03                       |
| 7. Set goals  | <ol style="list-style-type: none"> <li>1. Meaning of goals and purpose of goal-setting</li> <li>2. Setting SMART goals</li> </ol>  | <ol style="list-style-type: none"> <li>1. Assignment on setting SMART goals</li> <li>2. Activity on developing long-term and short-</li> </ol>                                 | 03                       |

|  |  |  |           |
|--|--|--|-----------|
|  |  | term goals using SMART method  |           |
| 8. Apply time management strategies and techniques | <ol style="list-style-type: none"> <li>1. Meaning and importance of time management</li> <li>2. Steps for effective time management</li> </ol> | <ol style="list-style-type: none"> <li>1. Preparing a checklist of daily activities</li> </ol> | 03        |
| <b>Total</b>                                       |  |  | <b>25</b> |

| <b>UNIT 3: INFORMATION AND COMMUNICATION TECHNOLOGY – III</b> |  |  |                          |
|---|--|--|--------------------------|
| <b>Learning Outcome</b>                                       | <b>Theory (08 hrs)</b>   | <b>Practical (12 hrs)</b>  | <b>Duration (20 hrs)</b> |
| 1. Create a document on the word processor                    | <ol style="list-style-type: none"> <li>1. Introduction to ICT</li> <li>2. Advantages of using a word processor.</li> <li>3. Work with Libre Office Writer</li> </ol>   | <ol style="list-style-type: none"> <li>1. Demonstration and practice of the following: <ul style="list-style-type: none"> <li>• Creating a new document</li> <li>• Typing text</li> <li>• Saving the text</li> <li>• Opening and saving file on Microsoft Word/Libre Office Writer.</li> </ul> </li> </ol> | 02                       |
| 2. Identify icons on the toolbar                              | <ol style="list-style-type: none"> <li>1. Status bar</li> <li>2. Menu bar</li> <li>3. Icons on the Menu bar</li> <li>4. Multiple ways to perform a function</li> </ol> | <ol style="list-style-type: none"> <li>1. Group activity on using basic user interface of LibreOffice writer</li> <li>2. Group activity on working with Microsoft Word</li> </ol>  | 02                       |
| 3. Save, close, open and print document                       | <ol style="list-style-type: none"> <li>1. Save a word document</li> <li>2. Close a word document</li> <li>3. Open an existing document</li> <li>4. Print</li> </ol>    | <ol style="list-style-type: none"> <li>1. Group activity on performing the functions for saving, closing and printing documents in LibreOffice Writer</li> <li>2. Group activity on performing the functions for saving, closing and printing documents in</li> </ol>                                      | 02                       |

|   |   | Microsoft Word   |           |
|---|---|--|-----------|
| 4. Format text in a word document                                   | <ol style="list-style-type: none"> <li>1. Change style and size of text</li> <li>2. Align text</li> <li>3. Cut, Copy, Paste</li> <li>4. Find and replace</li> </ol> | <ol style="list-style-type: none"> <li>1. Group activity on formatting text in LibreOffice Writer</li> <li>2. Group activity on formatting text in Microsoft Word</li> </ol>   | 02        |
| 5. Check spelling and grammar in a word document                    | <ol style="list-style-type: none"> <li>1. Use of spell checker</li> <li>2. Autocorrect</li> </ol>   | <ol style="list-style-type: none"> <li>1. Group activity on checking spellings and grammar using LibreOffice Writer</li> <li>2. Group activity on checking spellings and grammar using Microsoft Word</li> </ol>                         | 02        |
| 6. Insert lists, tables, pictures, and shapes in a word document    | <ol style="list-style-type: none"> <li>1. Insert bullet list</li> <li>2. Number list</li> <li>3. Tables</li> <li>4. Pictures</li> <li>5. Shapes</li> </ol>          | <ol style="list-style-type: none"> <li>1. Practical exercise of inserting lists and tables using LibreOffice Writer</li> </ol>   | 03        |
| 7. Insert header, footer and page number in a word document         | <ol style="list-style-type: none"> <li>1. Insert header</li> <li>2. Insert footer</li> <li>3. Insert page number</li> <li>4. Page count</li> </ol>                  | <ol style="list-style-type: none"> <li>1. Practical exercise of inserting header, footer and page numbers in LibreOffice Writer</li> <li>2. Practical exercise of inserting header, footer and page numbers in Microsoft Word</li> </ol> | 03        |
| 8. Make changes by using the track change option in a word document | <ol style="list-style-type: none"> <li>1. Tracking option</li> <li>2. Manage option</li> <li>3. Compare documents</li> </ol>  | <ol style="list-style-type: none"> <li>1. Group activity on performing track changes in LibreOffice Writer</li> <li>2. Group activity on performing track changes in Microsoft Word</li> </ol>   | 04        |
| <b>Total</b>  |   |  | <b>20</b> |

