

LEARNING OUTCOME

BASED

VOCATIONAL

CURRICULUM

**JOB ROLE: Assistant Designer-Home
Furnishing**

(QUALIFICATION PACK: Ref. Id. AMH/Q1220)

**SECTOR: Apparel, Made-Ups and Home
Furnishing**

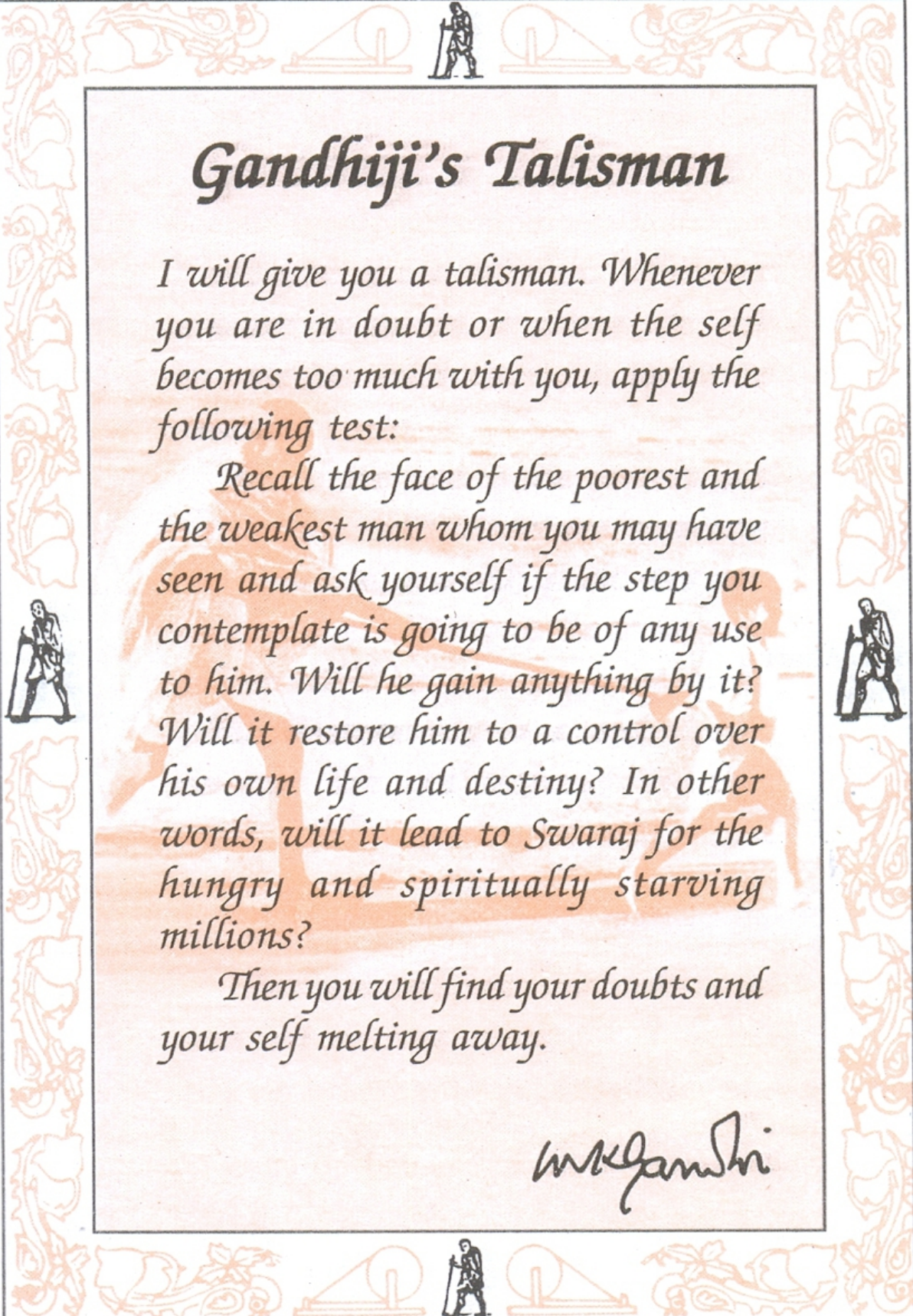
Classes 11 and 12

**PSS CENTRALINSTITUTE 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.K. Gandhi

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LEARNING OUTCOME BASED VOCATIONAL CURRICULUM

**Apparel, Made-Ups and Home Furnishing - Assistant Designer-
Home Furnishing**

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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 Central y 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 **Assistant Designer- Home Furnishing**. 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

