Learning Outcome Based Vocational Carriculum

Job Role: Hand Block Printer

Qualification Pack: HCS/Q7201

Sector: Handicrafts and Carpet Sector

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एन सी ई आर टी
NCERT

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

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.

LEARNING OUTCOME BASED VOCATIONAL

CURRICULUM

Handicrafts and Carpet Sector – HAND BLOCK PRINTER

SEPTEMBER, 2026

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FOREWORD

The Pandit Sunderlal Sharma Central Institute of Vocational Education (PSSCIVE) a constituent of the National Council of Educational Research and Training (NCERT) is spearheading the efforts of developing learning outcome-based 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

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

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

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

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

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

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

Deepak Paliwal
Joint Director
PSS Central Institute of Vocational Education

ACKNOWLEDGEMENTS

On behalf of the team at the PSS Central Institute of Vocational Education (PSSCIVE) we are grateful to the members of the Project Approval Board (PAB) of *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 Mr. 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

This 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:

GRADE 11			
	Units	**No. of Hours for Theory and Practical 300**	**Max. Marks for Theory and Practical100**
Part A	**Employability Skills**		
	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	
Total		**110**	**10**
Part B	**Vocational Skills**		
	Unit 1: Introduction to Handicraft and Handloom Sector in India	25	**40**
	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	
Total		**165**	**40**
Part C	**Practical Work**		
	Practical Examination	06	15
	Written Test	01	10
	Viva Voce	03	10
Total		**10**	**35**
Part D	**Project Work/Field Visit**		
	Practical File/Student Portfolio	10	10
	Viva Voce	05	05
	Total	**15**	**15**
Grand Total		**300**	**100**

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

GRADE 12			
	Units	**No. of Hours for Theory and Practical 300**	**Max. Marks for Theory and Practical 100**
Part A	**Employability Skills**		
	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	
Total		**110**	**10**
Part B	**Vocational Skills**		
	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	
Total		**165**	**40**
Part C	**Practical Work**		
	Practical Examination	06	15
	Written Test	01	10
	Viva Voce	03	10
Total		**10**	**35**
Part D	**Project Work/Field Visit**		
	Practical File/Student Portfolio	10	10
	Viva Voce	05	05
Total		**15**	**15**
Grand Total		**300**	**100**

3. TEACHING/TRAINING ACTIVITIES

The teaching and training activities have to be conducted in classroom, laboratory/ workshops and field visits. Students should be taken to field visits for interaction with experts and to expose them to the various tools, equipment, materials, procedures and operations in the workplace. Special emphasis should be laid on the occupational safety, health and hygiene during the training and field visits.

CLASSROOM ACTIVITIES

Classroom activities are an integral part of this course and interactive lecture sessions, followed by discussions should be conducted by trained vocational teachers. Vocational teachers should make effective use of a variety of instructional or teaching aids, such as audio-video materials, colour slides, charts, diagrams, models, 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

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

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

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

KNOWLEDGE ASSESSMENT (THEORY)

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

WRITTEN TEST

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

Duration: 3 Hrs **Max. Mark: 40**

		No. of Questions			
S. No.	**Typology of Question**	**Very Short Answer (1 mark)**	**Short Answer (2 Marks)**	**Long Answer (3 Marks)**	**Marks**
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, private 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
Total		**5x1=5**	**10x2=20**	**5x3=15**	**40 (20questions)**

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
Total		**110**

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 2. Importance of communication 3. Elements of communication 4. Perspectives in communication 5. Effective communication	1. Role play on the communication process 2. Group discussion on the importance of communication and factors affecting perspectives in communication 3. Charts preparation on elements of communication 4. 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 2. Public Speaking	1. Role-play of a phone conversation. 2. Group activity on delivering a speech and practicing public speaking	02
3. Demonstrate non-verbal communication	1. Importance of non-verbal communication 2. Types of non-verbal communication 3. Visual communication	1. Role-play on non-verbal communication 2. Group exercise and discussion on Do's and Don'ts to avoid body language mistakes 3. Group activity on methods of communication	02
4. Demonstrate speech using correct pronunciation	1. Pronunciation basics 2. Speaking properly 3. Phonetics 4. Types of sounds	1. Group activities on practicing pronunciation	01
5. Apply an assertive communication style	1. Important communication styles 2. Assertive communication 3. Advantages of assertive communication 4. Practicing assertive communication	1. Group discussion on communication styles 2. Group discussion on observing and sharing communication styles	03
6. Demonstrate the knowledge of saying no	1. Steps for saying 'No' 2. Connecting words	1. Group discussion on how to say 'No'	02
7. Identify and use parts of speech in writing	1. Capitalization 2. Punctuation 3. Basic parts of speech 4. Supporting parts of speech	1. Group activity on identifying parts of speech 2. Writing a paragraph with punctuation marks 3. Group activity on constructing sentences	03

