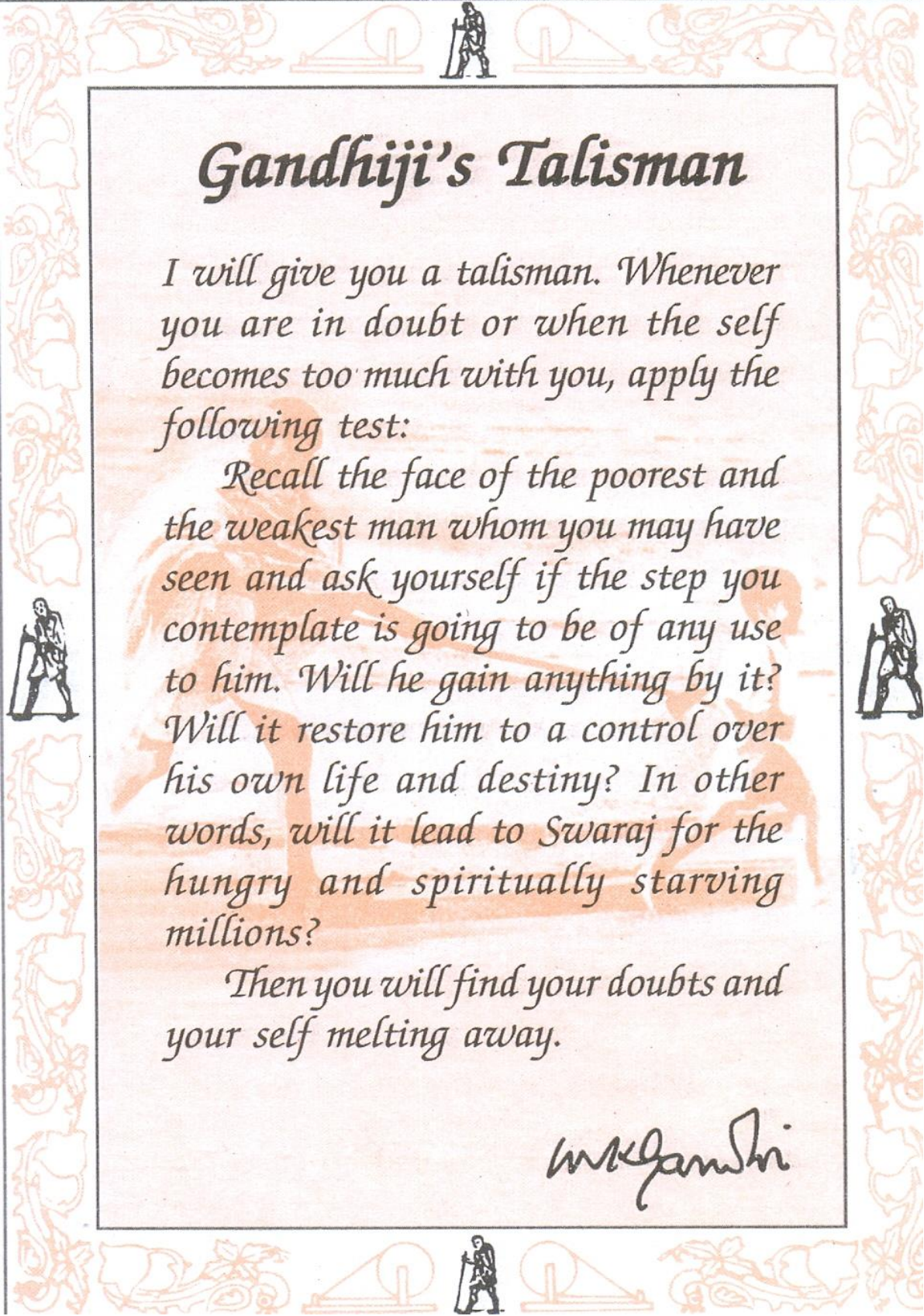


LEARNING OUTCOME BASED VOCATIONAL CURRICULUM

JOB ROLE: STORE KEEPER
(QUALIFICATION PACK: Ref.Id.AMH/Q0501)
SECTOR: Apparel, Made-Ups and Home Furnishing
Classes 11 and 12



PSS CENTRAL INSTITUTE OF VOCATIONAL EDUCATION
(a constituent unit of NCERT, under MHRD, Government of India)
Shyamla Hills, Bhopal- 462 002, M.P., India
<http://www.psscive.ac.in>



