

LEARNING OUTCOME

BASED

VOCATIONAL

CURRICULUM

JOB ROLE: Self Employed Tailor

(QUALIFICATION PACK: Ref. Id. AMH/Q1947)

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

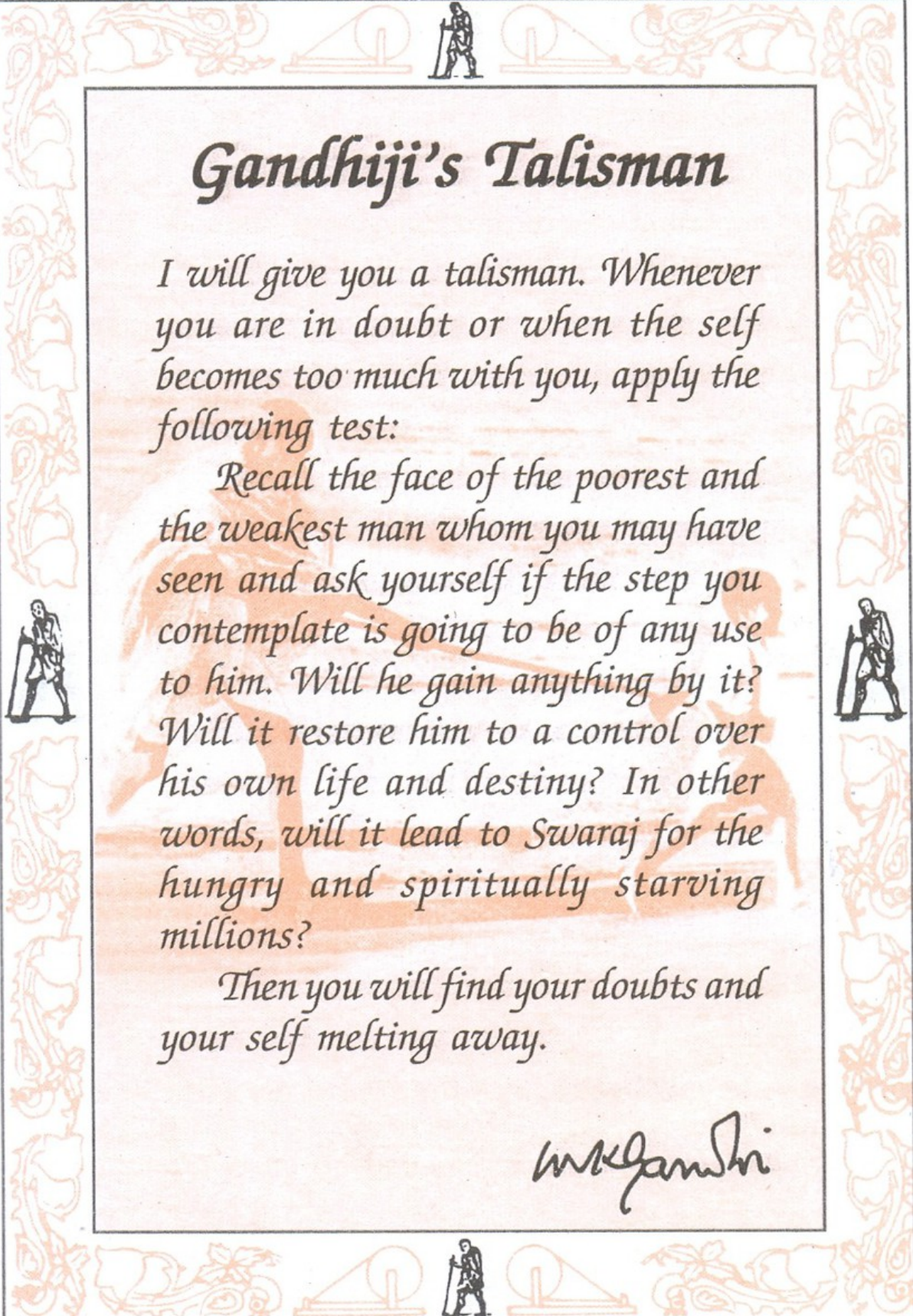
Classes 11 and 12

**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 - Self Employed Tailor

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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 **Self Employed Tailor**. 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