		4. Group activity on identifying parts of speech	
8. Write correct sentences and paragraphs	1. Parts of a sentence 2. Types of objects 3. Types of sentences 4. Paragraph	1. Activity on framing sentences 2. Activity on active and passive voice 3. Assignment on writing different types of sentences	02
9. Communicate with people	1. Greetings 2. Introducing self and others	1. Role-play on formal and informal greetings 2. Role-play on introducing someone 3. Practice and group discussion on how to greet different people?	02
10. Introduce yourself to others and write about oneself	1. Talking about self 2. Filling a form	1. Practicing self-introduction and filling up forms 2. Practicing self-introduction to others	01
11. Develop questioning skill	1. Main types of questions 2. Forming closed and open-ended questions	1. Practice exercise on forming questions 2. Group activity on framing questions	01
12. Communicate information about family to others	1. Names of relatives 2. Relations	1. Practice talking about family 2. Role-play on talking about family members.	01
13. Describe habits and routines	1. Concept of habits and routines	1. Group discussion on habits and routines 2. Group activity on describing routines	01
14. Ask or give directions to others	1. Asking for directions 2. Using landmarks	1. Role-play on asking and giving directions 2. Identifying symbols used for giving directions	01
Total			**25**

UNIT 2: SELF-MANAGEMENT – III			
Learning Outcome	**Theory (10 hrs)**	**Practical (15 hrs)**	**Duration (25 hrs)**
1. Identify and analyse own strengths and weaknesses	1. Understanding self 2. Techniques for identifying strengths and weaknesses 3. Difference between interests and abilities	1. Activity on writing aims in life 2. Preparing a worksheet on interests and abilities	03
2. Demonstrate personal grooming skills	1. Guidelines for dressing and grooming 2. Preparing a personal grooming checklist	1. Role-play on dressing and grooming standards 2. Self-reflection activity on various aspects of personal grooming	04
3. Maintaining personal hygiene	1. Importance of personal hygiene 2. Three steps to personal hygiene 3. Essential steps of hand washing	1. Role-play on personal hygiene 2. Assignment on personal hygiene	03
4. Demonstrate the knowledge of working in a team and participating in group activities	1. Describe the benefits of teamwork 2. Working in a team	1. Assignment on working in a team 2. Self-reflection on teamwork	03
5. Develop networking skills	1. Benefits of networking skills 2. Steps to build networking skills	1. Group activity on networking in action 2. Assignment on networking skills	03
6. Describe the meaning and importance of self-motivation	1. Meaning of self-motivation 2. Types of motivation 3. Steps to building self-motivation	1. Activity on staying motivated 2. Assignment on reasons hindering motivation	03
7. Set goals	1. Meaning of goals and purpose of goal-setting 2. Setting SMART goals	1. Assignment on setting SMART goals 2. Activity on developing long-term and short-	03

		term goals using SMART method	
8. Apply time management strategies and techniques	1. Meaning and importance of time management 2. Steps for effective time management	1. Preparing a checklist of daily activities	03
Total			**25**

UNIT 3: INFORMATION AND COMMUNICATION TECHNOLOGY – III			
Learning Outcome	**Theory (08 hrs)**	**Practical (12 hrs)**	**Duration (20 hrs)**
1. Create a document on the word processor	1. Introduction to ICT 2. Advantages of using a word processor. 3. Work with Libre Office Writer	1. Demonstration and practice of the following: • Creating a new document • Typing text • Saving the text • Opening and saving file on Microsoft Word/Libre Office Writer.	02
2. Identify icons on the toolbar	1. Status bar 2. Menu bar 3. Icons on the Menu bar 4. Multiple ways to perform a function	1. Group activity on using basic user interface of LibreOffice writer 2. Group activity on working with Microsoft Word	02
3. Save, close, open and print document	1. Save a word document 2. Close a word document 3. Open an existing document 4. Print	1. Group activity on performing the functions for saving, closing and printing documents in LibreOffice Writer 2. Group activity on performing the functions for saving, closing and printing documents in	02

