

PACKER

(QUALIFICATION PACK: Ref.Id.AMH/Q1407)

SECTOR: APPAREL, MADE-UPS AND HOME FURNISHING

LEARNING OUTCOME BASED VOCATIONAL CURRICULUM

Class 11 & 12

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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 Human Resource Development, Government of India)

Shyamla Hills, BHOPAL-462013, Madhya Pradesh, India

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

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Apparel, Made-Ups and Home Furnishing– Packer (First Version)

JANUARY 2020

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FOREWORD

The Pandit Sunderlal Sharma Central Institute of Vocational Education (PSSCIVE), a constituent unit of National Council of Educational Research and Training (NCERT) is spearheading the efforts of developing learning outcome based vocational curriculum and courseware aimed at integrating both vocational and general qualifications to open pathways of career progression for students. It is a part of Vocationalisation of Education under *Samagra Shiksha*. The PSS Central Institute of Vocational Education (PSSCIVE) is developing curricula under the project approved by the Project Approval Board (PAB) of *Samagra Shiksha* of Ministry of Human Resource Development (MHRD), Govt. of India. The main purpose of the learning outcome based vocational curriculum is to bring about improvement in teaching-learning process and working competencies through learning outcomes embedded in the vocational subject.

It is a matter of great pleasure to introduce this learning outcome based vocational curriculum as part of the vocational training package for the job role of **Packer (AMH/Q1407)**. The curriculum has been developed for the higher secondary students of vocational education and is aligned to the National Occupation Standards (NOSs) of a job role identified and approved under the National Skill Qualification Framework (NSQF).

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

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

HRUSHIKESH SENAPATY

Director

National Council of Education Research and Training

PREFACE

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

In order to fulfil the growing aspirations of our youth and the demand of skilled human resource, the Ministry of Human Resource Development (MHRD), Government of India introduced the revised Centrally Sponsored Scheme of Vocationalisation of Secondary and Higher Secondary Education in 2012 with the aim 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. The scheme was subsumed in *Samagra Shiksha* in 2018 along with other schemes of school education. For spearheading the Vocationalisation Education, the PSS Central Institute of Vocational Education (PSSCIVE) was entrusted the responsibility to develop learning outcome based vocational curriculum, student workbooks, teacher handbooks and e-learning materials for the job roles in various sectors, with growth potential for employment.

The PSSCIVE firmly believes that the vocationalisation of education in the nation needs to be established on a strong footing of philosophical, cultural and sociological traditions and it should aptly address the needs and aspirations of the students besides meeting the skill demands of the industry. The curriculum, therefore, aims at developing the desired professional, managerial and communication skills to fulfil the needs of the society and the world of work. In order to honour its commitment to the nation, the PSSCIVE has initiated the work on developing learning outcome based vocational curriculum with the involvement of faculty members and leading experts in respective fields. It is being done through the concerted efforts of leading academicians, professionals, policy makers, partner institutions, Vocational Education and Training experts, industry representatives, and teachers. The expert group through a series of consultations, working group meetings and use of reference materials develops a National Curriculum. Currently, the Institute is working on developing curricula and courseware for over 50 job roles in various sectors, besides the curricula developed for 100 job roles.

We extend our gratitude to all the contributors for selflessly sharing their precious knowledge, acclaimed expertise, valuable time and positively responding to our request for development of curriculum. We are grateful to MHRD and NCERT for the financial support and cooperation in realising the objective of providing learning outcome based vocational curriculum and courseware to the States and other stakeholders under the PAB (Project Approval Board) approved project of *Samagra Shiksha* of Ministry of Human Resource Development (MHRD), Government of India.

Finally, for transforming the proposed curriculum design into a vibrant reality of implementation, all the institutions involved in the delivery system shall have to come together with a firm commitment and they should secure optimal community support. The

success of this curriculum depends upon its effective implementation and it is expected that the managers of vocational education and training system, including subject teachers will make efforts to create better facilities, develop linkages with the world of work and foster a conducive environment as per the content of the curriculum document.

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

RAJESH P. KHAMBAYAT

Joint Director

PSS Central Institute of Vocational Education

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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 Human Resource Development (MHRD), Government of India for the financial support to the project for development of curricula.

We are grateful to the Director, National Council of Educational Research & Training (NCERT) for his support and guidance. We also acknowledge the contributions of our colleagues at the Technical Support Group of Samagra Shiksha, MHRD, National Skill Development Agency (NSDA) and National Skill Development Corporation (NSDC) and **Apparel, Made-ups and Home Furnishing Sector Skill Council (AMHSSC)** for their academic support and cooperation. We are grateful to the expert contributors for their earnest effort and contributions in the development of this learning outcome based vocational curriculum. Their names are acknowledged in the list of contributors.

We are also grateful to Dr. Pinki Khanna, Course Coordinator, Department of Home Science & Hospitality Management, PSSCIVE, Bhopal for her contributions.