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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 and Dr. Anil Kumar, Professor, Department of Vocational Education and Entrepreneurship Development, National Institute of Technical

Teachers Training and Research (NITTTR), Bhopal 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 - Self Employed

Tailor

A Self employed tailor is an experienced dressmaker who has a good knowledge of sewing and

dressmaking, and who wants to create clothes to FIT one's own personal shape. Pattern making is an art. It is the art of manipulating and shaping a flat piece of paper/fabric to conform to one or more curves of the human figure. Pattern making is a bridge function between design and production.

In sewing and fashion design, a pattern is the template from which the parts of a garment are traced onto fabric before being cut out and assembled. Sewing is the craft of fastening or attaching these pattern pieces using stitches made with a needle and thread. Sewing is one of the oldest of the textile

arts.

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 the terms related to pattern making, and garment construction.

- Identify the tools, equipment and machines required for pattern making, drafting cutting and sewing.
- Explain hand and machine sewing techniques.
- Explain the disposal of fullness in garments using dart, pleats, tucks and gathers etc.
- Describe garment components like sleeves, collar, neckline, yokes, plackets, pockets, etc.
- Perform/Practice measurement taking techniques and explain the pattern making principles.
- Demonstrate the drafting, cutting and sewing of Ladies wear.
- Demonstrate the drafting, cutting and sewing of Kid's wear.
- Demonstrate the drafting, cutting and sewing of Men's wear.
- Explain and prepare home furnishing textiles.
- Explain dart manipulation techniques.
- Identify the Indian Apparel industry.
- Explain fitting defects and apply remedies for it.
- Describe the Finishing process of garments.
- Follow cleaning and maintenance of tools, equipment and machines.
- Identify the potential Hazards and safe working practices in a tailoring unit.

COURSE REQUIREMENTS: The learner should have the basic knowledge of 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 UNITS

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

CLASS 11			
	Units	No. of Hours for Theory and Practical 300	Max. Marks for Theory and Practical 100
Part A	Employability Skills		
	Unit 1: Communication Skills - III	25	10
	Unit 2: Self-management Skills – III	25	
	Unit 3: Information and Communication Technology Skills – III	20	
	Unit 4: Entrepreneurial Skills – III	25	
	Unit 5: Green Skills – III	15	
	Total	110	10
Part B	Vocational Skills		
	Unit 1: Elements of Textiles	25	40
	Unit 2: Garment Construction Tools and Equipment	25	
	Unit 3: Basic Sewing Techniques and Garment Components	30	
	Unit 4: Measurement Techniques	20	
	Unit 5: Drafting, Cutting and Sewing of Ladies and Kid's Wear	45	
	Unit 6: Basics of Home Furnishing Textiles	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: Study of Textiles	25	40
	Unit 2: Dart Manipulation	30	
	Unit 3: Drafting, Cutting and Sewing Process of Ladies and Men's wear	60	
	Unit 4: Fitting Defects and Remedies	15	
	Unit 5: Introduction to Finishing of Garments	15	
	Unit 6: Hazards, Safety Measures, Cleaning and Maintenance at Workplace	20	
	Total	165	40
Part C	Practical Work		
	Practical Examination	06	15
	Written Test	01	10
	Viva Voce	03	10
	Total	10	35
Part D	Project Work/Field Visit		
	Practical File/Student Portfolio	10	10
	Viva Voce	05	05
	Total	15	15
	Grand Total	300	100

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:

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.