		Microsoft Word	
4. Format text in a word document	1. Change style and size of text 2. Align text 3. Cut, Copy, Paste 4. Find and replace	1. Group activity on formatting text in LibreOffice Writer 2. Group activity on formatting text in Microsoft Word	02
5. Check spelling and grammar in a word document	1. Use of spell checker 2. Autocorrect	1. Group activity on checking spellings and grammar using LibreOffice Writer 2. Group activity on checking spellings and grammar using Microsoft Word	02
6. Insert lists, tables, pictures, and shapes in a word document	1. Insert bullet list 2. Number list 3. Tables 4. Pictures 5. Shapes	1. Practical exercise of inserting lists and tables using LibreOffice Writer	03
7. Insert header, footer and page number in a word document	1. Insert header 2. Insert footer 3. Insert page number 4. Page count	1. Practical exercise of inserting header, footer and page numbers in LibreOffice Writer 2. Practical exercise of inserting header, footer and page numbers in Microsoft Word	03
8. Make changes by using the track change option in a word document	1. Tracking option 2. Manage option 3. Compare documents	1. Group activity on performing track changes in LibreOffice Writer 2. Group activity on performing track changes in Microsoft Word	04
Total			**20**

UNIT 4: ENTREPRENEURIAL SKILLS – III			
Learning Outcome	**Theory (10 hrs)**	**Practical (15 hrs)**	**Duration (25 hrs)**
1. Differentiate between different kinds of businesses	1. Introduction to entrepreneurship 2. Types of business activities	1. Role-play on different kinds of businesses around us	03
2. Describe the significance of entrepreneurial values	1. Meaning of value 2. Values of an Entrepreneur 3. Case study on qualities of an entrepreneur	1. Role-play on qualities of an entrepreneur	03
3. Demonstrate the attitudinal changes required to become an entrepreneur	1. Difference between the attitude of entrepreneur and employee	1. Interviewing employees and entrepreneurs	03
4. Develop thinking skills like an entrepreneur	1. Problems of entrepreneurs 2. Problem-solving 3. Ways to think like an entrepreneur	1. Group activity on identifying and solving problems	04
5. Generate business ideas	1. The business cycle 2. Principles of idea creation 3. Generating a business idea 4. Case studies	1. Brainstorming on generating a business idea	04
6. Describe customer needs and the importance of conducting a customer survey	1. Understanding customer needs 2. Conducting a customer survey	1. Group activity to conduct a customer survey	04
7. Create a business plan	1. Importance of business planning 2. Preparing a business plan	1. Group activity on developing a business plan	04

	3. Principles to follow for growing a business 4. Case studies		
Total			**25**

UNIT 5: GREEN SKILLS – III			
Learning Outcome	**Theory (07 hrs)**	**Practical (08 hrs)**	**Duration (15 hrs)**
1. Describe the importance of the main sector of the green economy	1. Meaning of ecosystem, food chain and sustainable development 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 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 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 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 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. 2. Poster making on green sectors.	03
Total			**15**

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
Total		**165**

UNIT 1: INTRODUCTION TO HANDICRAFT SECTOR IN INDIA

Learning Objectives	Theory (10Hrs)	Practical (15 Hrs)	Duration (25 Hrs)
1. Explain handicraft and handloom industry in India	1. Introduction to handicrafts and handloom 2. Scenario of handicrafts in India 3. Types of handicraft	1. Documentary on the preparation of handicraft and handloom	7
2. Explain hand block printing in India and its scope	1. Introduction to hand block printing 2. History and origin 3. Scope of hand block	1. List of different scope of hand block printing crafts	8
3. Discuss characteristics and cultural importance of hand block	1. Characteristics of hand block printing 2. Cultural importance of hand block printing	1. Report on cultural importance of the hand block printing in India.	10
Total			**25**