The contributions made by Dr. Vinay Swarup Mehrotra, Professor and Head, Department of Agriculture and Animal Husbandry and Curriculum Development and Evaluation Centre (CDEC), Dr. Vipin Kumar Jain, Associate Professor and Head, Department of Humanities, Science, Education and Research and Dr. Dipak D. Shudhalwar, Associate Professor and Head, Department of Engineering and Technology, PSSCIVE in development of the curriculum for the employability skills are duly acknowledged.

The assistance provided by Dr. Nishi Sharma, Consultant, Department of Home Science and Hospitality Management and Mr. Meet Kumar Vishwakarma, Computer Operator Programme Planning and Monitoring Centre and Mr. Vijendra Borban, DTP Operator, Department of Department of Home Science and Hospitality Management in layout, design and composing of the material is duly acknowledged.

PSSCIVE Team

CONTENTS

S. No.	Title		Page No.
	Foreword		i
	Preface		ii
	Acknowledgements		iv
1.	Course Overview		01
2.	Scheme of Units		02
3.	Teaching/Training Activities		03
4.	Assessment and Certification		04
5.	Unit Content	CLASS 11	
	Part A	Employability Skills	07
		Unit 1: Communication Skills - III	07
		Unit 2: Self-management Skills – III	07
		Unit 3: Information and Communication Technology Skills – III	08
		Unit 4: Entrepreneurial Skills – III	09
		Unit 5: Green Skills – III	10
	Part B	Vocational Skills	10
		Unit 1: Introduction to Packing in Apparel Sector	11
		Unit 2: Executing Packing Tasks	11
		Unit 3: Maintaining a Clean and Hazard Free Working Area	12
		Unit 4: Health and Safety Practices Applicable at Workplace	13
		Unit 5: Legal, Regulatory and Ethical Requirements	14
	CLASS 12		
	Part A	Employability Skills	15
		Unit 1: Communication Skills – IV	15
		Unit 2: Self-management Skills – IV	16
		Unit 3: Information and Communication Technology Skills – IV	16
		Unit 4: Entrepreneurial Skills – IV	17
		Unit 5: Green Skills – IV	18

		Part B	Vocational Skills	19
			Unit1: Planning and Organizing Packing and Shipment	19
			Unit 2: Packing Process	21
			Unit 3: Maintaining a Clean and Hazard Free Working Area	22
			Unit4: Health, Safety and Security at Workplace	23
			Unit 5: Industry and Organizational Requirements	24
6.	Organisation of Field Visits			25
7.	List of Equipment and Materials			25
8.	Vocational Teacher's/ Trainer's Qualification and Guidelines			26
9.	List of Contributors			29

1. COURSE OVERVIEW

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

Packaging is a very important aspect in post-production process. The Packer in Finishing department does the task of packing of finished Products like garments, home furnishing and made ups articles, making them ready for subsequent dispatch. He checks and ensures correct labels, right tagging, suitable inner packaging, appropriate outer package, carton size, sealing of carton etc. Packer is responsible for ensuring delivery of packed products ready to dispatch while maintaining the quality parameters. The operation consists of packaging process activities from folding, inner packing, outer packing, labelling, marking, inner layer etc. to finally packed in carton or as special instruction defined by buyer. A packer must possess good interpersonal skills, very good eye sight and be vigilant to detect faults, as it is the last step before any product reaches to customer. He/she should have basic mathematical skills, particularly making elementary calculations and measuring skill. Student should possess good oral communication skills in vernacular.

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

- ☐ Apply effective oral and written communication skills to interact with people and customers
- ☐ Identify the principal components of a computer system
- ☐ Demonstrate the basic skills of using computer
- ☐ Demonstrate self-management skills
- ☐ Demonstrate the ability to provide a self-analysis in context of entrepreneurial skills and abilities
- ☐ Demonstrate the knowledge of importance of green skills in meeting the challenges of sustainable development and environment protection
- ☐ Describe technical terms and tools associated with different types of processes
- ☐ Identify and list the material required for packing
- ☐ Demonstrate different methods of packing
- ☐ Identify and use correct cartons for packing goods
- ☐ Read job card to understand packing mode and styles as per product
- ☐ Identify components of tasks required to do the packing
- ☐ Explain job card/work ticket terminologies and its applications
- ☐ Identify and arrange materials and accessories required for the task of packing
- ☐ Develop checklist for different tasks within specified area of packing
- ☐ Demonstrate Checking procedure for packing according to specification
- ☐ Describe importance of safety and health measures in the industry and practice it
- ☐ Explain strategies for preventing hazards at workplace
- ☐ Explain measures to control hazards at workplace
- ☐ Report damage or faults in material and assembly to the responsible person.
- ☐ Describe different quality measures

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

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

COURSE DURATION: 600 Hrs

Class 11: 300 Hrs

Class 12: 300 Hrs

Total : 600 Hrs

2. SCHEME OF UNITS

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

CLASS 11			
	Units	No. of Hours for Theory and Practical 300	Max. Marks for Theory and Practical 100
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 Packing in Apparel Sector	50	40
	Unit 2: Executing Packing Tasks	50	
	Unit 3: Maintaining a Clean and Hazard Free Working Area	25	
	Unit 4: Health and Safety Practices Applicable at Workplace	20	
	Unit 5: Legal, Regulatory and Ethical 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

