

# CBSE | DEPARTMENT OF SKILL EDUCATION

## CURRICULUM FOR SESSION 2020-2021

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### **APPAREL (CODE NO. – 414)**

**JOB ROLE: HAND EMBROIDER**

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**CLASS X**

#### **COURSE OVERVIEW:**

A hand Embroiderer is one who should be able to do all types of embroidery work effectively. Embroidery is the handicraft of decorating fabric or other materials with needle and thread or yarn. Embroidery may also incorporate other materials such as, pearls, beads, quills, and sequins. Today, embroidery is most often seen on caps, hats, coats, blankets, dress shirts, denim, stockings, and golf shirts. Embroidery is available with a wide variety of thread or yarn colour.

Embroidery is an expression of self, rendered with patience and dedicated hard work, it is an art rightly described as "painting by needle". Embroidery adds grace and elegance, life and style even into articles of everyday use. Indian embroidery takes its inspiration from nature and religion. The colour, the base the theme and the style are reflective of a particular region.

Good embroidery is not an easy thing to do. Embroidery is an art. A high concentration as well as watchfulness is very required to be successful in embroidery. People would like to concentrate heavily while attempting to tailor, to patch, to fix and to strengthen clothes in the sewing process. The other thing that leads to the art in embroidery is the probabilities to craft a big variety of decorations.

#### **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.
- Narrate historical perspective of hand embroidery.
- Explain terms related to hand embroidery.
- Define types and transferring of tracing methods of design.
- Identify the materials used for different types of embroidery.
- Perform the various flat and loop and Knot stitches.
- Identify embroidery defects and their rectification.
- Narrate precautionary measures used while doing embroidery.
- Explain finishing of embroidered products.
- Estimate costing of embroidered products.
- Describe elements and principles of design.
- Explain colour, colour schemes and Colour wheel.
- Perform traditional embroideries of India.
- Identify the combination and application of embroidery stitches on a motif.
- Explain specification sheet and place the designs on different garment areas.
- Explain the finishing of embroidered garments, quality check and inspection process of an embroidery unit.
- Narrate organizational rules, policies and importance of personal health and hygiene.
- Identify organizational hazards, safety measures and the importance of cleaning and maintenance at workplace.

### **COURSE REQUIREMENTS:**

The learner should have the basic knowledge of Textile and Clothing.

### **COURSE LEVEL:**

This is a beginner level course. On completion of this course, a student can take up an Intermediate level course for a job role in Apparel, Made-ups and Home Furnishing in Class XI and XII.

## CLASS – X SESSION 2020-2021

Total Marks: 100 (Theory-50+Practical-50)

### 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 X opting for skill subject along with other subjects. The unit-wise distribution of hours and marks for class X is as follows:

<b>APPAREL (414) Class X ( 2020-21)</b>			
	<b>UNITS</b>	<b>NO. OF HOURS for Theory and Practical 200</b>	<b>MAX. MARKS for Theory and Practical 100</b>
<b>Part A</b>	<b>Employability Skills</b>		
	Unit 1 : Communication Skills-II	10	10
	Unit 2 : Self-Management Skills-II	10	
	Unit 3 : Information and Communication Technology Skills-II	10	
	Unit 4 : Entrepreneurial Skills-II	15	
	Unit 5 : Green Skills-II	05	
	<b>Total</b>	<b>50</b>	
<b>Part B</b>	<b>Subject Specific Skills</b>		<b>Marks</b>
	Unit 1: Elements and Principles of Design	30	40
	Unit 2: Advanced Hand Embroidery Stitches	25	
	Unit 3: Traditional Indian Embroideries	30	
	Unit 4: Application of Embroideries	20	
	Unit 5: Finishing of Embroidered Garments	20	
	<b>Total</b>	<b>125</b>	
<b>Part C</b>	<b>Practical Work</b>		
	Practical Examination	06	15
	Written Test	01	10
	Viva Voce	03	10
	<b>Total</b>	<b>10</b>	<b>35</b>
<b>Part D</b>	<b>Project Work/Field Visit</b>		
	Practical File/ Student Portfolio	10	10
	Viva Voce	05	05
	<b>Total</b>	<b>15</b>	<b>15</b>
	<b>GRAND TOTAL</b>	<b>200</b>	<b>100</b>

## **DETAILED CURRICULUM/TOPICS:**

### **Part-A: EMPLOYABILITY SKILLS**

<b>S. No.</b>	<b>Units</b>	<b>Duration in Hours</b>
1.	Unit 1: Communication Skills-II	10
2.	Unit 2: Self-management Skills-II	10
3.	Unit 3: Basic ICT Skills-II	10
4.	Unit 4: Entrepreneurial Skills-II	15
5.	Unit 5: Green Skills-II	05
<b>TOTAL</b>		<b>50</b>

**NOTE:** For Detailed Curriculum/ Topics to be covered under Part A: Employability Skills can be downloaded from CBSE website.