| <b>UNIT 4: ENTREPRENEURIAL SKILLS – III</b>                                   |   |   |                          |
|---|---|---|--------------------------|
| <b>Learning Outcome</b>   | <b>Theory (10 hrs)</b>  | <b>Practical (15 hrs)</b>   | <b>Duration (25 hrs)</b> |
| 1. Differentiate between different kinds of businesses                        | <ol style="list-style-type: none"> <li>1. Introduction to entrepreneurship</li> <li>2. Types of business activities</li> </ol>  | <ol style="list-style-type: none"> <li>1. Role-play on different kinds of businesses around us</li> </ol> | 03                       |
| 2. Describe the significance of entrepreneurial values                        | <ol style="list-style-type: none"> <li>1. Meaning of value</li> <li>2. Values of an Entrepreneur</li> <li>3. Case study on qualities of an entrepreneur</li> </ol>              | <ol style="list-style-type: none"> <li>1. Role-play on qualities of an entrepreneur</li> </ol>            | 03                       |
| 3. Demonstrate the attitudinal changes required to become an entrepreneur     | <ol style="list-style-type: none"> <li>1. Difference between the attitude of entrepreneur and employee</li> </ol>   | <ol style="list-style-type: none"> <li>1. Interviewing employees and entrepreneurs</li> </ol>             | 03                       |
| 4. Develop thinking skills like an entrepreneur                               | <ol style="list-style-type: none"> <li>1. Problems of entrepreneurs</li> <li>2. Problem-solving</li> <li>3. Ways to think like an entrepreneur</li> </ol>                       | <ol style="list-style-type: none"> <li>1. Group activity on identifying and solving problems</li> </ol>   | 04                       |
| 5. Generate business ideas  | <ol style="list-style-type: none"> <li>1. The business cycle</li> <li>2. Principles of idea creation</li> <li>3. Generating a business idea</li> <li>4. Case studies</li> </ol> | <ol style="list-style-type: none"> <li>1. Brainstorming on generating a business idea</li> </ol>          | 04                       |
| 6. Describe customer needs and the importance of conducting a customer survey | <ol style="list-style-type: none"> <li>1. Understanding customer needs</li> <li>2. Conducting a customer survey</li> </ol>  | <ol style="list-style-type: none"> <li>1. Group activity to conduct a customer survey</li> </ol>          | 04                       |
| 7. Create a business plan   | <ol style="list-style-type: none"> <li>1. Importance of business planning</li> <li>2. Preparing a business plan</li> </ol>  | <ol style="list-style-type: none"> <li>1. Group activity on developing a business plan</li> </ol>         | 04                       |

|              |   |  |           |
|--------------|---|--|-----------|
|              | 3. Principles to follow for growing a business<br>4. Case studies |  |           |
| <b>Total</b> |   |  | <b>25</b> |

| <b>UNIT 5: GREEN SKILLS – III</b>  |   |   |                          |
|--|---|---|--------------------------|
| <b>Learning Outcome</b>  | <b>Theory (07 hrs)</b>  | <b>Practical (08 hrs)</b>   | <b>Duration (15 hrs)</b> |
| 1. Describe the importance of the main sector of the green economy                                   | 1. Meaning of ecosystem, food chain and sustainable development<br>2. Main sectors of the green economy- E-waste management, green transportation, renewal energy, green construction, and water management | 1. Group discussion on sectors of green economy<br>2. Poster making on various sectors for promoting green economy  | 06                       |
| 2. Describe the main recommendations of policies for the green economy                               | 1. Policies for a green economy   | 1. Group discussion on initiatives for promoting the green economy<br>2. Writing an essay or a short note on the important initiatives for promoting green economy. | 03                       |
| 3. Describe the major green sectors/ areas and the role of various stakeholders in the green economy | 1. Stakeholders in the green economy  | 1. Group discussion on the role of stakeholders in the green economy<br>2. Making solar bulbs.  | 03                       |
| 4. Identify the role of government and private agencies in the green economy                         | 1. Role of the government in promoting a green economy<br>2. Role of private agencies in promoting green economy  | 1. Group discussion on the role of Government and Private Agencies in promoting a green economy.<br>2. Poster making on green sectors.                              | 03                       |
| <b>Total</b>   |   |   | <b>15</b>                |

# Grade – 11

## Part B: Vocational Skills

| S. No.       | Units   | Duration (165Hrs) |
|--------------|---|-------------------|
| 1.           | Unit 1: Handicraft and Handloom Sector in India         | 25                |
| 2.           | Unit 2: Elements & Principles of Design                 | 35                |
| 3.           | Unit 3: Tools and Material                              | 30                |
| 4.           | Unit 4: Techniques & Process of Hand Block Printing     | 35                |
| 5.           | Unit 5: Product Development                             | 20                |
| 6.           | Unit 6: Health, Hazard and Safety Measures at Workplace | 20                |
| <b>Total</b> |   | <b>165</b>        |

| <b>UNIT 1: HANDICRAFT AND HANDLOOM SECTOR IN INDIA</b>           |  |   |                   |
|--|--|---|-------------------|
| Learning Objectives  | Theory (10Hrs)   | Practical (15 Hrs)  | Duration (25 Hrs) |
| 1. Explain handicraft and handloom industry in India             | <ol style="list-style-type: none"> <li>1. Introduction to handicrafts and handloom</li> <li>2. Scenario of handicrafts in India</li> <li>3. Types of handicraft</li> </ol> | <ol style="list-style-type: none"> <li>1. Documentary on the preparation of handicraft and handloom</li> </ol>          | 7                 |
| 2. Explain hand block printing in India and its scope            | <ol style="list-style-type: none"> <li>1. Introduction to hand block printing</li> <li>2. History and origin</li> <li>3. Scope of hand block</li> </ol>                    | <ol style="list-style-type: none"> <li>1. List of different scope of hand block printing crafts</li> </ol>              | 8                 |
| 3. Discuss characteristics and cultural importance of hand block | <ol style="list-style-type: none"> <li>1. Characteristics of hand block printing</li> <li>2. Cultural importance of hand block printing</li> </ol>                         | <ol style="list-style-type: none"> <li>1. Report on cultural importance of the hand block printing in India.</li> </ol> | 10                |
| <b>Total</b>   |  |   | <b>25</b>         |