(i)

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

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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 - Assistant Designer-

Home Furnishing

Home Furnishing is a branch of technical textile comprising application of textile in household purposes. Home textile is nothing but an internal environment which, deals with the internal spaces and their furnishing. Home furnishing textiles are mainly used for their functional, aesthetic properties, which provides us the mood and also gives mental relaxation to the people. Home furnishing can really enhance a room and provide an attractive, decorative atmosphere. Home furnishing textiles refers to the textiles used for manufacturing home furnishing products. It includes carpets, bedding products, kitchen linen, bathroom furnishing, and window textile, Table linen, curtains and upholstery fabrics. It has an extensive range of functional as well as decorative products. Home furnishings, have a wide range of fibre combination, fabric, design, textures and colours to offer. A large number of significant developments have taken place in home furnishings over recent years. An Assistant designer (Home Furnishing) is a job role committed to study, analysis, anticipate and finally create designs to various Home Furnishing products. He/she should have a flair for art and drawing, have basic Fashion and Textile Knowledge and Skills

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.
- Identify different traditional Indian textile.
- Explain different type of woven fabric.
- Demonstrate various techniques of Painting, Printing, and Dyeing.
- Identify different tools and equipment used in embroidery.
- Demonstrate different types of flat and loop stitches.
- Explain the steps of construction and finishing of home furnishing products.
- State the importance of Traditional Indian Textile.
- Identify the types of design/sources of inspiration and placement of designs.
- Demonstrate Process and Technique of Surface Ornamentation (Embroidery, painting, printing and dyeing).
- Perform sewing techniques.
- Describe the importance of the maintaining health, safety and security at workplace.

- Demonstrate design software's: CorelDraw and AUTOCAD.
- Interpret specification sheets accurately.
- Plan & prepare design collection of home furnishing products.
- Care and maintenance of home furnishing textiles.
- Cleaning and maintenance of tools and equipment.

COURSE REQUIREMENTS: The learner should have the basic knowledge of Home furnishing and Textile & 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	
Part B	Vocational Skills		
	Unit 1: Traditional Indian Textiles	35	40
	Unit 2: Surface Ormentation: Embroidery	55	
	Unit 3: Construction of Home Furnishing Products	30	
	Unit 4: Design Software - Corel Draw	25	
	Unit 5: Maintain Health, Safety and Security in Design Development	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: Surface Ormentation: Painting, Printing and Dyeing	40	40
	Unit 2: Style Interpretation	25	
	Unit 3: Design Collection and Construction of Home Furnishing Products	50	
	Unit 4: Design Software: Auto CAD	30	
	Unit 5: Care and Maintenance of Home Furnishing Textile	20	
	Total	165	40
Part C	Practical Work		
	Practical Examination	06	15
	Written Test	01	10
	Viva Voce	03	10
	Total	10	35
Part D	Project Work/Field Visit		
	Practical File/Student Portfolio	10	10
	Viva Voce	05	05
	Total	15	15
	Grand Total	300	100

3. TEACHING/TRAINING ACTIVITIES

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

CLASSROOM ACTIVITIES

Classroom activities are an integral part of this course and interactive lecture sessions, followed by discussions should be conducted by trained vocational teachers. Vocational teachers should make effective use of a variety of instructional or teaching

aids, such as audio-video materials, colour slides, charts, diagrams, models, 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:

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	0	2	0	04

	information; Organize and/ or integrate unique pieces of information from a variety of sources)				
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 (20 questions)

SKILL ASSESSMENT (PRACTICAL)