### **Part-B – SUBJECT SPECIFIC SKILLS**

- Unit 1: Elements and Principles of Design
- Unit 2: Advanced Hand Embroidery Stitches
- Unit 3: Traditional Indian Embroideries
- Unit 4: Application of Embroideries
- Unit 5: Finishing of Embroidered Garments

<b>UNIT 1: ELEMENTS AND PRINCIPLES OF DESIGN</b>			
<b>S. No.</b>	<b>LEARNING OUTCOMES</b>	<b>THEORY</b>	<b>PRACTICAL</b>
1	Identify elements and principles of design	<ol style="list-style-type: none"><li>1. Different elements of design like: lines, shapes, colour, value, texture.</li><li>2. Different principles of design like: balance, proportion, rhythm, emphasis, unity.</li></ol>	<ol style="list-style-type: none"><li>1. Develop sheets for elements of design</li><li>2. Develop sheets for principles of design with examples</li><li>3. Collect pictures of elements and principles of design and paste in practical file</li></ol>
2	Demonstrate colours, colour wheel, and application of colour schemes	<ol style="list-style-type: none"><li>1. Primary, secondary and tertiary colours and representing them on the colour wheel</li><li>2. Related and contrasting colour schemes</li></ol>	<ol style="list-style-type: none"><li>1. Demonstrate the primary, secondary and tertiary colour through colour wheel</li><li>2. Prepare sheets of related and contrasting colour schemes</li></ol>

## UNIT 2: ADVANCED HAND EMBROIDERY STITCHES

S. No.	LEARNING OUTCOMES	THEORY	PRACTICAL
1.	Demonstrate flat embroidery stitches	1. Steps of doing flat filling stitches like: satin, long and short stitch, appliqué work, etc.	1. Prepare samples of all flat filling stitches and paste in practical file.
2.	Demonstrate loop and knot stitches	1. Steps of doing loop and knotted stitches like: fishbone, spider, French and bullion knot, mirror work, etc.	1. Prepare samples of all loop and knotted stitches and paste in practical file. 2. Prepare an article using any three hand embroidery stitches.

## UNIT 3: TRADITIONAL INDIAN EMBROIDERIES

S. No.	LEARNING OUTCOMES	THEORY	PRACTICAL
1.	Demonstrate different Indian traditional embroideries - I	1. Introduction and steps of doing traditional embroideries of India like: Gujarati embroidery, Phulkari of Punjab, Chikankari of Lucknow, Manipuri work.	1. Prepare samples of Gujarati embroidery, Phulkari of Punjab, Chikankari of Lucknow, Manipuri work and paste in practical file.
2.	Demonstrate Indian traditional embroideries - II	1. Introduction and steps of doing traditional embroideries like: Kasuti of Karnataka, Kantha of Bengal, Kashmiri kashida work, Chambarumal of Himachal Pradesh.	1. Prepare samples of Kasuti of Karnataka, Kantha of Bengal, Kashmiri kashida work, Chambarumal of Himachal Pradesh and paste in practical file. 2. Prepare an article using any traditional embroidery.

#### UNIT 4: APPLICATION OF EMBROIDERIES

S. No.	LEARNING OUTCOMES	THEORY	PRACTICAL
1.	Demonstrate combination and application of embroidery stitches on a design or motif.	1. Steps of applying combination of embroidery on a design/motif.	1. Prepare a sample by using a combination of embroidery stitches on any design and paste in practical file.
2.	Explain specification sheet and application of design on different garment areas.	1. Use and proper interpretation of buyer's specification sheet given for embroidery work. 2. Placement of design on various garment areas.	1. Search an embroidery specification sheet from internet and practice interpreting the details given in it. 2. Prepare a sample by placing a same design in different styles and paste in practical file.

#### UNIT 5: FINISHING OF EMBROIDERED GARMENTS

S. No.	LEARNING OUTCOMES	THEORY	PRACTICAL
1.	Explain finishing process of embroidered garments	1. Steps of finishing the embroidered garments.	1. Write the process of Finishing of embroidered garments in the practical file.
2.	Define Quality check and inspection process followed in an embroidery unit	1. Importance of quality check and inspection at workplace.	1. Write the importance of quality check and inspection of embroidered garments in the practical file.

#### 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 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 Embroidery Machines
5. Tools and Equipment used in embroidery
6. Different buyers the company deals with
7. Product range of the industry
8. Understand time and action calendar
9. Manufacture, export, import
10. Sale procedure
11. Manpower engaged
12. Total expenditure
13. Total annual income
14. Profit/Loss (Annual)
15. Any other information

#### **LIST OF EQUIPMENT/ MATERIALS:**

The list given below is suggestive and an exhaustive list should be prepared by the teacher(s) teaching the subject. 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. Embroidery Threads
2. Cotton threads , Silk Threads, metallic threads
3. Embroidery Frames or Hoop
4. Fabric
5. Hand Needles
6. Trimmer
7. Needle Threader
8. Stitch Opener
9. Tracing paper or Butter Paper
10. Carbon Paper
11. Glue (to stick the stones)
12. Ruler or Scale
13. Pencil, Colour Pencils
14. Sharpener
15. Butter Paper
16. Tailor's Chalk
17. Stones: Glass stones, Plastic stones, Precious stones, Semi Precious Stones.
18. Crystals
19. Zardosi

20. Zari
21. Kora
22. Beads
23. Sequins
24. Pearls
25. Gotta
26. Mirrors (plastic, Glass)
27. Ribbon
28. Scissors: Dress maker scissors, Small pointed Scissor, Pointed scissors, Zigzag or Pinking scissors
29. Thread Cutter
30. Unpicker
31. Thimble
32. Fabric Glue (to stick the stones)
33. Measuring Tape
34. Iron
35. Beaded Pins

### **TEACHER'S/ TRAINER'S QUALIFICATIONS:**

The suggestive qualifications and minimum competencies for the vocational teacher should be as follows:

<b>Qualifications</b>	<b>Minimum Competencies</b>	<b>Age Limit</b>
Post-graduation in Textile and Clothing or in 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"> <li>• Effective communication skills (oral and written)</li> <li>• Basic computing skills</li> </ul>	<ul style="list-style-type: none"> <li>• 18-37 years {as on Jan. 01 (year)}</li> <li>• Age relaxation to be provided as per Govt. Rules</li> </ul>

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

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

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



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

**OR**

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

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

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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.