| <b>UNIT 2: ELEMENTS &amp; PRINCIPLES OF DESIGN</b>          |  |  |                         |
|---|--|--|-------------------------|
| <b>Learning Outcome</b>                                     | <b>Theory (10Hrs)</b>  | <b>Practical (25 Hrs)</b>  | <b>Duration (35Hrs)</b> |
| 1. Analyze different elements & principle of design         | <ol style="list-style-type: none"> <li>1. Different types of elements of design.</li> <li>2. Principle of design.</li> </ol>                                   | <ol style="list-style-type: none"> <li>1. Create a hand block printing project incorporating various design elements like texture, shape, and color.</li> <li>2. Experiment with different block orientations and alignments.</li> <li>3. Develop a concept board showcasing various design elements and their applications in block printing</li> </ol> | 10                      |
| 2. Implement the concept of colour theory & its application | <ol style="list-style-type: none"> <li>1. Colour theory</li> <li>2. different dimension of colours</li> <li>3. Colour application in block printing</li> </ol> | <ol style="list-style-type: none"> <li>1. Identify and differentiate primary, secondary, and tertiary colors.</li> <li>2. Mix and prepare secondary and tertiary colors.</li> <li>3. Develop a shade card with different color combinations.</li> </ol>  | 15                      |
| 3. Explain placement of design in block printing            | <ol style="list-style-type: none"> <li>1. Design &amp; its types</li> <li>2. Arrangement of design &amp; motifs</li> </ol>                                     | <ol style="list-style-type: none"> <li>1. Prepare a design and colour it with light and dark shades of all colors.</li> <li>2. Make different design used for making salwar suite and saree</li> </ol>   | 10                      |
| <b>Total</b>  |  |  | <b>35</b>               |

| <b>UNIT 3: TOOLS AND MATERIALS</b>                                     |   |   |                         |
|--|---|---|-------------------------|
| <b>Learning Outcome</b>  | <b>Theory (7Hrs)</b>  | <b>Practical (13Hrs)</b>  | <b>Duration (20Hrs)</b> |
| 1. Elaborate different tools and material used for hand block printing | <ol style="list-style-type: none"> <li>1. Tools used for making hand block printing</li> <li>2. materials used for hand block printing</li> </ol> | <ol style="list-style-type: none"> <li>1. List of tools and materials required for hand block printing</li> </ol> | 08                      |

|  |  |   |           |
|--|--|---|-----------|
| 2. Demonstrate safe handling of tools and materials            | <ol style="list-style-type: none"> <li>1. Handling of tools &amp; materials</li> <li>2. Cleaning and maintenance of tools</li> <li>3. Storing the material safely and correctly</li> </ol> | 1. Demonstrate to store the material safely and correctly | 08        |
| 3. Analyze tools and material according to work flow standards | <ol style="list-style-type: none"> <li>1. Tool selection and evaluation</li> <li>2. Material assessment</li> <li>3. Workflow standards &amp; workspace organization</li> </ol>             | 1. Carryout running maintenance of different tools        | 04        |
| <b>Total</b>   |  |   | <b>20</b> |

| <b>UNIT 4: TECHNIQUES &amp; PROCESS OF MAKING HAND BLOCK PRINTING</b> |  |   |                         |
|---|--|---|-------------------------|
| <b>Learning Outcome</b>   | <b>Theory (10 Hrs)</b>   | <b>Practical (25 Hrs)</b>   | <b>Duration (30Hrs)</b> |
| 1. Explain different techniques of hand block printing                | <ol style="list-style-type: none"> <li>1. Different types of block printing: <ul style="list-style-type: none"> <li>• Direct block printing</li> <li>• Resist block printing</li> <li>• Discharge block printing</li> </ul> </li> </ol>  |   | 10                      |
| 2. Discuss the process of making blocks                               | <ol style="list-style-type: none"> <li>1. Types of wood blocks</li> <li>2. Block making process involved: <ul style="list-style-type: none"> <li>• Preparation of wood</li> <li>• Design transfer</li> <li>• Carving of woodblocks</li> <li>• Finishing of woodblocks</li> </ul> </li> </ol> | 1. Show small videos on preparation of different blocks for hand block printing and discuss it in the class | 10                      |

|  |   |   |           |
|--|---|---|-----------|
| 3. Explain the preparation for hand block printing | <ol style="list-style-type: none"> <li>1. Preparation of fabric</li> <li>2. Preparation of blocks</li> <li>3. Preparation of dye paste</li> <li>4. Making of colour tray</li> <li>5. Setting up for printing</li> </ol>                           | 1. Make a power point presentation on the preparation for hand block printing and discuss it in the class | 05        |
| 4. Describe process of making hand block printing  | <ol style="list-style-type: none"> <li>1. Step by step process <ul style="list-style-type: none"> <li>• Pre-treatment of fabric</li> <li>• Printing of fabric</li> <li>• Post treatment of fabric</li> <li>• Quality check</li> </ul> </li> </ol> | 2. Make a chart of process of making hand block printing with pictures                                    | 05        |
| <b>Total</b>                                       |   |   | <b>30</b> |

| <b>UNIT 5: PRODUCT DEVELOPMENT</b>                      |  |  |                         |
|---|--|--|-------------------------|
| <b>Learning Outcome</b>                                 | <b>Theory (10Hrs)</b>  | <b>Practical (25Hrs)</b>   | <b>Duration (35Hrs)</b> |
| 1. Explain diversification of hand block printing       | <ol style="list-style-type: none"> <li>1. Product diversification <ul style="list-style-type: none"> <li>• Apparel</li> <li>• Home furnishing</li> <li>• Accessories</li> <li>• Stationary &amp; gifts</li> <li>• Lifestyle and décor</li> </ul> </li> </ol>   | 1. Through pictures and videos, prepare a power point presentation on diversification of hand block printing | 10                      |
| 2. Development of different hand block printing product | <ol style="list-style-type: none"> <li>1. Planning and designing of hand block printing techniques</li> <li>2. Describe product construction</li> <li>3. Development of hand block printing</li> </ol>   | 1. Organize exhibition arrangement for product display   | 15                      |
| 3. Describe finishing of hand block printing products   | <ol style="list-style-type: none"> <li>1. Post-printing process <ul style="list-style-type: none"> <li>• Drying</li> <li>• Washing the fabric</li> </ul> </li> <li>2. Adding finishing touch <ul style="list-style-type: none"> <li>• Hemming edges</li> <li>• Adding fringes and boarder</li> </ul> </li> </ol> | 1. Drawing and coloring of a commonly used design in hand block printing                                     | 10                      |