Gandhiji's Talisman

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

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

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

M. Gandhi

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**LEARNING OUTCOME BASED
VOCATIONAL CURRICULUM Embroidery
Machine Operator
(Zigzag Machine)
Apparel, Made-Ups and Home Furnishing–
June, 2019**

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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 vocational curriculum and courseware aimed at integrating both vocational and general qualifications to open pathways of career progression for students. It is a part of Centrally Sponsored Scheme of Vocationalisation of Secondary and Higher Secondary Education (CSSVSHSE) launched by the Ministry of Human Resource Development, Government of India in 2012. The PSS Central Institute of Vocational Education (PSSCIVE) is developing curricula under the project approved by the Project Approval Board (PAB) of *Rashtriya Madhyamik Shiksha Abhiyan (RMSA)*. The main purpose of the learning outcome based vocational curriculum is to bring about the improvement in teaching-learning process and working competencies through learning outcomes embedded in the vocational subject.

It is a matter of great pleasure to introduce this learning outcome based vocational curriculum as part of the vocational training packages for the job role of **Store Keeper**. 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.

HRUSHIKESHSENAPATY

Director

National Council of Education Research and Training

PREFACE

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

In order to fulfil the growing aspirations of our youth and the demand of skilled human resource, the Ministry of Human Resource Development (MHRD), Government of India introduced the revised Centrally Sponsored Scheme of Vocationalisation of Secondary and Higher Secondary Education that aims to provide for the diversification of educational opportunities so as to enhance individual employability, reduce the mismatch between demand and supply of skilled manpower and provide an alternative for those pursuing higher education. For spearheading the scheme, the 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 100 job roles in various sectors.

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

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

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

RAJESH P. KHAMBAYAT
Joint Director
PSS Central Institute of Vocational Education

ACKNOWLEDGEMENTS

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

We are grateful to the Director, NCERT for his support and guidance. We also acknowledge the contributions of our colleagues at the Technical Support Group of RMSA, MHRD, RMSA Cell at the National Council of Educational Research and Training (NCERT), National Skill Development Agency (NSDA) and National Skill Development Corporation (NSDC) and **Apparel, Made-ups and Home Furnishing Sector Skill Council (AMHSSC)** for their academic support and cooperation.

We are grateful to the expert contributors for their earnest effort and contributions in the development of this learning outcome based vocational curriculum. Their names are acknowledged in the list of contributors.

We are also grateful to Dr. Pinki Khanna, Course Coordinator, Dr. Anil Kumar, Professor, Department of Vocational Education and Entrepreneurship Development, National Institute of Technical Teachers Training and Research (NITTTR), Bhopal and Dr. Nishi Sharma, Consultant on contractual basis for their contributions.

The contributions made by Dr. Vinay Swarup Mehrotra, Professor and Head, Curriculum Development and Evaluation Centre (CDEC), Dr. Vipin Kumar Jain, Associate Professor and Head, Programme Planning and Monitoring Cell (PPMC) and Dr. Dipak D. Shudhalwar, Associate Professor (CSE) and Head Computer Center, PSSCIVE in development of the curriculum for the employability skills are duly acknowledged.

The assistance provided by Shri Vinod K. Soni, Computer Operator Grade-II and Smt. Sangeeta Sortey, Computer Operator Grade-III in layout, design and composing of the material is duly acknowledged.

PSSCIVE Team

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1. COURSE OVERVIEW

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

The Store Keeper keeps track on receipt, issue, handling, storage and preservation of materials for quantity, quality and traceability. Store keeper is concerned with Receipt, Receiving Inspection, Identity, traceability, Storage, Preservation, Issue and Accounting of varieties of input materials used in manufacturing either directly as raw materials and/or consumed in process.

He/she should be methodical with satisfactory level of business skills, particularly accounting procedures, record keeping tools and sampling processes. He/she should possess good written and oral communication skills. He/she should be patient and tenacious for long hours of sedentary works in a calm atmosphere. He should be resilient and be able to work under pressure.