Assessment of skills by the students should be done by the assessors/examiners on the basis of practical demonstration of skills by the candidate, using a competency checklist. The competency checklist should be developed as per the National Occupation

Standards (NOSs) given in the Qualification Pack for the Job Role to bring about necessary consistency in the quality of assessment across different sectors and Institutions. The student has to demonstrate competency against the performance criteria defined in the National Occupation Standards and the assessment will indicate that they are 'competent', or are 'not yet competent'. The assessors assessing the skills of the students should possess a current experience in the industry and should have undergone an effective training in assessment principles and practices. The Sector Skill Councils should ensure that the assessors are provided with the training on the assessment of competencies.

Practical examination allows candidates to demonstrate that they have the knowledge and understanding of performing a task. This will include hands-on practical exam and viva voce. For practical, there should be a team of two evaluators – the subject teacher and the expert from the relevant industry certified by the Board or concerned Sector Skill Council. The same team of examiners will conduct the viva voce.

Project Work (individual or group project) is a great way to assess the practical skills on a certain time period or timeline. Project work should be given on the basis of the capability of the individual to perform the tasks or activities involved in the project. Projects should be discussed in the class and the teacher should periodically monitor the progress of the project and provide feedback for improvement and innovation. Field visits should be organised as part of the project work. Field visits can be followed by a small-group work/project work. When the class returns from the field visit, each group might be asked to use the information that they have gathered to prepare

presentations or reports of their observations. Project work should be assessed on the basis of practical file or student portfolio.

Student Portfolio is a compilation of documents that supports the candidate's claim of competence.

Documents may include reports, articles, photos of products prepared by students in relation to the unit of competency.

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

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

CURRICULUM: APPAREL, MADE-UPS AND HOME FURNISHING - ASSISTANT DESIGNER HOME FURNISHING 16

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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 style	10
Total			25

Unit 2: Self-management Skills - III

Learning Outcome	Theory (10 Hrs)	Practical (15 Hrs)	Duration (25 Hrs)
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 grooming checklist 4. Describe the techniques of self-exploration	1. Demonstration of impressive appearance and groomed personality 2. Demonstration of the ability to self-explore	07
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 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 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 	<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 entrepreneurial attitudes during the following micro lab activities: (i) thematic appreciation test, (ii) preparing a short write-up on "who am I" 	15
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	<ol style="list-style-type: none"> Main sectors of green economy- E-waste management, green transportation, renewal energy, green construction, water management Policy initiatives for greening economy in India 	<ol style="list-style-type: none"> Preparing a poster on any one of the sectors of green economy 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	<ol style="list-style-type: none"> Stakeholders in green economy Role of government and private agencies in greening cities, buildings, tourism, industry, transport, renewable energy, waste management, agriculture, water, forests and fisheries 	<ol style="list-style-type: none"> 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: Traditional Indian Textiles	35
2.	Unit 2: Surface Ornamentation: Embroidery	55
3.	Unit 3: Construction of Home Furnishing Products	30
4.	Unit 4: Design Software-Corel Draw	25
5.	Unit 5: Maintain Health, Safety and Security in Design Development	20
	Total	165

Unit 1: Traditional Indian Textiles

Learning Outcome	Theory (10 Hrs)	Practical (25 Hrs)	Duration (35 Hrs)
1. Identify and familiarize with the different types of traditional textiles of India	<ol style="list-style-type: none"> Introduction to traditional Indian Textile Types of traditional textiles of India: Woven, Non-woven, painted, printed, dyed and embroidered 	<ol style="list-style-type: none"> Prepare a list of different traditional Indian textiles Market survey for collect the different traditional Indian textiles and paste in practical file 	07
2. Describe different types of woven textiles	<ol style="list-style-type: none"> Characteristics & uses of woven textiles following: Patola, Banarasi, Chanderi, Maheshwari, 	<ol style="list-style-type: none"> Collect and Identify samples of Indian Textiles (Patola, Banarasi, Chanderi, 	07

Unit 1: Traditional Indian Textiles

Learning Outcome	Theory (10 Hrs)	Practical (25 Hrs)	Duration (35 Hrs)
	Paithani, Ikat, Pochampali, Dhaka muslin, Tussar, kotadoria etc.	Maheshwari, Paithani, Ikat, Pochampali, Dhaka muslin, Tussar, kotadoria etc. and paste in practical file	
3. Describe different types and utility of painted textiles	1. Types and utility of painted textiles: Kalamkari, Madhubani, and Worli etc.	1. Collect and Identify different painted samples and paste in practical file 2. Prepare a sample of each of the following: Kalamkari, Madhubani and Worli	10
4. Describe different type of printed textiles	1. Types and utility of printed textiles: Sangneri, Bagh, Dabu, Khadi etc.	1. Collect and Identify different printed samples and paste in practical file 2. Prepare a sample of each of the following: Sangneri, Bagh, Dabu	11
Total			35

Unit 2: Surface Ornamentation: Embroidery

Learning Outcome	Theory (20 Hrs)	Practical (35 Hrs)	Duration (55 Hrs)
1. Identify tools and materials used for different types of embroidery	1. Tools and material used for embroidery: <ul style="list-style-type: none"> • Fabric Selection • Types of Needles • Threads • Frames • Other Materials 	1. Identify different types of tools and materials used for embroidery	06
2. Explain Different types of flat stitches	1. Different types of flat stitches:- <ul style="list-style-type: none"> • Running stitch • Stem stitch • Back stitch • Split stitch • Cross stitch • Herringbone stitch • Couching stitch 	1. Prepare a sample file of different types of flat stitches	08
3. Explain different types of loop stitches	1. Loop stitches: <ul style="list-style-type: none"> • Chain stitch , • Lazy daisy stitch, • Blanket stitch, • Buttonhole stitch, • Feather stitch • Fly Stitch 	1. Prepare a sample file different types of loop stitches	10
4. Demonstrate different Indian Traditional embroideries	1. Embroideries of India like Gujrati embroidery, Phulkari of Punjab, Chikankari of Lucknow, Manipuri work, Kasuti of	1. Prepare samples of Gujrati embroidery, Phulkari of Punjab, Chikankari of Lucknow, Manipuri work, Kasuti of	27

Unit 4: Design Software- Corel Draw

Learning Outcome	Theory (09 Hrs)	Practical (16 Hrs)	Duration (25 Hrs)
Total			25

Unit 5: Maintain Health, Safety and Security in Design Department

Learning Outcome	Theory (06 Hrs)	Practical (14 Hrs)	Duration (20 Hrs)
1. Identify hazards and risks associated with the process, medical emergencies and evacuation process	1. Potential risks and threats associated with workplace. 2. Safety tools and equipment	1. Participate in mock-drills/evacuation procedures organized by institution or industry	07
2. Identify the hazards related to damage to organizational assets	1. Introduction to different hazards at workplace 2. Safety signage's installed in an organization	1. Plan, organize and identify signage's to keep your work area safe from hazards 2. Visit an industry and make a report	13
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: • Sentence • Phrase • Kinds of Sentences	1. Demonstration and practice of writing sentences and paragraphs on topics related to the subject	15

Unit 1: Communication Skills - IV

Learning Outcome	Theory (10 Hrs)	Practical (15 Hrs)	Duration (25 Hrs)
	<ul style="list-style-type: none"> • Parts of Sentence • Parts of Speech • Articles • Construction of a Paragraph 		
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	<ol style="list-style-type: none"> 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 	<ol style="list-style-type: none"> 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	<ol style="list-style-type: none"> 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 	<ol style="list-style-type: none"> 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	<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 	<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 	10