|              |   |  |           |
|--------------|---|--|-----------|
|              | 3. Storing of hand block printing product |  |           |
| <b>Total</b> |   |  | <b>35</b> |

| <b>UNIT 6: HEALTH, HAZARD AND SAFETY MEASURES AT WORKPLACE</b>         |   |  |                          |
|--|---|--|--------------------------|
| <b>Learning Outcome</b>  | <b>Theory (7Hrs)</b>  | <b>Practical (13 Hrs)</b>  | <b>Duration (20 Hrs)</b> |
| 1. Analyze potential hazards at workplace                              | 1. Types of potential hazards<br>2. Safety culture and training<br>3. Keeping work area free from potential hazards   | 1. Collect the data and make a report on risk and hazards of industry                              | 06                       |
| 2. Explain health, safety and security at workplace                    | 1. Complying with health and hygiene Instructions<br>2. Safe working practices and organizational procedures<br>3. Good housekeeping practices                | 1. Demonstrate how to handle materials and tools<br>2. Prepare a report of maintenance             | 07                       |
| 3. Discuss environmental management procedures, and emergency response | 1. Environmental Management system<br>2. Potential accidents, emergencies and response<br>3. Different types of sign board at workplace and their application | 1. Visit an industry and study layout of the factory<br>2. Prepare a report of emergency Situation | 07                       |
| <b>Total</b>   |   |  | <b>20</b>                |

# GRADE 12

## Part A: Employability Skills

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

### UNIT 1: COMMUNICATION SKILLS – IV

| Learning Outcome                       | Theory (10 hrs)   | Practical (15 hrs)  | Duration (25 hrs) |
|--|---|---|-------------------|
| 1. Demonstrate active listening skills | 1. Active listening - listening skill, stages of active listening<br>2. Overcoming barriers to active listening | 1. Group discussion on factors affecting active listening<br>2. Poster making on steps for active listening<br>3. Role-play on negative effects of not listening actively | 10                |
| 2. Identify the parts of speech        | 1. Parts of speech – using capitals, punctuation, basic parts of speech, Supporting parts of speech             | 1. Group practice on identifying parts of speech<br>2. Group practice on constructing sentences   | 10                |

|                    |   |   |           |
|--------------------|---|---|-----------|
| 3. Write sentences | <ol style="list-style-type: none"> <li>1. Writing skills to practice the following: <ul style="list-style-type: none"> <li>• Simple sentence</li> <li>• Complex sentence</li> <li>• Types of objects</li> </ul> </li> <li>2. Identify the types of sentences <ul style="list-style-type: none"> <li>• Active and Passive sentences</li> <li>• Statement/ Declarative sentence</li> <li>• Question/ Interrogative sentence</li> <li>• Emotion/ Reaction or Exclamatory sentence</li> <li>• Order or Imperative sentence</li> </ul> </li> <li>3. Paragraph writing</li> </ol> | <ol style="list-style-type: none"> <li>1. Group activity on writing sentences and paragraphs</li> <li>2. Group activity on practicing writing sentences in active or passive voice</li> <li>3. Group activity on writing different types of sentences (i.e., declarative, exclamatory, interrogative and imperative)</li> </ol> | 05        |
| <b>Total</b>       |   |   | <b>25</b> |

**UNIT 2: SELF – MANAGEMENT SKILLS – IV**

| <b>Learning Outcome</b>  | <b>Theory (10 hrs)</b>   | <b>Practical (15 hrs)</b>  | <b>Duration (25 hrs)</b> |
|--|--|--|--------------------------|
| 1. Describe the various factors influencing motivation and positive attitude | <ol style="list-style-type: none"> <li>1. Motivation and positive attitude</li> <li>2. Intrinsic and extrinsic motivation</li> <li>3. Positive attitude – ways to maintain positive attitude</li> <li>4. Stress and stress management - ways to manage stress</li> </ol> | <ol style="list-style-type: none"> <li>1. Role-play on avoiding stressful situations</li> <li>2. Activity on listing negative situations and ways to turn it positive</li> </ol> | 10                       |

|  |  |  |           |
|--|--|--|-----------|
| 2. Describe how to become result oriented  | <ol style="list-style-type: none"> <li>How to become result oriented?</li> <li>Goal setting – examples of result-oriented goals</li> </ol>   | <ol style="list-style-type: none"> <li>Group activity on listing aim in life</li> </ol>  | 05        |
| 3. Describe the importance of self-awareness and the basic personality traits, types and disorders | <ol style="list-style-type: none"> <li>Steps towards self-awareness</li> <li>Personality and basic personality traits</li> <li>Common personality disorders- <ul style="list-style-type: none"> <li>Suspicious</li> <li>Emotional and impulsive</li> <li>Anxious</li> </ul> </li> <li>Steps to overcome Personality disorders</li> </ol> | <ol style="list-style-type: none"> <li>Group discussion on self-awareness</li> <li>Group discussion on common personality disorders</li> <li>Brainstorming steps to overcome personality disorder</li> </ol> | 10        |
| <b>Total</b>   |  |  | <b>25</b> |