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

- Apply effective oral and written communication skills to interact with people and customers.
- Identify the principal components of a computer system.
- Demonstrate the basic skills of using computer.
- Demonstrate self-management skills.
- Demonstrate the ability to provide a self-analysis in context of entrepreneurial skills and abilities.
- Demonstrate the knowledge of the importance of green skills in meeting the challenges of sustainable development and environment protection.
- Learn to Inspect and check while receiving materials against purchase for different parameters like invoice, quantity, quality, packing mode, etc
- Learn to Inspect and check materials while issuing against quantity, quality (shelf-life, package size, etc.)
- Identify need of test and/or delay inspection results as applicable to products received
- Demonstrate any discrepancy related to material received from suppliers like damaged package, quantity difference, quality issue, etc
- Demonstrate to arrange materials detected with discrepancy to be send back to the vendor
- Identify packaging symbols and interpretations
- Identify different types of defects related to materials like broken seal, leakage, torn labels, etc
- Demonstrate arrangement of materials on racks or shelves as per lot, material nature, package size.
- Demonstrate arrangement of fabric rolls on racks in lot/shade wise.
- Demonstrate to organize materials clearly identified for inspection/checking status like checked, awaited checking, failed
- Ensure periodically taking of stocks of materials lying in store
- Identify Communicating and resolving the problem in workplace.
- Describe maintenance, cleaning and disposal of waste.
- Identify cleaning procedure and safe practices.
- Identify maintenance of health, work area, tools and machines.

COURSE REQUIREMENTS: The learner should have the basic knowledge of Sewing Machines and Textile and 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 UNIT

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 Store Keeping and accounting of material	37	40
	Unit 2: Organization/arrangement of store items	37	
	Unit 3: Maintaining records as evidence to conformance to processes	31	
	Unit 4: Maintaining a clean and hazard free working area	20	
	Unit 5: Health and Safety Related Practices Applicable at the Workplace	20	
	Unit 6: Compliance to 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		
	Unit 1: Inspection and checking of materials as per specifications and upkeep of stocks updates	35	40
	Unit 2: Manage housekeeping of store premises and store items	35	
	Unit 3: Maintain records related to accounting, storage and preservation of store items	35	
	Unit 4: Maintain a clean and hazard free working area	20	
	Unit 5: Maintain Health, Safety and Security at Workplace	20	
	Unit 6: Comply with 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: 3 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 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 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 <ul style="list-style-type: none"> • 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	<ol style="list-style-type: none"> 1. Describe the importance of dressing appropriately, looking decent and positive body language 2. Describe the term grooming 3. Prepare a personal grooming checklist 4. Describe the techniques of self-exploration 	<ol style="list-style-type: none"> 1. Demonstration of impressive appearance and groomed personality 2. Demonstration the ability to self- explore 	07
2. Demonstrate team work skills	<ol style="list-style-type: none"> 1. Describe the important factors that influence in team building 2. Describe factors influencing team work 	<ol style="list-style-type: none"> 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	<ol style="list-style-type: none"> 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 	<ol style="list-style-type: none"> 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	<ol style="list-style-type: none"> 1. Introduction to word processing 2. Software packages for word processing 3. Opening and exiting the word processor 4. Creating a document 	<ol style="list-style-type: none"> 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 	10

Unit 3: Information & Communication Technology Skills - III			
Learning Outcome	Theory (08 Hrs)	Practical (12 Hrs)	Duration (20 Hrs)
		<ul style="list-style-type: none"> • Creating a document 	
2. Edit, save and print a document in word processor	<ol style="list-style-type: none"> 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 7. Creating table 8. Find and replace 9. Page numbering 10. Printing document 11. Saving a document in various formats 	<ol style="list-style-type: none"> 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 footer • Removing header and footer 1. Using autocorrect option 2. Insert page numbers and bullet 3. Save and print a document 	10
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	<ol style="list-style-type: none"> 1. Values in general and entrepreneurial values 2. Entrepreneurial value orientation with respect to innovativeness, independence, outstanding performance and respect for work 	<ol style="list-style-type: none"> 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	<ol style="list-style-type: none"> 1. Attitudes in general and entrepreneurial attitudes 2. Using imagination/ intuition 3. Tendency to take 	<ol style="list-style-type: none"> 1. Preparing a list of factors that influence attitude in general and entrepreneurial attitude 2. Demonstrating and identifying own 	15

Unit 4: Entrepreneurship Development Skills - III			
Learning Outcome	Theory (10 Hrs)	Practical (15 Hrs)	Duration (25 Hrs)
	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 and planning action 8. Involving in activity	entrepreneurial attitudes during the following micro lab activities: (i) thematic appreciation test, (ii) preparing a short write-up on "who am I"	
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 Store Keeping and accounting of material	37
2.	Unit 2: organization/arrangement of store items	37
3.	Unit3:Maintaining records as evidence to conformance to processes	31
4.	Unit 4: Maintaining a clean and hazard free working area	20
5.	Unit 5:Health and Safety Related Practices Applicable at the Workplace	20
6.	Unit 6: Compliance to Legal, Regulatory And Ethical Requirements	20
Total		165