Unit 1: Communication Skills - III

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

Unit 2: Self-management Skills - III

Learning Outcome	Theory (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 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 • Creating a document 	10
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 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: Elements of Textiles	25
2.	Unit 2: Garment Construction Tools and Equipment	25
3.	Unit 3: Basic Sewing Techniques and Garment Components	30
4.	Unit 4: Measurement Techniques	20
5.	Unit 5: Drafting, Cutting and Sewing Process of Ladies and Kid's Wear	45
6.	Unit 6: Basics of Home Furnishings Textiles	20
	Total	165

Unit 1: Elements of Textiles

Learning Outcome	Theory (11 Hrs)	Practical (14 Hrs)	Duration (25 Hrs)
1. Explain classification, properties and uses of textile fibres	1. Classification of textile fibres 2. Physical and chemical properties of fibres 3. Uses of various natural and manmade fibres	1. Identification of textile fibres	05

Unit 2: Garment Construction Tools and Equipment

Learning Outcome	Theory (10 Hrs)	Practical (15 Hrs)	Duration (25 Hrs)
1. Define pattern making terminologies	1. Enlist pattern making terminologies	1. Write pattern making terminologies in the practical file	05
2. Define garment construction terminology	1. Enlist garment construction terminology	1. Write garment construction terminologies in the practical file	05
3. Explain tools and equipment used for tailoring and various types of sewing machines	1. Different tools and equipment for measuring, marking, cutting, sewing, pressing and finishing 2. Different types of sewing machine (manual, semi – manual and electrically operated) and its parts	1. Various tools equipment and their usage for cutting, sewing, and finishing 2. Handling of various types of sewing machine	15
Total			25

Unit 3: Basic Sewing Techniques and Garment Components

Learning Outcome	Theory (13 Hrs)	Practical (17 Hrs)	Duration (30 Hrs)
1. Explain the Hand stitches like constructive, permanent and decorative stitches and their uses	1. Hand stitches: a) Constructive stitches- <ul style="list-style-type: none"> • Temporary stitches like even and uneven basting, diagonal and slip basting • Permanent stitches like running, back and hems stitches b) Decorative stitches <ul style="list-style-type: none"> • stem, chain, feather, • lazy daizy, satin, • blanket, bullion stitches, etc. 	1. Identify various types of stitches	05
2. Explain the types of seams	1. Seams- <ul style="list-style-type: none"> • Plain • Lapped • Flat and fell • Slot • French and its importance 	1. Identify various types of seams	07
3. Explain the edge finishes and its types	1. Types of Edge Finishes- <ul style="list-style-type: none"> • Pinked • Edge stitched • Double stitch • Overcast • Herringbone • Bound Seam edge 	1. Identify the types of edge finishes	05

Unit 3: Basic Sewing Techniques and Garment Components

Learning Outcome	Theory (13 Hrs)	Practical (17 Hrs)	Duration (30 Hrs)
4. Explain Disposal of fullness and identify their application in garments	1. Fullness in garments can be obtained through- <ul style="list-style-type: none"> • Pleats-Knife, Box, Inverted • Darts- Single and Double pointed • Tucks-Pin, Corded, Cross • Gathers- By hand, By machine, By using Elastic, Shirring, Frills and Ruffles 	1. Identify pleats, darts, tucks, shirring and ruffles	05
5. Explain the types of fasteners and plackets	1. Various types of fasteners 2. The purpose of using fasteners 3. Plackets and its types	1. Identify various types of fasteners 2. Identify the types of plackets	03
6. Describe the basic garment components	1. Different Types of collars, sleeves, cuffs, pockets, neckline, yokes and belts	1. Identify Different types of collars, sleeves, cuffs, pockets, neckline, yokes and belts	05
Total			30

Unit 4: Measurement Techniques

Learning Outcome	Theory (07 Hrs)	Practical (13 Hrs)	Duration (20 Hrs)
1. Describe various measurement techniques	1. Deriving measurements directly from the body 2. Taking measurements from ready garments	1. Take measurements from body 2. Obtain measurements from ready garments	10
2. State importance of paper patterns	1. The importance of paper patterns	1. Write importance of paper patterns in the practical file	10
Total			20

Unit 5: Drafting, Cutting and Sewing Process of Ladies and Kid's Wear

Learning Outcome	Theory (15 Hrs)	Practical (30 Hrs)	Duration (45 Hrs)
1. Explain the Drafting of Child's kurta/ Jhabla and Jhangia	1. Drafting of Jhabla and Jangia	1. Prepare draft of Jhabla and Jangia	03
2. Demonstrate preparation of fabric for cutting of Baby Frock and Bloomer	1. The fabric placing, marking and cutting for Baby Frock and Bloomer	1. Carry out fabric placing, marking and cutting for Baby Frock and Bloomer	02
3. Construct a Baby Frock	1. The steps of garment construction of baby frock: Layout, Marking, Cutting, Placket finishing, Joining shoulder, neck finishing, side seam joining of yoke,	1. Identify steps of garment construction for Baby Frock 2. Construct a Baby Frock	05