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

CLASS 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		
	Unit1: Planning and Organizing Packing and Shipment	50	40
	Unit 2: Packing Process	50	
	Unit 3: Maintaining a Clean and Hazard Free Working Area	25	
	Unit4: Health, Safety and Security at Workplace	20	
	Unit 5: Industry and Organizational Requirements	20	
		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, 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: 03 Hrs

Max. Mark: 40

S. No.	Typology of Question	No. of Questions			Marks
		Very Short Answer (1 mark)	Short Answer (2 Marks)	Long Answer (3 Marks)	
1.	Remembering – (Knowledge based simple recall questions, to know specific facts, terms, concepts, principles, or theories; identify, define or recite, information)	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	0	1	0	02

	values)				
	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 organised as part of the project work. Field visits can be followed by a small-group work/project work. When the class returns from the field visit, each group might be asked to use the information that they have gathered to prepare presentations or reports of their observations. Project work should be assessed on the basis of practical file or student portfolio.

Student Portfolio is a compilation of documents that supports the candidate's claim of competence. Documents may include reports, articles, photos of products prepared by students in relation to the unit of competency.

Viva voce allows candidates to demonstrate communication skills and content knowledge. Audio or video recording can be done at the time of viva voce. The number of external examiners would be decided as per the existing norms of the Board and these norms should be suitably adopted/adapted as per the specific requirements of the vocational subject. Viva voce should also be conducted to obtain feedback on the student's experiences and learning during the project work/field visits.

5. UNIT CONTENTS

CLASS 11

Part A: Employability Skills

S. No.	Units	Duration (Hrs)
1.	Unit 1: Communication Skills - III	25
2.	Unit 2: Self-management Skills – III	25
3.	Unit 3: Information and Communication Technology Skills – III	20
4.	Unit 4: Entrepreneurial Skills – III	25
5.	Unit 5: Green Skills – III	15
	Total	110

Unit 1: Communication Skills - III

Learning Outcome	Theory (10 Hrs)	Practical (15 Hrs)	Duration (25 Hrs)
1. Explain methods of communication	1. Types of communication - Verbal - Non-verbal - Visual	1. Writing pros and cons of written, verbal and non-verbal communication 2. Listing do's and don'ts for avoiding common body language mistakes	15
2. Identify specific communication styles	1. Communication styles- assertive, aggressive, passive-aggressive, submissive, etc.	1. Observing and sharing communication styles of friends, teachers and family members and adapting the best practices 2. Role plays on communication styles	10
Total			25

Unit 2: Self-management Skills - III

Learning Outcome	Theory (10hrs)	Practical (15hrs)	Duration (25Hrs)
1. Demonstrate impressive appearance and grooming	1. Describe the importance of dressing appropriately, looking decent and positive body language 2. Describe the term grooming 3. Prepare a personal	1. Demonstration of impressive appearance and groomed personality 2. Demonstration the ability to self- explore	07

Unit 2: Self-management Skills - III			
Learning Outcome	Theory (10hrs)	Practical (15hrs)	Duration (25Hrs)
	grooming checklist 4. Describe the techniques of self-exploration		
2. Demonstrate team work skills	1. Describe the important factors that influence in team building 2. Describe factors influencing team work	1. Group discussion on qualities of a good team 2. Group discussion on strategies that are adopted for team building and team work	08
3. Apply time management strategies and techniques	1. Meaning and importance of time management – setting and prioritizing goals, creating a schedule, making lists of tasks, balancing work and leisure, using different optimization tools to break large tasks into smaller tasks	1. Game on time management 2. Checklist preparation 3. To-do-list preparation	10
Total			25

Unit 3: Information & Communication Technology Skills - III			
Learning Outcome	Theory (08 Hrs)	Practical (12 Hrs)	Duration (20 Hrs)
1. Create a document on word processor	1. Introduction to word processing 2. Software packages for word processing 3. Opening and exiting the word processor 4. Creating a document	1. Demonstration and practice of the following: <ul style="list-style-type: none"> • Listing the features of word processing • Listing the software packages for word processing • Opening and exit the word processor • Creating a document 	10
2. Edit, save and print a document in word processor	1. Editing text 2. Wrapping and aligning the text 3. Font size, type and face 4. Header and Footer 5. Auto correct 6. Numbering and bullet	1. Demonstration and practising the following: <ul style="list-style-type: none"> • Editing the text • Word wrapping and alignment • Changing font type, size and face • Inserting header and 	10

Unit 3: Information & Communication Technology Skills - III

Learning Outcome	Theory (08 Hrs)	Practical (12 Hrs)	Duration (20 Hrs)
	7. Creating table 8. Find and replace 9. Page numbering 10. Printing document 11. Saving a document in various formats	footer • Removing header and footer 1. Using autocorrect option 2. Insert page numbers and bullet 3. Save and print a document	
Total			20