**UNIT 3: INFORMATION AND COMMUNICATION TECHNOLOGY  
SKILLS – IV**

| <b>Learning Outcome</b>                                 | <b>Theory (06 hrs)</b>   | <b>Practical (14 hrs)</b>  | <b>Duration (20 hrs)</b> |
|---|--|--|--------------------------|
| 1. Identify the components of a spreadsheet application | <ol style="list-style-type: none"> <li>Getting started with spreadsheet - types of a spreadsheet, steps to start LibreOffice Calc., components of a worksheet.</li> </ol>  | <ol style="list-style-type: none"> <li>Group activity on identifying components of spreadsheet in LibreOffice Calc.</li> </ol> | 02                       |
| 2. Perform basic operations in a spreadsheet            | <ol style="list-style-type: none"> <li>Opening workbook and entering data – types of data, steps to enter data, editing and deleting data in a cell</li> <li>Selecting multiple cells</li> <li>Saving the spreadsheet in various formats</li> <li>Closing the spreadsheet</li> <li>Opening the spreadsheet.</li> </ol> | <ol style="list-style-type: none"> <li>Group activity on working with data on LibreOffice Calc.</li> </ol>                     | 03                       |

|   |   |  |    |
|---|---|--|----|
|   | 6. Printing the spreadsheet.  |  |    |
| 3. Demonstrate the knowledge of working with data and formatting text         | <ol style="list-style-type: none"> <li>Using a spreadsheet for addition – adding value directly, adding by using cell address, using a mouse to select values in a formula, using sum function, copying and moving formula</li> <li>Need to format cell and content</li> <li>Changing text style and font size</li> <li>Align text in a cell</li> <li>Highlight text</li> </ol> | <ol style="list-style-type: none"> <li>Group activity on formatting a spreadsheet in LibreOffice Calc</li> <li>Group activity on performing basic calculations in LibreOffice Calc.</li> </ol> | 02 |
| 4. Demonstrate the knowledge of using advanced features in spreadsheet        | <ol style="list-style-type: none"> <li>Sorting data</li> <li>Filtering data</li> <li>Protecting spreadsheet with password</li> </ol>  | <ol style="list-style-type: none"> <li>Group activity on sorting data in LibreOffice Calc</li> </ol>   | 03 |
| 5. Make use of the software used for making slide presentations               | <ol style="list-style-type: none"> <li>Presentation software available</li> <li>Steps to start LibreOffice Impress</li> <li>Adding text to a presentation</li> </ol>  | <ol style="list-style-type: none"> <li>Group practice on working with LibreOffice Impress tools</li> </ol>   | 02 |
| 6. Demonstrate the knowledge to open, close and save slide presentations      | <ol style="list-style-type: none"> <li>Open, Close, Save and Print a slide presentation</li> </ol>  | <ol style="list-style-type: none"> <li>Group activity on saving, closing and opening a presentation in LibreOffice Impress</li> </ol>  | 01 |
| 7. Demonstrate the operations related to slides and texts in the presentation | <ol style="list-style-type: none"> <li>Working with slides and text in a presentation-adding slides to a presentation, deleting slides, adding and formatting text, highlighting text, aligning text, changing text colour</li> </ol>   | <ol style="list-style-type: none"> <li>Group activity on working with font styles in LibreOffice Impress</li> </ol>  | 04 |
| 8. Demonstrate the use of advanced features in a                              | <ol style="list-style-type: none"> <li>Advanced features used in a presentation</li> <li>Inserting shapes in the</li> </ol>   | <ol style="list-style-type: none"> <li>Group activity on changing slide layout on</li> </ol>   | 03 |

|              |   |                     |           |
|--------------|---|---------------------|-----------|
| presentation | presentation<br>3. Inserting clipart and images in a presentation<br>4. Changing slide layout | LibreOffice Impress |           |
| <b>Total</b> |   |                     | <b>20</b> |

| <b>UNIT 4: ENTREPRENEURIAL SKILLS – IV</b>   |  |  |                          |
|--|--|--|--------------------------|
| <b>Learning Outcome</b>  | <b>Theory (10 hrs)</b>   | <b>Practical (15 hrs)</b>  | <b>Duration (25 hrs)</b> |
| 1. Describe the concept of entrepreneurship and the types and roles and functions entrepreneur | <ol style="list-style-type: none"> <li>1. Entrepreneurship and entrepreneur</li> <li>2. Characteristics of entrepreneurship</li> <li>3. Entrepreneurship-art and science</li> <li>4. Qualities of a successful entrepreneur</li> <li>5. Types of entrepreneurs</li> <li>6. Roles and functions of an entrepreneur</li> <li>7. What motivates an entrepreneur</li> <li>8. Identifying opportunities and risk-taking</li> <li>9. Startups</li> </ol> | <ol style="list-style-type: none"> <li>1. Group discussion on the topic “An entrepreneur is not born but created”.</li> <li>2. Conducting a classroom quiz on various aspects of entrepreneurship.</li> <li>3. Chart preparation on types of entrepreneurs</li> <li>4. Brainstorming activity on What motivates an entrepreneur</li> </ol> | 10                       |
| 2. Identify the barriers to entrepreneurship   | <ol style="list-style-type: none"> <li>1. Barriers to entrepreneurship</li> <li>2. Environmental barriers</li> <li>3. No or faulty business plan</li> <li>4. Personal barriers</li> </ol>  | <ol style="list-style-type: none"> <li>1. Group discussion about “What we fear about entrepreneurship”</li> <li>2. Activity on taking an interview of an entrepreneur.</li> </ol>  | 05                       |
| 3. Identify the attitude that make an entrepreneur successful                                  | <ol style="list-style-type: none"> <li>1. Entrepreneurial attitude</li> </ol>  | <ol style="list-style-type: none"> <li>1. Group activity on identifying entrepreneurial attitude.</li> </ol>   | 05                       |
| 4. Demonstrate the knowledge of entrepreneurial attitude and competencies                      | <ol style="list-style-type: none"> <li>1. Entrepreneurial competencies</li> <li>2. Decisiveness</li> <li>3. Initiative</li> <li>4. Interpersonal skills- positive attitude, stress management</li> <li>5. Perseverance</li> </ol>  | <ol style="list-style-type: none"> <li>1. Playing games, such as “Who am I”.</li> <li>2. Brainstorming a business idea</li> <li>3. Group practice on “Best out of Waste”</li> <li>4. Group discussion on the topic of “Let’s grow</li> </ol>   | 05                       |