Unit 1:Introduction to Store Keeping and Accounting of Material			
Learning Outcome	Theory (10 Hrs)	Practical (27 Hrs)	Duration (37 Hrs)
1. Role and responsibility of store keeper	<ol style="list-style-type: none"> Apparel production process and the role that the 'Record Keeper' plays in the process Working of a store department Storekeeper's job Requirements Functions of a store Storekeeper's Duties and Responsibilities 	<ol style="list-style-type: none"> Prepare a power point presentation on importance of store in an apparel manufacturing unit. Prepare a sample email for informing the purchase department for buying to replenish stock of various material. Prepare a power point presentation on duties and responsibilities of a store keeper. 	10
2. Inspect and check while receiving materials	<ol style="list-style-type: none"> Inspecting and checking while receiving materials against purchase order for different parameters- invoice, quantity, quality, packing mode Tally the materials received 	<ol style="list-style-type: none"> Prepare a poster on types of inspection methods followed in store. Prepare an invoice of material received in any imaginary store 	05
3. Inspect and check materials while issuing	<ol style="list-style-type: none"> Inspecting and checking materials quantity, quality shelf-life, package size, while issuing Read and comprehend written instructions 	<ol style="list-style-type: none"> Prepare a sample material requisition note. Prepare a chart on various methods of issue of material 	07

Unit 1: Introduction to Store Keeping and Accounting of Material			
Learning Outcome	Theory (10 Hrs)	Practical (27 Hrs)	Duration (37 Hrs)
	related to the process of issuing materials		
4. Packaging symbols and interpretations	<ol style="list-style-type: none"> 1. Purpose of packaging 2. Types of packaging 3. Packaging symbols and labels 4. The purposes of packaging and package labels 	<ol style="list-style-type: none"> 1. Prepare a poster on packaging labels (any 10) and their uses 2. Prepare a chart with 10 packaging symbols and their meaning and uses. 	10
5. Write letters, memos and mails clearly and legibly	<ol style="list-style-type: none"> 1. Write letters, memos, mails clearly and legibly 	<ol style="list-style-type: none"> 1. Write a sample email to a vendor enquiring about latest products. 	05
Total			37

Unit 2: Organization/arrangement of store items			
Learning Outcome	Theory (15Hrs)	Practical (30Hrs)	Duration (45Hrs)
1. Housekeeping of store premises including organization of store items	<ol style="list-style-type: none"> 1. The general upkeep of workspace and arrangement of materials as per housekeeping norms. 2. Functioning of organization's laid down system of housekeeping like 5S. 	<ol style="list-style-type: none"> 1. Describe and demonstrate the implementation and monitoring of housekeeping system. 	08
2. Demonstrate Arrangement of materials	<ol style="list-style-type: none"> 1. Arrangement of materials on racks or shelves as per lot, material nature, package size, etc. as applicable 2. Ensure arrangement of fabric rolls on racks in lot/shade wise 	<ol style="list-style-type: none"> 1. Prepare a report of different types of materials required in a store. 	12
3. Stock checking of material periodically	<ol style="list-style-type: none"> 1. Ensure periodically taking of stocks of materials lying in store 	<ol style="list-style-type: none"> 1. Prepare stock register 	10
4. Identify approved preservative used for stores	<ol style="list-style-type: none"> 1. Different type of approved preservatives for stores 2. Suitability of different types of preservations on specific material. 	<ol style="list-style-type: none"> 1. Identify different type of approved preservatives for stores 	07
Total			37

Unit 3: Maintaining records as evidence to conformance to processes			
Learning Outcome	Theory (15Hrs)	Practical (16 Hrs)	Duration (31 HRS)
1. Learn to Maintain records of store performance	<ol style="list-style-type: none"> 1. Importance and impact of record keeping on overall organizational performance. 2. Maintain records for material movements in and out of the store 3. Plan and organize the records as per the target dates and deadlines 	<ol style="list-style-type: none"> 1. Prepare a pictorial chart on various documents maintained in a store 2. Prepare a sample purchase order. 	11
2. Learn to Maintain records for approved vendors	<ol style="list-style-type: none"> 1. Making the list of approved Vendors 2. Maintain records for approved vendors 	<ol style="list-style-type: none"> 1. Plan and visit stores to report list of their vendors. 	10
3. Learn to Maintain records of vendor complaints	<ol style="list-style-type: none"> 1. Maintain records of vendor complaints and follow-ups 	<ol style="list-style-type: none"> 1. Draft a complaint letter to a vendor for substandard raw material 2. Prepare a follow up email to vendor about complaint. 	10
Total			31