Unit 4: Entrepreneurship Development Skills - III

Learning Outcome	Theory (10 Hrs)	Practical (15 Hrs)	Duration (25 Hrs)
1. Describe the significance of entrepreneurial values and attitude	1. Values in general and entrepreneurial values 2. Entrepreneurial value orientation with respect to innovativeness, independence, outstanding performance and respect for work	1. Listing of entrepreneurial values by the students 2. Group work on identification of entrepreneurial values and their roles after listing or reading 2-3 stories of successful entrepreneur 3. Exhibiting entrepreneurial values in Ice breaking, rapport building, group work and home assignments	10
2. Demonstrate the knowledge of attitudinal changes required to become an entrepreneur	1. Attitudes in general and entrepreneurial attitudes 2. Using imagination/intuition 3. Tendency to take moderate risk 4. Enjoying freedom of expression and action 5. Looking for economic opportunities 6. Believing that we can change the environment 7. Analyzing situation	1. Preparing a list of factors that influence attitude in general and entrepreneurial attitude 2. Demonstrating and identifying own entrepreneurial attitudes during the following micro lab activities: (i) thematic appreciation test, (ii) preparing a short write-up on "who am I"	15

Unit 4: Entrepreneurship Development Skills - III			
Learning Outcome	Theory (10 Hrs)	Practical (15 Hrs)	Duration (25 Hrs)
	and planning action 8. Involving in activity		
Total			25

Unit 5: Green Skills – III			
Learning Outcome	Theory (07 Hrs)	Practical (08 Hrs)	Duration (15 Hrs)
1. Describe importance of main sector of green economy	1. Main sectors of green economy- E-waste management, green transportation, renewal energy, green construction, water management 2. Policy initiatives for greening economy in India	1. Preparing a poster on any one of the sectors of green economy 2. Writing a two-page essay on important initiatives taken in India for promoting green economy	08
2. Describe the major green Sectors/Areas and the role of various stakeholder in green economy	1. Stakeholders in green economy 2. Role of government and private agencies in greening cities, buildings, tourism, industry, transport, renewable energy, waste management, agriculture, water, forests and fisheries	1. Preparing posters on green Sectors/Areas: cities, buildings, tourism, industry, transport, renewable energy, waste management, agriculture, water, forests and fisheries	07
Total			15

Part B: Vocational Skills

S. No.	Units	Duration (Hrs)
1.	Unit 1: Introduction to Packing in Apparel Sector	50
2.	Unit 2: Executing Packing Tasks	50
3.	Unit 3: Maintaining a Clean and Hazard Free Working Area	25
4.	Unit 4: Health and Safety Practices Applicable at Workplace	20
5.	Unit 5: Legal, Regulatory and Ethical Requirements	20
	Total	165

Unit 1: Introduction to Packing in Apparel Sector			
Learning Outcome	Theory (18 Hrs)	Practical (32 Hrs)	Duration (50Hrs)
1. Describe structure of Garment Industry and	1. Introduction to Apparel Industry 2. Different departments of garment industry and their working	1. Visit to Garment industry and preparing report	12
2. Identify and explain role and responsibilities of a Packer	1. Job Responsibilities of Packer 2. key attributes of Packer 3. Read job card to understand packing mode and styles as per product category/class/customer instructions 4. Skills and Personal Qualities Needed in packer	1. Identify and arrange materials and accessories required to do the task of packing 2. Develop checklist for different tasks within specified area of packing	14
3. Identify and describe technical terms and tools associated with different types of packing processes	1. Different type of tools required for packing 2. Different technical terms associated with different types of packing processes	1. Demonstrate different type of tools required for packing	12
2. Identify and describe packing material, its types and quality specifications	1. Basic types of package forms 2. Quality Specifications for Packaging Materials 3. Types of Packing Materials	1. Identify types of Packing Materials	12
Total			50

Unit 2: Executing Packing Tasks			
Learning Outcome	Theory (16 Hrs)	Practical (34 Hrs)	Duration (50 Hrs)
1. Describe and classify Packaging for various garment styles	1. Introduction to packaging 2. Flow Chart of Garment Packaging 3. Apparel Packaging Sequence 4. Classification of Packaging Based on	1. Visit to garment industry for orientation and Demonstration of different packing sequence	14

Unit 2: Executing Packing Tasks			
Learning Outcome	Theory (16 Hrs)	Practical (34 Hrs)	Duration (50 Hrs)
	Garment Packaging		
2. Explain the Role and Importance of Packing	1. Importance of Packing in Apparel Industry	1. Visit to Packing Unit of Apparel Industry	05
3. Analyze and interpret job card details and Pack materials as per job card	1. Read job card to understand packing mode and styles as per product 2. Follow supervisor instructions for packing	1. Identify and Understand job card for Packing	11
4. Demonstrate the use of packing tools and execute packing operations	1. Knowledge about operation and handling of packing tools and equipment like sealing equipment, poly packing, tagging, labelling, speciality packing modes etc. 2. Packaging Materials 3. Develop checklist for different tasks within specified area of packing	1. Check the different type of materials used for packing according to specifications	10
5. Classify and Explain various Packaging Designs	1. Merchandising packaging 2. Vacu Packaging 3. Shipment Packaging	1. Demonstrate different type of Packaging Design	10
Total			50