UNIT 2: ELEMENTS & PRINCIPLES OF DESIGN			
Learning Outcome	**Theory (10Hrs)**	**Practical (25 Hrs)**	**Duration (35Hrs)**
1. Analyze different elements & principle of design	1. Different types of elements of design. 2. Principle of design.	1. Create a hand block printing project incorporating various design elements like texture, shape, and color. 2. Experiment with different block orientations and alignments. 3. Develop a concept board showcasing various design elements and their applications in block printing	10
2. Implement the concept of colour theory & its application	1. Colour theory 2. different dimension of colours 3. Colour application in block printing	1. Identify and differentiate primary, secondary, and tertiary colors. 2. Mix and prepare secondary and tertiary colors. 3. Develop a shade card with different color combinations.	15
3. Explain placement of design in block printing	1. Design & its types 2. Arrangement of design & motifs	1. Prepare a design and colour it with light and dark shades of all colors. 2. Make different design used for making salwar suite and saree	10
Total			**35**

UNIT 3: TOOLS AND MATERIALS			
Learning Outcome	**Theory (7Hrs)**	**Practical (13Hrs)**	**Duration (20Hrs)**
1. Elaborate different tools and material used for hand block printing	1. Tools used for making hand block printing 2. materials used for hand block printing	1. List of tools and materials required for hand block printing	08

2. Demonstrate safe handling of tools and materials	1. Handling of tools & materials 2. Cleaning and maintenance of tools 3. Storing the material safely and correctly	1. Demonstrate to store the material safely and correctly	08
3. Analyze tools and material according to work flow standards	1. Tool selection and evaluation 2. Material assessment 3. Workflow standards & workspace organization	1. Carryout running maintenance of different tools	04
Total			**20**

UNIT 4: PROCESS OF MAKING HAND BLOCK PRINTING PRODUCTS			
Leaning Outcome	**Theory (10 Hrs)**	**Practical (25 Hrs)**	**Duration (30Hrs)**
1. Explain different techniques of hand block printing	1. Different types of block printing: • Direct block printing • Resist block printing • Discharge block printing		10
2. Discuss the process of making blocks	1. Types of wood blocks 2. Block making process involved: • Preparation of wood • Design transfer • Carving of woodblocks • Finishing of woodblocks	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	1. Preparation of fabric 2. Preparation of blocks 3. Preparation of dye paste 4. Making of colour tray 5. Setting up for printing	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	1. Step by step process • Pre-treatment of fabric • Printing of fabric • Post treatment of fabric • Quality check	2. Make a chart of process of making hand block printing with pictures	05
Total			**30**

UNIT 5: PRODUCT DEVELOPMENT			
Learning Outcome	**Theory (10Hrs)**	**Practical (25Hrs)**	**Duration (35Hrs)**
1. Explain diversification of hand block printing	1. Product diversification • Apparel • Home furnishing • Accessories • Stationary & gifts • Lifestyle and décor	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	1. Planning and designing of hand block printing techniques 2. Describe product construction 3. Development of hand block printing	1. Organize exhibition arrangement for product display	15
3. Describe finishing of hand block printing products	1. Post-printing process • Drying • Washing the fabric 2. Adding finishing touch • Hemming edges • Adding fringes and boarder	1. Drawing and coloring of a commonly used design in hand block printing	10

	3. Storing of hand block printing product		
Total			**35**

UNIT 6: HEALTH, HAZARD AND SAFETY MEASURES AT WORKPLACE			
Learning Outcome	**Theory (7Hrs)**	**Practical (13 Hrs)**	**Duration (20 Hrs)**
1. Analyze potential hazards at workplace	1. Types of potential hazards 2. Safety culture and training 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 2. Safe working practices and organizational procedures 3. Good housekeeping practices	1. Demonstrate how to handle materials and tools 2. Prepare a report of maintenance	07
3. Discuss environmental management procedures, and emergency response	1. Environmental Management system 2. Potential accidents, emergencies and response 3. Different types of sign board at workplace and their application	1. Visit an industry and study layout of the factory 2. Prepare a report of emergency Situation	07
Total			**20**