Unit 4 : Maintaining a Clean and Hazard Free Working Area			
Learning Outcome	Theory (10 Hrs)	Practical (10 Hrs)	Duration (20 Hrs)
1. Operate and handle tools, material	<ol style="list-style-type: none"> 1. To study how to Handle tools and materials safely and correctly 2. Care and Maintenance of tools 	<ol style="list-style-type: none"> 1. Prepare a list of tools and write about its maintenance and cleaning method 	03
2. Organize and store material safely and correctly	<ol style="list-style-type: none"> 1. Storing the material safely and correctly 	<ol style="list-style-type: none"> 1. Demonstrate how will you keep vigilance for potential risks and threats associated with workplace and equipment like, hot iron, stain removers, stationery items 2. Make a report their methods and ways of waste disposal. 	04

3. Identify Proper Storage and Disposal Of Waste Material	<ol style="list-style-type: none"> To study what is textile waste Guidelines for storage and disposal of waste material Responsibilities under health, safety, and environmental legislation 	<ol style="list-style-type: none"> Discuss in a group of five students, the potential hazards that you anticipate and ways to mitigate while working in the laboratory Prepare a roadmap to effectively manage the waste generated in the textile laboratory and explore ways to apply the 3Rs model 	05
3. Identify and list different cleaning substances and equipment	<ol style="list-style-type: none"> To study different types of cleaning agents and their uses Different type of cleaning equipment 	<ol style="list-style-type: none"> Demonstrate cleaning tools and equipment with suitable cleaning agent Prepare a chart on various storage equipment (any 10) used in the store department of an apparel company 	03
5. Personal hygiene and health	<ol style="list-style-type: none"> Importance of personal hygiene, taking care of body, food habits Ensuring personal hygiene and care of body Safe working practices and organizational procedures Good housekeeping practices and its benefits Hazards of poor housekeeping practices 	<ol style="list-style-type: none"> Prepare a chart on importance of personal hygiene Prepare a skit on various hazards of poor housekeeping practices 	05
Total			20

Unit 5: Health and Safety Related Practices Applicable at the Workplace			
Learning Outcome	Theory (05Hrs)	Practical (15Hrs)	Duration (20Hrs)
1. List and analyze Potential hazards at workplace	<ol style="list-style-type: none"> Different type of potential hazards 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	<ol style="list-style-type: none"> 1. Safe and correct procedure of handling equipment and machinery 2. Potential hazards, risk and threats based on nature of operations 	<ol style="list-style-type: none"> 1. Prior checking for correct equipment 2. Visit a factory and make a list of sign boards seen 	04
3. Describe the benefits of a healthy lifestyle	<ol style="list-style-type: none"> 1. How to minimize health and safety risks to self and others due to own actions 2. The value of physical fitness, personal hygiene and good habits 3. Effects of alcohol, tobacco and drugs 	<ol style="list-style-type: none"> 1. Prepare a report after interviewing the industry workers regarding their personal health and hygiene 	04
4. Explain environmental management procedures, security details, potential accidents and emergencies	<ol style="list-style-type: none"> 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 	<ol style="list-style-type: none"> 1. Visit an industry and study layout of the factory 	04
5. Identify and implement safety measures at workplace	<ol style="list-style-type: none"> 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 	<ol style="list-style-type: none"> 1. Preparing report of details of personnel trained in first aid, fire fighting and emergency response 	04
Total			20

Unit 6: Compliance to 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	<ol style="list-style-type: none"> 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 	<ol style="list-style-type: none"> 1. Visit an industry and get information about ethical and value-based approach to management 	05
2. Explain company policies, procedures and their benefits	<ol style="list-style-type: none"> 1. Different policies and procedures of the company and their benefits 	<ol style="list-style-type: none"> 1. Visit an industry and study their policies 2. Make a report of the visit. 	05

		3. Visit an organisation and enquire about the Procedure for applying for a house loan by an employee	
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 2. How to support to supervisor and team members at workplace for helping in unloading and storing fabric unloaded accessories.	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 punctuality and attendance 4. The benefits of punctuality	1. Collect data and make a report 1. Prepare a chart on the importance of punctuality	05
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

Unit 2: Self-management Skills -IV			
Learning Outcome	Theory (10 Hrs)	Practical (15 Hrs)	Duration (25 Hrs)
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	<ol style="list-style-type: none"> 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 	<ol style="list-style-type: none"> 1. Demonstration and practice on the following: <ul style="list-style-type: none"> • 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 data • Applying elementary formulas and functions • Protecting the spreadsheet with password • Printing a spreadsheet • Saving the spreadsheet in various formats 	10
2. Prepare presentation using presentation application	<ol style="list-style-type: none"> 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 	<ol style="list-style-type: none"> 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	<ol style="list-style-type: none"> 1. Barriers to becoming entrepreneur 2. Behavioural and entrepreneurial competencies – adaptability/decisiveness, initiative/perseverance, interpersonal skills, organizational skills, stress management, valuing service and diversity 	<ol style="list-style-type: none"> 1. Administering self-rating questionnaire and score responses on each of the competencies 2. Collect small story/ anecdote of prominent successful 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 	10
2. Self-assessment of behavioural competencies	<ol style="list-style-type: none"> 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 	<ol style="list-style-type: none"> 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	<ol style="list-style-type: none"> 1. Role of green jobs in toxin-free homes 2. Green organic gardening, public transport and energy conservation 	<ol style="list-style-type: none"> 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)
	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 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.	Unit 1: Inspection and checking of materials as per specifications and upkeep of stocks updates	35
2.	Unit 2: Manage housekeeping of store premises and store items	35
3.	Unit 3: Maintain records related to accounting, storage and preservation of store items	35
4.	Unit 4: Maintain a clean and hazard free working area	20
5.	Unit 5: Maintain Health, Safety and Security at Workplace	20
6.	Unit 6: Comply with Industry and Organizational Requirements	20
Total		165

Unit 1: Inspection and checking of materials as per specifications and upkeep of stocks updates			
Learning Outcome	Theory (15Hrs)	Practical (20 Hrs)	Duration (35 Hrs)
1. Need of inspection of products	<ol style="list-style-type: none"> 1. Identify need of test and/or delay inspection results as applicable to products received 2. Types of test required in store department 	<ol style="list-style-type: none"> 1. Identify and categorise all received material in different categories. Identify the required tests for inspection of the material for quality. 	05
2. To maintain the record of damaged material.	<ol style="list-style-type: none"> 1. Assess/evaluate steps and processes for material storage, inspection, issue and inventory 2. Types of package damages 3. Record any discrepancy related to material received from suppliers like damaged package, quantity difference, quality issue, etc. 	<ol style="list-style-type: none"> 1. Identify different types of defects related to materials like broken seal, leakage, torn labels, etc. 	10
3. To make arrangement for sending damaged material to vendors	<ol style="list-style-type: none"> 1. Arrange to send materials detected with discrepancy back to the vendor 2. Follow-up with the vendor to resolve the discrepancy in technical/commercial terms 	<ol style="list-style-type: none"> 1. Identify the damaged material and prepare a report on sending damage material back to the vendor. 	10
4. Knowledge of computer and calculation skills	<ol style="list-style-type: none"> 1. Knowledge about basic mathematical calculations and common formulae related to material, quantity and quality 2. Day to day update of stock through MR, GRN, Material Return in Excel file & CT Inventory Management Software 	<ol style="list-style-type: none"> 1. Practice basic mathematical calculations and common formulae related to material, 	05
5. Communication and decision making related to material issue, receipt, inspection and checking	<ol style="list-style-type: none"> 1. communicate with superiors, colleagues and juniors appropriately 2. Seek clarification from the concerned supervisor when in doubt regarding the issuing and receiving of materials 3. Follow organization rule-based decision making process when making records for the materials received and issued 4. Take decision with systematic course of actions and/or response 	<ol style="list-style-type: none"> 1. Mock practice oral communication with superiors, colleagues and juniors appropriately 	05
Total			35

Unit 2: Manage housekeeping of store premises and store items			
Learning Outcome	Theory (10 Hrs)	Practical (20 Hrs)	Duration (35Hrs)
1. Good housekeeping in respective area of the store	<ol style="list-style-type: none"> 1. Proper cleaning of the storage area in factory, good housekeeping 2. Technical approach of Estimating and Minimizing wastes originated of and related to Material receiving, handling and storage 3. Implementation and monitoring of 5S system of housekeeping 	<ol style="list-style-type: none"> 1. Prepare a checklist for auditing the 5S system in a store of an apparel industry. 2. Prepare an inspection checklist for general housekeeping in a store of an apparel industry. 	10
2. To ensure proper storage of material	<ol style="list-style-type: none"> 1. Update stock report in time like Raw materials, Semi finished, Finished, Consumable, Spare parts & Stationary etc. 2. To organize & stacking in-house goods & keep its identified area. 3. Keep all store related documents in easy & accessible identified area. 	<ol style="list-style-type: none"> 1. For any store transaction illustrate all the affected documents or register showing the generated/updated record. 	10
3. To arrange dyes and chemicals as per housekeeping norms	<ol style="list-style-type: none"> 1. Ensure arrangement of dyes and chemicals with specific housekeeping norms and standards as applicable to the category like chemical safety norms as per OSHA 	<ol style="list-style-type: none"> 1. Demonstrate to arranged dyes and chemicals with specific housekeeping norms 	05
4. Learn to maintain schedule for preserving storage items	<ol style="list-style-type: none"> 1. Maintaining schedule for pesticides to preserve store items against vulnerability to different biological organisms 	<ol style="list-style-type: none"> 1. Prepare a power point presentation on the role of pesticides in controlling damage of items stored. 	05
5. Periodic stock checking of material	<ol style="list-style-type: none"> 1. Organize materials clearly identified for inspection/checking status like checked, awaited checking, failed 2. Periodically taking of stocks of materials lying in store 	<ol style="list-style-type: none"> 1. Prepare a power point presentation showing the flow sequence of fabric, other raw materials and chemicals stored in the store. 2. Prepare a poster about Stock Management or Inventory Management System. 	05
Total			35

Unit 3: Maintain records related to accounting, storage and preservation of store items			
Learning Outcome	Theory (15Hrs)	Practical (20Hrs)	Duration (35Hrs)
1. To maintain records related storage items	<ol style="list-style-type: none"> 1. Heading and organizing the store. 2. Day-to-Day Stock Record and Control of Material. 	<ol style="list-style-type: none"> 1. Prepare a record of related storage items 	15
2. To maintain records of usage of pesticides	<ol style="list-style-type: none"> 1. Schedule of pesticides usage and monitoring 2. Maintain records for periodicity and application of pesticides 	<ol style="list-style-type: none"> 1. Prepare a sample record of pesticides. 	10
2. Maintain records about inter-departmental communications	<ol style="list-style-type: none"> 1. Maintain records about inter-departmental communications and movement of materials 2. Update report for material movements 3. Make decisions in relation to the maintaining records related to accounting storage and preservation of store items 4. Communicate with superior, colleagues and juniors appropriately 5. Seek clarifications from the concerned supervisors when unclear about the particulars or format of a report 6. Apply problem-solving approaches to resolve conflicts 	<ol style="list-style-type: none"> 1. Prepare an inventory tracking format in an Excel Sheet. 2. Mock practice oral communication with supervisors for preparation of a format or report. 	10
Total			35

Unit 4: Maintain a Clean And Hazard Free Working Area			
Learning Outcome	Theory (05Hrs)	Practical (15Hrs)	Duration (20Hrs)
1. Identify Importance of routine maintenance and its procedures	<ol style="list-style-type: none"> 1. The importance of running maintenance 2. Carry out running maintenance within agreed schedules 3. Hazards likely to be encountered when 	<ol style="list-style-type: none"> 1. Prepare a report on various types of maintenance conducted 	05

Unit 4: Maintain a Clean And Hazard Free Working Area			
Learning Outcome	Theory (05Hrs)	Practical (15Hrs)	Duration (20Hrs)
	conducting routine maintenance		
2. Explain how to Maintain cleanliness	<ol style="list-style-type: none"> 1. The benefits of maintaining cleanliness 2. Different types of cleaning equipment, substances and their use 3. Safe working practices for cleaning and the method of carrying them out 4. Carrying out cleaning according to schedules and limits of responsibility 	<ol style="list-style-type: none"> 1. Prepare an informative poster of cleaning equipments used in any textile or garment industry. 2. Prepare a graphical poster on PPE kit for safety during cleaning process. 	05
3. Analyze handling of machinery, equipment and tools safely and correctly	<ol style="list-style-type: none"> 1. Handling materials, machinery, equipment and tools safely and correctly 2. Correct lifting and handling procedures 3. Maintenance of tools and equipment 	<ol style="list-style-type: none"> 1. Prepare file of safety sign and their meaning 2. Visit a Garment manufacturing firm, discuss with the safety officer / team and prepare a report on safety measures adopted by them. 	05
4. Describe Effective oral and written communication at workplace	<ol style="list-style-type: none"> 1. Introduction to communication process 2. The lines of communication, authority and reporting procedures at work place 3. The importance of complying with written instructions 	<ol style="list-style-type: none"> 1. Prepare a graphical poster on SOP (Standard Operating Procedure) instructions. 	05
Total			20