Unit 3: Maintaining a Clean and Hazard Free Working Area			
Learning Outcome	Theory (10 Hrs)	Practical (15 Hrs)	Duration (25 Hrs)
1. Operate and handle tools, material and waste management	1. To study how to Handle materials and tools safely and correctly 2. Maintenance of tools 3. methods of cleaning the tools	1. Prepare a list of tools and write about its maintenance and cleaning method 2. Demonstrate methods of cleaning the tools	07

Unit 3: Maintaining a Clean and Hazard Free Working Area			
Learning Outcome	Theory (10 Hrs)	Practical (15 Hrs)	Duration (25 Hrs)
2. Organize and store material safely and correctly	1. Storing the material safely and correctly 2. Use materials to minimize waste 3. Disposal of waste in the designated location	1. Demonstrate how will you keep vigilance for potential risks and threats associated with workplace and equipment like, hot iron, stain removers, stationery items	08
3. Identify and list different cleaning substances and equipment	1. To study different types of cleaning agents and their uses 2. Different type of cleaning equipment	1. Demonstrate cleaning tools and equipment with suitable cleaning agent	05
4. Implement personal hygiene and health practices at workplace	1. Personal Hygiene, taking care of body, food habits 2. Safe working practices and organizational procedures 3. Different benefits of good housekeeping practices 4. Different hazards of poor housekeeping at workplace	1. Observation of good housekeeping and personal hygiene	05
Total			25

Unit 4: Health and Safety Practices Applicable at Workplace			
Learning Outcome	Theory (05Hrs)	Practical (15Hrs)	Duration (20Hrs)
1. List and analyse Potential hazards at workplace	1. Different type of potential hazards 2. How to Keep work area free from potential hazards	1. Collect the data and make a report on risk and hazards of industry	04
2. Demonstrate safe handling of equipment	1. Safe and correct procedure of handling equipment and machinery 2. Potential hazards, risks and threats based on nature of operations	1. Prior checking for correct equipment	04
3. Describe the benefits of a healthy lifestyle	1. How to minimize health and safety risks to self and others due to own actions. 2. The value of physical	1. Prepare a report after interviewing the industry workers regarding their personal health	04

	fitness, personal hygiene and good habits 3. Effects of alcohol, tobacco and drugs	and hygiene	
4. Explain environmental management procedures, security details, potential accidents and emergencies	1. Environmental management system related procedures at the workplace 2. Layout of the plant and details of emergency exits, escape routes, emergency equipment and assembly points 3. Potential accidents and emergencies and response to these scenarios	1. Visit an industry and study layout of the factory	04
5. Identify and implement safety measures at workplace	1. Different type of safety measures at workplace and their application 2. Actions to take in the event of a mock drills/ evacuation procedures or actual accident, emergency or fire	1. Preparing report of details of personnel trained in first aid, fire fighting and emergency response	04
Total			20

Unit 5: Legal, Regulatory and Ethical Requirements

Learning Outcome	Theory (10Hrs)	Practical (10Hrs)	Duration (20Hrs)
1. Describe the importance and benefits of ethical and value-based approach to management	1. The importance of having an ethical and value-based approach to management 2. Benefits to company and workers due to practice of these procedures	1. Visit an industry and get information about ethical and value-based approach to management	05
2. Explain company policies, procedures and their benefits	1. Different policies and procedures of the company and their benefits	1. Visit an industry and study their policies 2. Make a report of the visit	05
3. Demonstrate teamwork and support to supervisor	1. How to Provide support to supervisor and team members at workplace for considering policies	1. Collect data and make a report	05
4. Plan and manage work routines	1. How to Plan and manage work routine based on company procedure 2. Benefits of proper planning of routine work 3. The importance of	1. Collect data and make a report	05

	punctuality and attendance 4. The benefits of punctuality		
Total			20

CLASS 12

Part A - Employability Skills

S. No.	Units	Duration (Hrs)
1.	Unit 1: Communication Skills – IV	25
2.	Unit 2: Self-management Skills – IV	25
3.	Unit 3: Information and Communication Technology Skills – IV	20
4.	Unit 4: Entrepreneurial Skills – IV	25
5.	Unit 5: Green Skills – IV	15
	Total	110