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
Total		**110**

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 2. Overcoming barriers to active listening	1. Group discussion on factors affecting active listening 2. Poster making on steps for active listening 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 2. Group practice on constructing sentences	10

3. Write sentences	1. Writing skills to practice the following: • Simple sentence • Complex sentence • Types of objects 2. Identify the types of sentences • Active and Passive sentences • Statement/ • Declarative sentence • Question/ • Interrogative sentence • Emotion/ • Reaction or Exclamatory sentence • Order or Imperative sentence 3. Paragraph writing	1. Group activity on writing sentences and paragraphs 2. Group activity on practicing writing sentences in active or passive voice 3. Group activity on writing different types of sentences (i.e., declarative, exclamatory, interrogative and imperative)	05
Total			**25**

UNIT 2: SELF – MANAGEMENT SKILLS – IV			
Learning Outcome	**Theory (10 hrs)**	**Practical (15 hrs)**	**Duration (25 hrs)**
1. Describe the various factors influencing motivation and positive attitude	1. Motivation and positive attitude 2. Intrinsic and extrinsic motivation 3. Positive attitude – ways to maintain positive attitude 4. Stress and stress management - ways to manage stress	1. Role-play on avoiding stressful situations 2. Activity on listing negative situations and ways to turn it positive	10

2. Describe how to become result oriented	1. How to become result oriented? 2. Goal setting – examples of result-oriented goals	1. Group activity on listing aim in life	05
3. Describe the importance of self-awareness and the basic personality traits, types and disorders	1. Steps towards self-awareness 2. Personality and basic personality traits 3. Common personality disorders- • Suspicious • Emotional and impulsive • Anxious 4. Steps to overcome Personality disorders	1. Group discussion on self-awareness 2. Group discussion on common personality disorders 3. Brainstorming steps to overcome personality disorder	10
Total			**25**

UNIT 3: INFORMATION AND COMMUNICATION TECHNOLOGY SKILLS – IV			
Learning Outcome	**Theory (06 hrs)**	**Practical (14 hrs)**	**Duration (20 hrs)**
1. Identify the components of a spreadsheet application	1. Getting started with spreadsheet - types of a spreadsheet, steps to start LibreOffice Calc., components of a worksheet.	1. Group activity on identifying components of spreadsheet in LibreOffice Calc.	02
2. Perform basic operations in a spreadsheet	1. Opening workbook and entering data – types of data, steps to enter data, editing and deleting data in a cell 2. Selecting multiple cells 3. Saving the spreadsheet in various formats 4. Closing the spreadsheet 5. Opening the spreadsheet.	1. Group activity on working with data on LibreOffice Calc.	03

	6. Printing the spreadsheet.		
3. Demonstrate the knowledge of working with data and formatting text	1. 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 2. Need to format cell and content 3. Changing text style and font size 4. Align text in a cell 5. Highlight text	1. Group activity on formatting a spreadsheet in LibreOffice Calc 2. Group activity on performing basic calculations in LibreOffice Calc.	02
4. Demonstrate the knowledge of using advanced features in spreadsheet	1. Sorting data 2. Filtering data 3. Protecting spreadsheet with password	1. Group activity on sorting data in LibreOffice Calc	03
5. Make use of the software used for making slide presentations	1. Presentation software available 2. Stapes to start LibreOffice Impress 3. Adding text to a presentation	1. Group practice on working with LibreOffice Impress tools	02
6. Demonstrate the knowledge to open, close and save slide presentations	1. Open, Close, Save and Print a slide presentation	1. Group activity on saving, closing and opening a presentation in LibreOffice Impress	01
7. Demonstrate the operations related to slides and texts in the presentation	1. 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	1. Group activity on working with font styles in LibreOffice Impress	04
8. Demonstrate the use of advanced features in a	1. Advanced features used in a presentation 2. Inserting shapes in the	1. Group activity on changing slide layout on	03

presentation	presentation 3. Inserting clipart and images in a presentation 4. Changing slide layout	LibreOffice Impress	
Total			**20**