Unit 5: Maintain Health, Safety and Security at Workplace			
Learning Outcome	Theory (10Hrs)	Practical (10Hrs)	Duration (20Hrs)
1. Analyze Compliance to health, safety and security requirements at workplace	<ol style="list-style-type: none"> 1. Health and safety related practices applicable at workplace 2. Access to clean drinking water and sanitary facilities 	<ol style="list-style-type: none"> 1. Prepare a report on various types of health and safety related practices. 	05
2. Explain Potential safety risks and emergencies	<ol style="list-style-type: none"> 1. Response to potential accidents and emergencies. 2. Maintenance and storage of protective equipments 	<ol style="list-style-type: none"> 1. Prepare a chart with details of potential hazards and their possible solutions 	05

Unit 5: Maintain Health, Safety and Security at Workplace			
Learning Outcome	Theory (10Hrs)	Practical (10Hrs)	Duration (20Hrs)
3. Identify and report malfunctions in machinery and equipment or any other hazard at workplace	<ol style="list-style-type: none"> Identifying the hazards at workplace Safety signs at work place and their meaning 	1. Prepare a report with pictures and details of all the safety signs applicable at workplace.	05
4. Explain reporting emergency situations	<ol style="list-style-type: none"> Reporting protocol and required documentation Emergency responses during a hazard/emergency Emergency response plan 	1. Prepare a sample report of an emergency situation at the workplace.	05
Total			20

Unit 6: Comply with Industry and Organisational Requirements			
Learning Outcome	Theory (10Hrs)	Practical (10Hrs)	Duration (20Hrs)
1. Define Standard organisational compliance and related documents	<ol style="list-style-type: none"> What is organisational compliance Significance of compliance in Indian garment industry Introduction to audit Core labour standards Social Responsibility in the Garment Industry 	1. Make a power-point presentation on CSR activities of a Firm.	05
2. Explain Customer specific regulations and requirements	<ol style="list-style-type: none"> Country specific regulations for sector and their importance. Customer specific requirements mandated as a part of work process 	1. Visit a garment production house or export unit and make a report on country specific regulations which they follow.	05
3. Describe Ethical compliance and related documents	<ol style="list-style-type: none"> Why Code of Ethics is Required Working Hour & Wage Rate Compliance Workplace & Work Environment Compliance Health and Safety Compliance in Indian Garment Industry Compliance Code Guidelines 	1. Make a report on Code of Ethics followed by a garment industry.	05
4. Explain Documentation and reporting of compliance deviation	<ol style="list-style-type: none"> Identify and report any possible deviation to these requirements. Procedures to follow in case of deviation 	1. Make a report on Corrective Action Plan in case of compliance deviation.	05

Unit 6: Comply with Industry and Organisational Requirements			
Learning Outcome	Theory (10Hrs)	Practical (10Hrs)	Duration (20Hrs)
Total			20

6. ORGANISATION OF FIELD VISITS

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

Visit Boutiques, Market, Workshops, relevant industries and small units to observe the following: Location, Site, Office building, Store, Fabric yard, Packing area, Fabric store, 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.

1. Record Maintenance Sheet,
2. Boxes/baskets For Storage,
3. Teacher's Table & chair,
4. Big Table,
5. Display Board
6. Computer Peripherals with chairs, Printer , Photocopier,
7. Black Board /White Board, Marker/Chalk,
8. File Cabinet,
9. Dustbin,
10. Basic Stationary Items,
11. Calculator,
12. Company Quality Standards Handbook,
13. Students Manual/notes,
14. Defected fabric, trims , accessories

15. Swatch File, Buyer Requirement,
16. Comment Sheet ,
17. Measurement Sheet, spec sheet other , size chart,
18. invoices, purchase order,
19. BOM & documents required in store,
20. Size Chart , Measuring Tape,
21. Fabric,
22. Accessories & Trims file,
23. Packaging materials related to fabric packaging,
24. First Aid Box,
25. Fire Safety Equipment,
26. Students Chairs With Table Arms, trainees stools,
27. Fabrics(qnt may vary),
28. Projector /LCD

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

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

S.No.	Qualification	Minimum Competencies	Age Limit
1.	Post-graduation in Textile and Clothing or Relevant area from a recognized Institute/University, with at least 1 year work/teaching experience in Textile and clothing	<ul style="list-style-type: none"> • Effective communication skills (oral and written) • Basic computing skills 	18-37 years (as on Jan. 01 (year)) Age relaxation to be provided as per Govt. Rules

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

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

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

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

OR

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

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

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

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

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

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

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

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

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

- (i) Prepare session plans and deliver sessions which have a clear and relevant purpose and which engage the students;

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

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

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

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