Unit 1: Communication Skills - IV

Learning Outcome	Theory (10 Hrs)	Practical (15 Hrs)	Duration (25 Hrs)
1. Describe the steps to active listening skills	1. Importance of active listening at workplace 2. Steps to active listening	1. Demonstration of the key aspects of becoming active listener 2. Preparing posters of steps for active listening	10
2. Demonstrate basic writing skills	1. Writing skills to the following: <ul style="list-style-type: none"> • Sentence • Phrase • Kinds of Sentences • Parts of Sentence • Parts of Speech • Articles • Construction of a Paragraph 	1. Demonstration and practice of writing sentences and paragraphs on topics related to the subject	15
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 self-motivation	1. Finding and listing motives (needs and desires); 2. Finding sources of motivation and inspiration (music, books, activities); think expansive thoughts ;living fully in the present moment; Dreaming big	1. Group discussion on identifying needs and desire 2. Discussion on sources of motivation and inspiration	10
2. Describe the basic personality traits, types and disorders	1. Describe the meaning of personality 2. Describe how personality influence others 3. Describe basic personality traits 4. Describe common personality disorders- paranoid, antisocial, schizoid, borderline, narcissistic, avoidant, dependent and obsessive	1. Demonstrate the knowledge of different personality types	15
Total			25

Unit 3: Information & Communication Technology Skills - IV			
Learning Outcome	Theory (08 Hrs)	Practical (12 Hrs)	Duration (20 Hrs)
1. Perform tabulation using spreadsheet application	1. Introduction to spreadsheet application 2. Spreadsheet applications 3. Creating a new worksheet 4. Opening workbook and entering text 5. Resizing fonts and styles 6. Copying and moving 7. Filter and sorting 8. Formulas and functions 9. Password protection. 10. Printing a spreadsheet. 11. Saving a spreadsheet in various formats	1. Demonstration and practice on the following: • Introduction to the spreadsheet application • Listing the spreadsheet applications • Creating a new worksheet • Opening the workbook and enter text • Resizing fonts and styles • Copying and move the cell data • Sorting and Filter the	10

Unit 3: Information & Communication Technology Skills - IV			
Learning Outcome	Theory (08 Hrs)	Practical (12 Hrs)	Duration (20 Hrs)
		data <ul style="list-style-type: none"> • Applying elementary formulas and functions • Protecting the spreadsheet with password • Printing a spreadsheet • Saving the spreadsheet in various formats 	
2. Prepare presentation using presentation application	1. Introduction to presentation 2. Software packages for presentation 3. Creating a new presentation 4. Adding a slide 5. Deleting a slide 6. Entering and editing text 7. Formatting text 8. Inserting clipart and images 9. Slide layout 10. Saving a presentation 11. Printing a presentation document	1. Demonstration and practice on the following: <ul style="list-style-type: none"> • Listing the software packages for presentation • Explaining the features of presentation • Creating a new presentation • Adding a slide to presentation • Deleting a slide • Entering and edit text • Formatting text • Inserting clipart and images • Sliding layout • Saving a presentation • Printing a presentation document 	10
Total			20

Unit 4: Entrepreneurship Development Skills - IV			
Learning Outcome	Theory (10 Hrs)	Practical (15 Hrs)	Duration (25 Hrs)
1. Describe the general and entrepreneurial behavioural competencies	1. Barriers to becoming entrepreneur 2. Behavioural and entrepreneurial competencies – adaptability/decisiveness, initiative/perseverance, interpersonal skills,	1. Administering self-rating questionnaire and score responses on each of the competencies 2. Collect small story/ anecdote of prominent successful	10

Unit 4: Entrepreneurship Development Skills - IV			
Learning Outcome	Theory (10 Hrs)	Practical (15 Hrs)	Duration (25 Hrs)
	organizational skills, stress management, valuing service and diversity	entrepreneurs 3. Identify entrepreneurial competencies reflected in each story and connect it to the definition of behavioural competencies 4. Preparation of competencies profile of students	
2. Self-assessment of behavioural competencies	1. Entrepreneurial competencies in particular: self - confidence, initiative, seeing and acting on opportunities, concern for quality, goal setting and risk taking, problem solving and creativity, systematic planning and efficiency, information seeking, persistence, influencing and negotiating, team building	1. Games and exercises on changing entrepreneurial behaviour and development of competencies for enhancing self-confidence, problem solving, goal setting, information seeking, team building and creativity	15
Total			25

Unit 5: Green Skills – IV			
Learning Outcome	Theory (05 Hrs)	Practical (10 Hrs)	Duration (15 Hrs)
1. Describe the role of green jobs	1. Role of green jobs in toxin-free homes 2. Green organic gardening, public transport and energy conservation 3. Green jobs in water conservation 4. Green jobs in solar and wind power, waste reduction, reuse and recycling of wastes 5. Green jobs in tourism 6. Green jobs in building and	1. Listing of green jobs and preparation of posters on green job profiles 2. Prepare posters on green jobs	15

Unit 5: Green Skills – IV			
Learning Outcome	Theory (05 Hrs)	Practical (10 Hrs)	Duration (15 Hrs)
	construction 7. Green jobs in appropriate technology 8. Role of green jobs in Improving energy and raw materials use 9. Role of green jobs in limiting greenhouse gas emissions 10. Role of green jobs minimizing waste and pollution 11. Role of green jobs in protecting and restoring ecosystems 12. Role of green jobs in support adaptation to the effects of climate change		
Total			15