|              |   |  |           |
|--------------|---|--|-----------|
|              | 6. Organizational skills-<br>time management, goal<br>setting, efficiency,<br>managing quality. | together”<br>5. Group activity on<br>listing stress and<br>methods to deal with<br>it like Yoga, deep<br>breathing exercises,<br>etc.<br>6. Group activity on time<br>management |           |
| <b>Total</b> |   |  | <b>25</b> |

| <b>UNIT 5: GREEN SKILLS - IV</b>              |   |  |                                   |
|---|---|--|-----------------------------------|
| <b>Learning<br/>Outcome</b>                   | <b>Theory<br/>(05 hrs)</b>  | <b>Practical<br/>(10 hrs)</b>  | <b>Duratio<br/>n<br/>(15 hrs)</b> |
| 1. Identify the benefits<br>of the green jobs | 1. Green jobs<br>2. Benefits of green jobs<br>3. Green jobs in<br>different sectors: <ul style="list-style-type: none"> <li>• Agriculture</li> <li>• Transportation</li> <li>• Water<br/>conservation</li> <li>• Solar and wind<br/>energy</li> <li>• Eco-tourism</li> <li>• Building and<br/>construction</li> <li>• Solid waste<br/>management</li> <li>• Appropriate<br/>technology</li> </ul> | 1. Group discussion on<br>the importance of<br>green job.<br>2. Chart preparation on<br>green jobs in<br>different sectors.                                      | 08                                |
| 2. State the<br>importance of<br>green jobs   | 1. Importance of green<br>jobs in <ul style="list-style-type: none"> <li>• Limiting<br/>greenhouse gas<br/>emissions</li> <li>• Minimizing waste<br/>and pollution</li> <li>• Protecting and<br/>restoring<br/>ecosystems</li> <li>• Adapting to the<br/>effects of climate<br/>change</li> </ul>   | 1. Preparing posters on<br>green jobs.<br>2. Group activity on<br>tree plantation.<br>3. Brainstorming<br>different ways of<br>minimizing waste<br>and pollution | 07                                |
| <b>Total</b>                                  |   |  | <b>15</b>                         |

# GRADE 12

## Part B–Vocational Skills

| S. No.       | Units  | Duration (Hrs) |
|--------------|--|----------------|
| 1.           | Unit 1: Artisans Roles and Responsibilities        | 35             |
| 2.           | Unit 2: Advanced technique for Hand Block printing | 30             |
| 3.           | Unit 3: Product Development & Finishing            | 30             |
| 4.           | Unit 4: Marketing Aspects & Current Trends         | 25             |
| 5.           | Unit 5: Effective Teamwork at Workplace            | 25             |
| 6.           | Unit 6: Complying with work place requirements     | 20             |
| <b>Total</b> |  | <b>165</b>     |

| <b>UNIT 1: ARTISAN ROLES AND RESPONSIBILITIES</b> |  |   |                   |
|---|--|---|-------------------|
| Learning Outcome                                  | Theory (10 Hrs)  | Practical (20Hrs)   | Duration (30 Hrs) |
| 1. Discuss roles and rising opportunities         | <ol style="list-style-type: none"> <li>1. Roles and responsibilities of hand block printing artisan</li> <li>2. Opportunities for hand block printing artisans</li> <li>3. Empowering hand block printing artisan</li> </ol> | <ol style="list-style-type: none"> <li>1. Discuss the roles and responsibilities in the class.</li> </ol>                             | 15                |
| 2. Describe sustainability of hand block printing | <ol style="list-style-type: none"> <li>1. Sustainability of hand block printing products.</li> <li>2. Economic importance of hand block printing</li> </ol>  | <ol style="list-style-type: none"> <li>1. Make a project on sustainability of hand block printing and discuss in the class</li> </ol> | 10                |
| 3. Explain the scope of block printing.           | <ol style="list-style-type: none"> <li>1. Rural development</li> <li>2. Women empowerment</li> <li>3. Cultural tourism</li> </ol>  | <ol style="list-style-type: none"> <li>1. List some scope of hand block printing on chart and show.</li> </ol>                        | 10                |
| <b>Total</b>                                      |  |   | <b>30</b>         |