UNIT 4: ENTREPRENEURIAL SKILLS – IV			
Learning Outcome	**Theory (10 hrs)**	**Practical (15 hrs)**	**Duration (25 hrs)**
1. Describe the concept of entrepreneurship and the types and roles and functions entrepreneur	1. Entrepreneurship and entrepreneur 2. Characteristics of entrepreneurship 3. Entrepreneurship-art and science 4. Qualities of a successful entrepreneur 5. Types of entrepreneurs 6. Roles and functions of an entrepreneur 7. What motivates an entrepreneur 8. Identifying opportunities and risk-taking 9. Startups	1. Group discussion on the topic "An entrepreneur is not born but created". 2. Conducting a classroom quiz on various aspects of entrepreneurship. 3. Chart preparation on types of entrepreneurs 4. Brainstorming activity on What motivates an entrepreneur	10
2. Identify the barriers to entrepreneurship	1. Barriers to entrepreneurship 2. Environmental barriers 3. No or faulty business plan 4. Personal barriers	1. Group discussion about "What we fear about entrepreneurship" 2. Activity on taking an interview of an entrepreneur.	05
3. Identify the attitude that make an entrepreneur successful	1. Entrepreneurial attitude	1. Group activity on identifying entrepreneurial attitude.	05
4. Demonstrate the knowledge of entrepreneurial attitude and competencies	1. Entrepreneurial competencies 2. Decisiveness 3. Initiative 4. Interpersonal skills-positive attitude, stress management 5. Perseverance	1. Playing games, such as "Who am I". 2. Brainstorming a business idea 3. Group practice on "Best out of Waste" 4. Group discussion on the topic of "Let's grow	05

	6. Organizational skills- time management, goal setting, efficiency, managing quality.	together" 5. Group activity on listing stress and methods to deal with it like Yoga, deep breathing exercises, etc. 6. Group activity on time management	
Total			**25**

UNIT 5: GREEN SKILLS - IV			
Learning Outcome	**Theory (05 hrs)**	**Practical (10 hrs)**	**Duration (15 hrs)**
1. Identify the benefits of the green jobs	1. Green jobs 2. Benefits of green jobs 3. Green jobs in different sectors: • Agriculture • Transportation • Water conservation • Solar and wind energy • Eco-tourism • Building and construction • Solid waste management • Appropriate technology	1. Group discussion on the importance of green job. 2. Chart preparation on green jobs in different sectors.	08
2. State the importance of green jobs	1. Importance of green jobs in • Limiting greenhouse gas emissions • Minimizing waste and pollution • Protecting and restoring ecosystems • Adapting to the effects of climate change	1. Preparing posters on green jobs. 2. Group activity on tree plantation. 3. Brainstorming different ways of minimizing waste and pollution	07
Total			**15**

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
Total		**165**

UNIT 1: ARTISAN ROLES AND RESPONSIBILITIES

Learning Outcome	Theory (10 Hrs)	Practical (20Hrs)	Duration (30 Hrs)
1. Discuss roles and rising opportunities	1. Roles and responsibilities of hand block printing artisan 2. Opportunities for hand block printing artisans 3. Empowering hand block printing artisan	1. Discuss the roles and responsibilities in the class.	15
2. Describe sustainability of hand block printing	1. Sustainability of hand block printing products. 2. Economic importance of hand block printing	1. Make a project on sustainability of hand block printing and discuss in the class	10
3. Explain the scope of block printing.	1. Rural development 2. Women empowerment 3. Cultural tourism	1. List some scope of hand block printing on chart and show.	10
Total			**30**

UNIT 2: ADVANCED TECHNIQUES FOR HAND BLOCK PRINTING			
Learning Outcome	**Theory (10Hrs)**	**Practical (20Hrs)**	**Duration (30Hrs)**
1. Analyze advanced techniques used in hand block printing	1. Traditional and contemporary block printing techniques 2. Application of block printing techniques on textile products 3. Modern adaptations of block printing	1. Experiment with layering techniques and block textures. 2. Create an advanced pattern sample book showcasing different block printing styles.	12
2. Discuss different types of patterns used in hand block printings	1. Different types of patterns 2. Religious & mythological themes 3. Role of symmetry, repetition, and negative space in hand block printed patterns.	1. Develop a portfolio of different hand block printing patterns categorized by theme and region.	10
3. Identify authentic hand block print material	1. Distinguish genuine hand block printed fabrics from machine-printed ones. 2. Regional authenticity marks and traditional motifs. 3. Characteristics of traditional block printing techniques.	1. Examine fabric characteristics such as dye absorption, print irregularities, and handmade textures. 2. Apply pattern variations on different fabrics to study their visual impact.	07
Total			**30**