Unit 6: Basics of Home Furnishing Textiles

Learning Outcome	Theory (08 Hrs)	Practical (12 Hrs)	Duration (20 Hrs)
1. Explain meaning of home furnishing textiles	1. Introduction to home Furnishing textiles	1. Identify various home furnishing textiles	02
2. Explain meaning and utility of bed textiles	1. Meaning of bed textile 2. Utility of bed textiles	1. Identify bed textiles	02
3. Explain meaning and utility of window textiles	1. Meaning of window textile 2. Utility of window textiles	1. Identify window textiles 2. Construct a curtain	05
4. Explain meaning and utility of table textiles	1. Meaning of table textile 2. Utility of table textiles	1. Identify table textiles	02
5. Explain meaning and utility of kitchen textiles	1. Meaning of kitchen textile 2. Utility of kitchen textiles	1. Identify kitchen textiles 2. Construct an Apron	05
6. Explain meaning and utility of floor covering	1. Meaning of floor coverings 2. Utility of floor coverings	1. Identify floor coverings	02
7. Explain meaning and utility of upholstery	1. Meaning of upholstery. 2. Utility of upholstery	1. Identify upholstery	02
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	10

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 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 	10

Unit 3: Information & Communication Technology Skills - IV

Learning Outcome	Theory (08 Hrs)	Practical (12 Hrs)	Duration (20 Hrs)
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 	<p>password</p> <ul style="list-style-type: none"> • Printing a spreadsheet • Saving the spreadsheet in various formats <p>1. Demonstration and practice on the following:</p> <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"> 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 wind power, waste reduction, reuse and recycling of wastes, Green jobs in green tourism Green jobs in building 	<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)
	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: Study of Textiles	25
2.	Unit 2: Dart Manipulation	30
3.	Unit 3: Drafting, Cutting and Sewing Process of Ladies and Men's Wear	60
4.	Unit 4: Fitting Defects and Remedies	15
5.	Unit 5: Introduction to Finishing of Garments	15
6.	Unit: 6 Hazards, Safety Measures, Cleaning and Maintenance at Workplace	20
	Total	165

Unit 1: Study of Textiles

Learning Outcome	Theory (11 Hrs)	Practical (14 Hrs)	Duration (25 Hrs)
1. Identify and demonstrate classification, methods of construction and uses of fabric weaves	1. Classification of fabric weaves 2. Simple and compound weaves along with their derivatives: Plain, Rib, Basket, Twill, Satin, Sateen & Pile 3. Construction of the following weaves: Plain, Rib, Basket, Twill, Satin, Sateen and Pile 4. Uses of following weaves: Plain, Rib, Basket, Twill, Satin, Sateen and Pile	1. Prepare a chart for classification of weaves 2. Prepare a sample file of different weaves	12
2. Explain classification meaning and	1. Classification of fabric finishes 2. Basic fabric finishes along with their uses: brushing, pressing,	1. Identify different types of fabric finishes	10

Unit 1: Study of Textiles

Learning Outcome	Theory (11 Hrs)	Practical (14 Hrs)	Duration (25 Hrs)
advantages of fabric finishes	scouring, shearing, singeing, sizing, calendaring, embossing, glazing, mercerization, flame resistance, antistatic, heat resistance, water proofing, and sand blasting		
3. Explain factors affecting selection of appropriate fabric for various purposes (different garments and home furnishing)	1. Factors considered while selecting appropriate fabric for different types of garments 2. Choosing suitable fabric for different types of home furnishing and their end use	1. Identify fabrics suitable for different garments and home furnishing	03
Total			25