| <b>UNIT 2: ADVANCED TECHNIQUES FOR HAND BLOCK PRINTING</b>          |  |  |                         |
|---|--|--|-------------------------|
| <b>Learning Outcome</b>   | <b>Theory (10Hrs)</b>  | <b>Practical (20Hrs)</b>   | <b>Duration (30Hrs)</b> |
| 1. Analyze advanced techniques used in hand block printing          | <ol style="list-style-type: none"> <li>1. Traditional and contemporary block printing techniques</li> <li>2. Application of block printing techniques on textile products</li> <li>3. Modern adaptations of block printing</li> </ol>                                | <ol style="list-style-type: none"> <li>1. Experiment with layering techniques and block textures.</li> <li>2. Create an advanced pattern sample book showcasing different block printing styles.</li> </ol>                                      | 12                      |
| 2. Discuss different types of patterns used in hand block printings | <ol style="list-style-type: none"> <li>1. Different types of patterns</li> <li>2. Religious &amp; mythological themes</li> <li>3. Role of symmetry, repetition, and negative space in hand block printed patterns.</li> </ol>  | <ol style="list-style-type: none"> <li>1. Develop a portfolio of different hand block printing patterns categorized by theme and region.</li> </ol>  | 10                      |
| 3. Identify authentic hand block print material                     | <ol style="list-style-type: none"> <li>1. Distinguish genuine hand block printed fabrics from machine-printed ones.</li> <li>2. Regional authenticity marks and traditional motifs.</li> <li>3. Characteristics of traditional block printing techniques.</li> </ol> | <ol style="list-style-type: none"> <li>1. Examine fabric characteristics such as dye absorption, print irregularities, and handmade textures.</li> <li>2. Apply pattern variations on different fabrics to study their visual impact.</li> </ol> | 07                      |
| <b>Total</b>  |  |  | <b>30</b>               |

| <b>UNIT 3: PRODUCTS DEVELOPMENT &amp; FINISHING</b> |  |  |                          |
|---|--|--|--------------------------|
| <b>Learning Outcome</b>                             | <b>Theory (10 Hrs)</b>   | <b>Practical (20Hrs)</b>   | <b>Duration (30 Hrs)</b> |
| 1. Develop hand block printed saree                 | <ol style="list-style-type: none"> <li>1. Design planning and fabric selection</li> <li>2. Block printing process</li> <li>3. Finishing and quality control</li> </ol> | <ol style="list-style-type: none"> <li>1. Create a blueprint or sketch for a hand block printing product, considering size, shape, and materials.</li> </ol> | 10                       |

|  |  |  |           |
|--|--|--|-----------|
| 2. Apply professional finishing techniques.    | <ol style="list-style-type: none"> <li>1. Tools &amp; material required for finishing.</li> <li>2. Binding techniques for hand block printing.</li> <li>3. Preventing colour transfer</li> </ol>       | <ol style="list-style-type: none"> <li>1. Explore innovative techniques such as foil printing and embossing to enhance the final product.</li> </ol>   | 10        |
| 3. Maintain ideal atmosphere for preservation. | <ol style="list-style-type: none"> <li>4. Challenges in preservation</li> <li>5. Atmosphere for the preservation of finished product.</li> <li>6. Quality management in hand block printing</li> </ol> | <ol style="list-style-type: none"> <li>2. Set up a controlled environment to store a finished block-printed piece.</li> <li>3. Apply durability tests for different preservation methods.</li> </ol> | 10        |
| <b>Total</b>                                   |  |  | <b>30</b> |

#### UNIT 4: MARKETING ASPECTS AND CURRENT TRENDS

| Learning Outcome  | Theory (10 Hrs)  | Practical (15Hrs)  | Duration (25Hrs) |
|---|--|--|------------------|
| 1. Analyze marketing aspects of selling product's         | <ol style="list-style-type: none"> <li>1. Marketing concepts</li> <li>2. Strategies for selling hand block printing products.</li> <li>3. Exporting hand block printing product.</li> </ol>  | <ol style="list-style-type: none"> <li>1. Develop a cost analysis sheet.</li> <li>2. Organize an exhibition to showcase products and create promotional materials.</li> </ol>                            | 10               |
| 2. Describe current trends of hand block printing product | <ol style="list-style-type: none"> <li>1. Current trends of hand block printing product.</li> <li>2. Modern developments and global recognition</li> <li>3. Importance of hand block printing craft sector in national economy.</li> </ol> | <ol style="list-style-type: none"> <li>1. Develop a simple marketing plan for a chosen product line.</li> <li>2. Conduct research on digital marketing strategies for craft-based businesses.</li> </ol> | 05               |
| 3. Identify hand block printing in modern era             | <ol style="list-style-type: none"> <li>1. Contemporary design in hand block printing</li> <li>2. Block printing with different surface ornamentation techniques</li> </ol>   | <ol style="list-style-type: none"> <li>1. Create a themed project incorporating embroidery with block printing.</li> <li>2. Experiment with digital block printing techniques.</li> </ol>                | 10               |

|              |   |  |           |
|--------------|---|--|-----------|
|              | 3. Challenges and future of hand block printing |  |           |
| <b>Total</b> |   |  | <b>25</b> |

| <b>UNIT 5: EFFECTIVE TEAMWORK AT WORKPLACE</b>   |  |   |                         |
|--|--|---|-------------------------|
| <b>Learning Outcome</b>  | <b>Theory (10Hrs)</b>  | <b>Practical (15 Hrs)</b>   | <b>Duration (25Hrs)</b> |
| 1. Describe the value of accountability, adaptability, commitment and trust in the workplace | 1. Accountability & its importance<br>2. Adaptability & its importance<br>3. Commitment & its importance<br>4. Trust & its importance<br>5. Principal responsibilities           | 1. Prepare a chart on role and duties of hand block printing product artisan. | 15                      |
| 2. Describe creative freedom at workplace  | 1. Creative freedom and its importance<br>2. Developing the skill of creative thinking and problem solving<br>3. Improving the existing techniques to improve process efficiency | 1. Practice constructing hand block printing product components               | 10                      |
| <b>Total</b>   |  |   | <b>25</b>               |

| <b>UNIT 6: COMPLYING WITH WORK PLACE REQUIREMENTS</b>            |   |   |                          |
|--|---|---|--------------------------|
| <b>Learning Outcome</b>  | <b>Theory (10 Hrs)</b>  | <b>Practical (10 Hrs)</b>   | <b>Duration (20 Hrs)</b> |
| 1. Explain teamwork, communication and coordination at workplace | 1. Team-work and coordination with team members<br>2. Behavioural aspects of successful teamwork<br>3. Communication skills in the workplace and language proficiency | 1. Team-building workshops that focus on improving team dynamics and coordination.<br>2. Exercises to improve employees' communication skills in the workplace, focusing on writing, speaking, and comprehension. | 10                       |

|  |  |   |           |
|--|--|---|-----------|
| 2. Applying and promoting workplace requirements | <ol style="list-style-type: none"> <li>1. Developing personal development goals and management tools and practices</li> <li>2. Evaluating one's own performance and achieving excellence</li> <li>3. Motivation to full-fill workplace requirements</li> </ol> | <ol style="list-style-type: none"> <li>1. Preparation of checklist and schedules for development goal and management tools</li> <li>2. Preparation of a self-evaluation template to assess the performance at workplace.</li> </ol> | 05        |
| <b>Total</b>                                     |  |   | <b>20</b> |

## 6. ORGANISATION OF FIELD VISITS

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

Visit Craft mela, Exhibitions, Market, Workshops, relevant clusters, industries and small units to observe the following: Location, Site, Office building, Store, Handloom yard, Packing area, Handicraft production area, 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 tools and equipment of Hand Block printing handicraft
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. Any other information

## 7. LIST OF EQUIPMENT AND MATERIALS

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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 students can regularly practice and acquire adequate hands-on experience.

### A. Training Material inside Lab

1. Charts of handling equipment
2. Charts of different processes related to hand block printing
3. Samples of hand block printed textiles
4. Equipment used for developing hand block printed products
5. Wooden blocks used for hand block printing

### B. Equipment to be Seen During Field Visit

1. Organizational chart of the hand block printing industry/workshop
2. Dyeing units
3. Large-scale printing tables and workstations
4. Any other automatic and semi-automatic equipment used on-site
5. Safety and security equipment on-site:
  - Fire extinguisher
  - Security cameras
  - LCD screens
  - Safety sign boards
  - Personal protective equipment (PPE) like gloves, helmets, jackets, harness, etc.
  - Locking systems
6. Housekeeping equipment on-site:
  - Vacuum cleaner
  - Mops
  - Cleaning chemicals
  - Cleaning robots
  - Air purifiers
  - Filtering machines
  - Spill absorbents

7. Waste disposal equipment such as scrap bins, recyclers, waste processing machines, etc.
8. Any other equipment mentioned in the student's manual can be observed 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<br>(for 40 Students) | Rate per<br>unit (INR) | Total Cost<br>(INR) |
|--------|-------------------------|-------------------------------|------------------------|---------------------|
| 1      | Wooden printing blocks  | 50                            | 300                    | 15,000              |
| 2      | Cotton fabric (Meters)  | 100                           | 150                    | 15,000              |
| 3      | Silk fabric (Meters)    | 20                            | 600                    | 12,000              |
| 4      | Natural dyes (kg)       | 10                            | 500                    | 5,000               |
| 5      | Synthetic dyes (kg)     | 10                            | 400                    | 4,000               |
| 6      | Printing table          | 5                             | 10,000                 | 50,000              |
| 7      | Rubber gloves           | 40                            | 100                    | 4,000               |
| 8      | Measuring cups          | 20                            | 150                    | 3,000               |
| 9      | Mixing bowls            | 20                            | 250                    | 5,000               |
| 10     | Brushes (Various sizes) | 100                           | 50                     | 5,000               |
| 11     | Spatulas                | 20                            | 200                    | 4,000               |
| 12     | Ironing table           | 5                             | 4,000                  | 20,000              |
| 13     | Steam press             | 5                             | 6,000                  | 30,000              |
| 14     | Fixation chamber        | 1                             | 25,000                 | 25,000              |
| 15     | Drying rack             | 10                            | 3,000                  | 30,000              |
| 16     | Masking tape (Rolls)    | 20                            | 100                    | 2,000               |

|              |                            |    |       |                 |
|--------------|----------------------------|----|-------|-----------------|
| 17           | Squeegees                  | 20 | 200   | 4,000           |
| 18           | Water sprayers             | 10 | 300   | 3,000           |
| 19           | Safety goggles             | 40 | 200   | 8,000           |
| 20           | Aprons                     | 40 | 300   | 12,000          |
| 21           | Waste disposal bins        | 5  | 1,500 | 7,500           |
| 22           | Packaging material (Rolls) | 20 | 500   | 10,000          |
| 23           | Paper towels (Packs)       | 20 | 200   | 4,000           |
| 24           | Stencil cutting tools      | 20 | 600   | 12,000          |
| 25           | Digital weighing scale     | 2  | 4,000 | 8,000           |
| <b>TOTAL</b> |                            |    |       | <b>2,97,500</b> |

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

**Q**ualification 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 Fashion Design, textile design, handicrafts or in allied area from a recognized Institute/University, with at least 1 year work experience in relevant area. | <ul style="list-style-type: none"> <li>• Effective communication skills (oral and written)</li> <li>• Basic computing skills</li> </ul> | <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.

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*\* 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.*

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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 the 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 grade XI or grade XII;
4. Continuous up-gradation of knowledge and skills related to the vocational pedagogy, communication skills and vocational subject;
5. Membership of professional society at District, State, Regional, National and International level;
6. Development of teaching-learning materials in the subject area;

7. Efforts made in developing linkages with the Industry/Establishments;
8. Efforts made towards involving the local community in Vocational Education
9. Publication of papers in National and International Journals;
10. Organisation of activities for promotion of vocational subjects;
11. Involvement in placement of students/student support services.

## 9. LIST OF CONTRIBUTORS

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