Part B–Vocational Skills

S. No.	Units	Duration (Hrs)
1.	Unit1: Planning and Organizing Packing and Shipment	50
2.	Unit 2: Packing Process	50
3.	Unit 3: Maintaining a Clean and Hazard Free Working Area	25
4.	Unit4: Health, Safety and Security at Workplace	20
5.	Unit 5: Industry and Organizational Requirements	20
	Total	165

Unit 1: Planning and Organizing Packing and Shipment			
Learning Outcome	Theory (20Hrs)	Practical (30Hrs)	Duration (50 Hrs)
1. List and identify material required for packing and develop a checklist for packing tasks	1. Identify and arrange materials and accessories required to do the task of packing 2. Develop checklist for different tasks within specified area of packing	1. Identify and arrange materials and accessories required to do the task of packing	10

Unit 1: Planning and Organizing Packing and Shipment			
Learning Outcome	Theory (20Hrs)	Practical (30Hrs)	Duration (50 Hrs)
2. Demonstrate the ability to use and operate Packaging and Shipping Equipment	1. Product folding equipment 2. Container shapers 3. Container loaders 4. Container conveyors	1. Demonstrate different Product folding equipment	10
3. Identify and explain different type of packing	1. Different types of packing like poly packing, hanger packing, etc. 2. Different types and sizes of cartons 3. Knowledge about garment style and assortments related to packing	1. Demonstrate different types of packing like poly packing, hanger packing	10
4. Create and manage documents for packing	1. Document records related to the style that is to be packed 2. How to Fill up appropriate technical forms, process charts, activity logs in the prescribed format of the company	1. Fill up appropriate technical forms, process charts, activity logs in the prescribed format of the company	10
5. Identify root cause of problems related to packing	1. Identify possible defects with the products received and try fixing them 2. Report abnormalities and non-conformities detected to superiors 3. Analyze each packing method adopted, its pros and cons and its significance to the company and to the product being developed	1. Identify possible defects with the products received and try fixing them	10
Total			50

Unit 2: Packing Process			
Learning Outcome	Theory (20Hrs)	Practical (30 Hrs)	Duration (50Hrs)
1. List and identify Types of Garment Packing in Finishing Section	1. The most commonly used types of garment packing 2. Stand up pack: Shirt (90° angle) 3. Flat pack: Sport wear/Shirt/Trouser 4. Hanger pack: Blazer, Coats, Pants 5. Semi stand up pack: Shirt 6. Half fold pack: Pant 7. Functions of packing: Protection, Storage, Loading and transport. Promotional function: Sales, Information transmission	1. Visit the industry to learn the types of garment packing and demonstrate it	10
2. Describe different types of customer labels, washing labels, tags etc. and create shipping documents	1. Distribution centres- Central and local level, different types of customer labels, shipment documents- Invoice packing, Quality control report, Advance shipping notification, AWB- Airway Bill, EWB- Eway bill (Domestic and export), washing labels, tags, etc. 2. Packing as per invoice 3. weighing of packed goods 4. marking basic packing details on cartons	1. Visit the industry to learn different types of customer labels, washing labels, tags 2. Visit garment shipment and Learn and make a report on Invoice packing, 3. Quality control report, 4. Advance shipping notification, AWB- Airway Bill and EWB- Eway bill (Domestic and export)	10
3. Demonstrate ability of weighing packed goods, analyze customer requirements and respond as per their needs	1. Use packing list appropriately 2. Understand weighing of packed goods 3. Weigh goods correctly 4. Prepare for shipment of products 5. Evaluate and pack the final product as	1. Demonstrate weighing of packed goods ,how to Weigh goods correctly	10

Unit 2: Packing Process			
Learning Outcome	Theory (20Hrs)	Practical (30 Hrs)	Duration (50Hrs)
	per client specifications		
4. Identify defects in fabrics and machines and report to concerned authority	1. Preparation of fabric report 2. Eliminate the defects on the fabric with minimal wastage of the material 3. Report defective machines, tools and/or equipment to the responsible person	1. Identify defects of fabric Prepare a fabric defect report	10
5. Identify and report common machine problems to concerned authority	1. Identify problems and resolve problems, if possible 2. Report problems to supervisor or concerned authority 3. Assist in carrying out foundation inspection safely and at a rate which maintains work flow and meets production targets 4. Complete forms, records and other documentation	1. Learn to complete forms, records and other documentation	10
Total			50

Unit 3: Maintaining a Clean and Hazard Free Working Area			
Learning Outcome	Theory (10 Hrs)	Practical (15Hrs)	Duration (25Hrs)
1. Describe routine Maintenance ,its importance and procedures	1. The importance of running maintenance 2. Carry out running maintenance within agreed schedules. 3. Hazards likely to be encountered when conducting routine maintenance	1. Prepare a report of maintenance	10
2. Describe the importance of regular cleaning and list various	1. The importance of regular cleaning 2. Different types of cleaning equipment	1. Demonstrate cleaning tools and equipment with	09