UNIT 3: PRODUCTS DEVELOPMENT & FINISHING			
Learning Outcome	**Theory (10 Hrs)**	**Practical (20Hrs)**	**Duration (30 Hrs)**
1. Develop hand block printed saree	1. Design planning and fabric selection 2. Block printing process 3. Finishing and quality control	1. Create a blueprint or sketch for a hand block printing product, considering size, shape, and materials.	10

2. Apply professional finishing techniques.	1. Tools & material required for finishing. 2. Binding techniques for hand block printing. 3. Preventing colour transfer	1. Explore innovative techniques such as foil printing and embossing to enhance the final product.	10
3. Maintain ideal atmosphere for preservation.	4. Challenges in preservation 5. Atmosphere for the preservation of finished product. 6. Quality management in hand block printing	2. Set up a controlled environment to store a finished block-printed piece. 3. Apply durability tests for different preservation methods.	10
Total			**30**

UNIT 4: MARKETING ASPECTS AND CURRENT TRENDS			
Learning Outcome	**Theory (10 Hrs)**	**Practical (15Hrs)**	**Duration (25Hrs)**
1. Analyze marketing aspects of selling product's	1. Marketing concepts 2. Strategies for selling hand block printing products. 3. Exporting hand block printing product.	1. Develop a cost analysis sheet. 2. Organize an exhibition to showcase products and create promotional materials.	10
2. Describe current trends of hand block printing product	1. Current trends of hand block printing product. 2. Modern developments and global recognition 3. Importance of hand block printing craft sector in national economy.	1. Develop a simple marketing plan for a chosen product line. 2. Conduct research on digital marketing strategies for craft-based businesses.	05
3. Identify hand block printing in modern era	1. Contemporary design in hand block printing 2. Block printing with different surface ornamentation techniques	1. Create a themed project incorporating embroidery with block printing. 2. Experiment with digital block printing techniques.	10

	3. Challenges and future of hand block printing		
Total			**25**

UNIT 5: EFFECTIVE TEAMWORK AT WORKPLACE			
Learning Outcome	**Theory (10Hrs)**	**Practical (15 Hrs)**	**Duration (25Hrs)**
1. Describe the value of accountability, adaptability, commitment and trust in the workplace	1. Accountability & its importance 2. Adaptability & its importance 3. Commitment & its importance 4. Trust & its importance 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 2. Developing the skill of creative thinking and problem solving 3. Improving the existing techniques to improve process efficiency	1. Practice constructing hand block printing product components	10
Total			**25**

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

2. Applying and promoting workplace requirements	1. Developing personal development goals and management tools and practices 2. Evaluating one's own performance and achieving excellence 3. Motivation to full-fill workplace requirements	1. Preparation of checklist and schedules for development goal and management tools 2. Preparation of a self-evaluation template to assess the performance at workplace.	05
Total			**20**

6. ORGANISATION OF FIELD VISITS

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

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 (for 40 Students)	Rate per unit (INR)	Total Cost (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
TOTAL				**2,97,500**

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

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

S. No.	Qualification	Minimum Competencies	Age Limit
1.	Post-graduation in Fashion Design, Textile Design, Handicrafts or in allied area from a recognized Institute/University, with at least 1 year work experience in relevant area.	• Effective communication skills (oral and written) • Basic computing skills	As per the norms applicable. Age relaxation to be provided as per Govt. Rules

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

These guidelines have been prepared with an aim to help and guide the States in engaging quality Vocational Teachers/Trainers in the schools. Various parameters that need to be looked into while engaging the Vocational Teachers/Trainers are mode and procedure of selection of Vocational Teachers/Trainers, Educational Qualifications, Industry Experience, and Certification/Accreditation.
The State may engage Vocational Teachers/Trainers in schools approved under the component of Vocationalisation of Secondary and Higher Secondary Education under RMSA in the following ways:

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

OR

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

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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.*

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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