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"> Barriers to becoming entrepreneur Behavioural and entrepreneurial competencies – adaptability/ decisiveness, initiative/ perseverance, interpersonal skills, organizational skills, stress management, valuing service and diversity 	<ol style="list-style-type: none"> Administering self-rating questionnaire and score responses on each of the competencies Collect small story/ anecdote of prominent successful entrepreneurs Identify entrepreneurial competencies reflected in each story and connect it to the definition of behavioural competencies Preparation of competencies profile of students 	10
2. Self-assessment of behavioural competencies	<ol style="list-style-type: none"> 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"> 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"> Role of green jobs in toxin-free homes Green organic gardening, public transport and energy conservation Green jobs in water conservation Green jobs in solar and 	<ol style="list-style-type: none"> Listing of green jobs and preparation of posters on green job profiles Prepare posters on green jobs 	15

Unit 5: Green Skills - IV

Learning Outcome	Theory (05 Hrs)	Practical (10 Hrs)	Duration (15 Hrs)
	wind power, waste reduction, reuse and recycling of wastes 5. Green jobs in green 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: Surface Ornamentation: Painting, Printing and Dyeing	40
2.	Unit 2: Style Interpretation	25
3.	Unit 3: Design Collection and Construction of Home Furnishing Products	50
4.	Unit 4: Design Software: Auto CAD	30
5.	Unit 5: Care and Maintenance of Home Furnishing Textile	20
	Total	165

Unit 4: Design Software: AutoCAD

Learning Outcome	Theory (12 Hrs)	Practical (18 Hrs)	Duration (30 Hrs)
		CAD using all tools, panels, menu bar etc.	
2. Identify different tools used in AutoCAD	1. Types of tools—Rotate 3D, trim, pen tool, shape tools-Point, polyline, polygon, rectangle, arc, circle, spline, ellipse, hatch, text, offset, extend, move, mirror 3D, scale, fillet, extrude, array 3D, slice, lighting and camera etc.	1. Practice all the tools of AutoCAD 2. Prepare basic drawings with the help of AutoCAD tools and menus	05
3. Explain the use of different material and textures of AutoCAD	1. Introduction to materials and textures helpful in creating designs	1. Practice the use of materials and textures of AutoCAD	07
4. Explain the process of converting a drawing in JPEG format	1. Method of import and export of files 2. Method of converting a drawing in JPEG format	1. Practice of import and export of files 2. Practice of converting a drawing in JPEG format	06
5. Design a view of bedroom/kitchen including the home furnishing textiles	1. Steps of designing home furnishing textiles in AutoCAD	1. Prepare 3 design of home furnishing items of bedroom/kitchen using AutoCAD tools	07
Total			30

Unit 5: Care and Maintenance of Home Furnishing Textiles

Learning Outcome	Theory (08 Hrs)	Practical (12 Hrs)	Duration (20 Hrs)
1. Care and maintain of different home furnishing textile	1. Introduction to care and maintenance 2. Importance of care and maintenance of home furnishing textile 3. Care and maintenance of home furnishing textile according to different fabrics - cotton, silk, woollen, chiffon, linen, brocade and net	1. Prepare a document about the importance of home furnishing textile	06
2. Identify care and maintenance of tools and equipment at workplace in a home furnishing textile industry	1. Importance of care, cleaning and maintenance of tools and equipment at workplace	1. Identify the proper care, cleaning and maintenance of tools and equipment at workplace 2. Visit an industry and prepare a report	14
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. Various types of home furnishing textiles
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. Pen
2. Pencil
3. Rubber
4. Sharpener
5. Colours: Posters, Crayons, Steadlers
6. Drafting Scales
7. Ruler
8. Computer
9. Sewing Machine
10. Needles: Machine and Hand
11. Bobbin and Bobbin Case
12. Scissors: Dress maker scissors, Small pointed Scissor, Pointed scissors, Zigzag or Pinking scissors
13. Trims
14. Accessories
15. Paint Brush
16. Colour Mixing Palette
17. Bowl
18. Marking Chalk
19. Colour Pencils

20. Fabric
21. Brown Paper
22. Threads
23. Drawing Sheets
24. Project File
25. Stitch opener or Seam Ripper
26. Thread Cutter
27. Home Furnishing Magazines
28. Needle Threader
29. Thimble
30. Iron
31. Beaded Pins
32. Carbon Paper
33. Butter Paper
34. Embroidery Threads
35. Embroidery Needles etc.

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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