Unit 3: Maintaining a Clean and Hazard Free Working Area			
Learning Outcome	Theory (10 Hrs)	Practical (15Hrs)	Duration (25Hrs)
cleaning substances and equipment	and substances and their use 3. Safe working practices for cleaning and the method of carrying them out 4. Carry out cleaning according to schedules and limits of responsibility		
3. Efficiently handle tools, equipment ,machinery and material	1. Handle materials, machinery, equipment and tools safely and correctly 2. Use correct lifting and handling procedures 3. Maintenance of tools and equipment	1. demonstrate how to handle materials, machinery, equipment and tools safely and correctly	06
Total			25

Unit 4: Health, Safety and Security at Workplace			
Learning Outcome	Theory (05Hrs)	Practical (15Hrs)	Duration (20Hrs)
1. Demonstrate compliance to health, safety and security requirements at workplace	1. Comply with health and safety related instructions applicable to the workplace 2. Health and safety related practices applicable at the workplace 3. Drinking water, Sanitary Facilities	1. Prepare a report on Health and safety related practices	05
2. Describe and handle potential safety risks and emergencies	1. Safely handle and move waste and debris 2. Potential accidents and emergencies and response to these scenarios 3. Evacuate the premises and help others in need 4. Different type of protective equipment and their uses, and storage of protective equipment	1. Demonstrate and participate in drill	05
3. Identify and report malfunctions in machinery and equipment at	1. Identify, report malfunctions in machinery and equipment and correct	1. Prepare file of safety sign and their meaning	05

workplace	them if possible 2. Identify and report service malfunctions and chemical leaks 3. Safety signs at work place and their meaning		
4. Recognise emergency situations and report to the concerned authority	1. Report to supervisors and other authorized personnel for assistance 2. Reporting protocol and documentation required 3. Details of personnel trained in first aid, fire-fighting and emergency response.	1. Prepare a Report of emergency situation	05
Total			20

Unit 5: Industry and Organizational Requirements

Learning Outcome	Theory (05Hrs)	Practical (15Hrs)	Duration (20Hrs)
1. Describe standard organisational compliance and prepare related documents	1. Significance of Compliance in Indian Garment Industry 2. Audit, Pre-audit, On-site audit, Post-audit, Core Labour Standards and Common Compliance Code 3. International Labour Standards, Corporate Social Responsibility 4. Social Responsibility in the Garment Industry	1. Prepare related documents	05
2. Explain and practice customer specific regulations and requirements	1. Country / customer specific regulations for sector and their importance 2. Customer specific requirements mandated as a part of work process	1. Practice a customer service-oriented approach	05
3. Describe ethical compliance and prepare related documents	1. Why Code of Ethics is Required 2. Working Hour & Wage Rate Compliance 3. Workplace & Work Environment Compliance 4. Health and Safety Compliance in Indian Garment Industry Compliance Code Guidelines	1. Prepare related documents	05

4. Document and Report compliance deviations	1. Identify and report any possible deviation to these requirements. 2. Procedures to follow if someone does not meet the requirements 3. clarifications on policies and procedures, from your supervisor or other authorized personnel	1. Preparing report related to deviation	05
Total			20

6. ORGANISATION OF FIELD VISITS

In a year, at least 03 field visits/educational tours should be organised for the students to expose them to the activities in the workplace.

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

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

7. LIST OF EQUIPMENT AND MATERIALS

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

Ironing Workstation with stools

1. Tech Pack, Spec Sheet, Record Maintenance, Sheet, Boxes for Storage
2. Tags, Tag Pins
3. Tagging Gun,
4. Packing Trims with Accessories,

5. Dustbin
6. Boxes, Pouches
7. Labels And Stickers
8. Stapler, Staple Pins
9. Files, Folders
10. Push Pins, Paper
11. Cutter, Glue Stick
12. Cello Tape,
13. White Board Marker / Chalk Magnetic White, Board Eraser,
14. Buyer Requirement Sheet
15. Cartons, Poly bags
16. Reporting Formats ,Job Card,
17. Stool for Trainees ,
18. Measuring Tape,
19. Packing Table Students
20. Chairs with Table Arms,
21. Trainers Table, Chair
22. Student Manual
23. Basic Stationary
24. Fire, Extinguisher
25. First Aid Box
26. Dexterity Test Kit
27. Calculator, Garments

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
1.	Post-graduate degree in Textiles and Clothing or relevant area from a recognized Institute/University, with at least 01 year work/teaching experience in the relevant area	<ul style="list-style-type: none"> • Effective communication skills (oral and written) • Basic computing skills

Vocational Teachers/Trainers form the backbone of Vocational Education being imparted as an integral part of *Samagra Shiksha*. 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 *Samagra Shiksha* in the following ways:

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

OR

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

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

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

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

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

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

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

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

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

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

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

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

9. LIST OF CONTRIBUTORS

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