Unit 2: Dart Manipulation

Learning Outcome	Theory (10 Hrs)	Practical (20 Hrs)	Duration (30Hrs)
1. Demonstrate methods of manipulating the darts	1. Introduction to darts and dart manipulation 2. Methods of shifting a dart- <ul style="list-style-type: none">• Slash and spread method• Pivot method	1. Identify darts and methods of dart manipulation 2. Practice the methods of shifting a dart and prepare samples	08
2. Demonstrate pivot method of dart manipulation	1. Steps of manipulating darts using pivot method	1. Practice the pivot method of dart manipulation	10
3. Demonstrate method of converting a dart into seam in princess seam	1. Converting a dart into princess seam from shoulder and from armhole	1. Prepare samples of converting a dart into seam	12
Total			30

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 Sewing and Cutting Machines

5.

Tools and Equipment used in Tailoring

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.

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10. Sale procedure
11. Manpower engaged
12. Total expenditure
13. Total annual income
14. Profit/Loss (Annual)
15. 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.

MEASURING TOOLS:

1. Tape Measure
2. Sewing Gauge
3. Clear Ruler:
4. Skirt- Hem Marker
5. Retractable Tape Measure
6. Zipper Guide
7. Adhesive- Backed Rulers

DRAFTING TOOLS:

1. Wooden Table
2. Brown sheet
3. Dress Model
4. Bal pin
5. Pin Cushions.

MARKING TOOLS:

1. Colour Pencil (Red & Blue)
2. Marking chalk
3. Tracing Wheel

CUTTING TOOLS:

1. Scissors
2. Shears
3. Pinking shears
4. Seam Ripper
5. Thread Clipper

STITCHING TOOLS:

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1. Fabric

2. Needles
3. Thread
4. Thimble
5. Needle threader
6. Bobbin
7. Loop turner
8. Tailor's Chalk
9. Sewing Machine
10. Sewing Box
11. Hip Curve
12. Yardstick/Meter-stick

PRESSING TOOLS:

1. Iron box
2. Ironing board
3. Press cloth
4. Sleeve board
5. Seam rol

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

Age Limit

.

Competencies

1.

Post-graduation in Textile and

Effective

18-37 years (as on Jan. 01

Clothing or Relevant area from a

communication skills

(year))

recognized Institute /University,

(oral and written)

with at least 1 year work/ teaching

Age relaxation to be

Basic computing

experience in Textile and Clothing.

provided as per Govt. rules

skills

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.

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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

(i)

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;

(i)

Interview for assessing the knowledge, interests and aptitude of trainer through a panel of experts from the field and state representatives; and

(i i) 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;

(i)

Deliver education and training activities to students, based on the curriculum to achieve the learning outcomes;

(i i) Make effective use of learning aids and ICT tools during the classroom sessions;

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(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;

(vi) Cater to different learning styles and level of ability of students;

(vi i) Assess the learning needs and abilities, when working with students with different abilities (ix) Identify any additional

support the student may need and help to make special arrangements for that support;

(x)

Provide placement assistance

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

1.

Participation in guidance and counselling activities conducted at Institutional, District and State level;

2.

Adoption of innovative teaching and training methods;

3.

Improvement in result of vocational students of Class X or Class XII;

4.

Continuous up-gradation of knowledge and skills related to the vocational pedagogy, communication skills and vocational subject;

5.

Membership of professional society at District, State, Regional, National and International level; 6.

Development of teaching-learning materials in the subject area;

7.

Efforts made in developing linkages with the Industry/Establishments;

8.

Efforts made towards involving the local community in Vocational Education

9.

Publication of papers in National and International Journals;

10.

Organisation of activities for promotion of vocational subjects;

11.

Involvement in placement of students/student support services.

9. LIST OF CONTRIBUTORS

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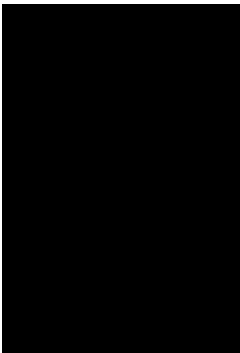
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EDUCATION**

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

Document Outline

- COURSE TITLE: Apparel, Made-Ups and Home Furnishing - Self Employed Tailor
- COURSE OUTCOMES: On completion of the course, student should be able to: