

**LEARNING OUTCOME BASED  
VOCATIONAL CURRICULUM  
(under NSQF scheme)  
For AISSCE-2020  
2018-19 (Class –IX)**

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<b>Subject Code</b>	<b>Subject Name</b>
<b>401</b>	<b>Retail</b>
<b>402</b>	<b>Information Technology</b>
<b>403</b>	<b>Security</b>
<b>404</b>	<b>Automotive</b>
<b>405</b>	<b>Introduction To Financial Markets</b>
<b>406</b>	<b>Introduction To Tourism</b>
<b>407</b>	<b>Beauty &amp; Wellness</b>
<b>408</b>	<b>Agriculture</b>
<b>409</b>	<b>Food Production</b>
<b>410</b>	<b>Front Office Operations</b>
<b>411</b>	<b>Banking &amp; Insurance</b>
<b>412</b>	<b>Marketing &amp; Sales</b>
<b>413</b>	<b>Health Care</b>
<b>414</b>	<b>Apparel</b>
<b>415</b>	<b>Media</b>

## RETAIL (401)

**JOB ROLE: Store Operations Assistant**  
**(QUALIFICATION PACK: Ref. Id. RAS/Q0101)**  
**SECTOR: Retail**

### Classes IX

## 1. COURSE OVERVIEW

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### **COURSE TITLE: Retail - Store Operations Assistant**

A retailer is one who stocks the manufactured goods and is involved in the act of selling to the final customer or consumer, at a margin of profit. Retailing is the last link that connecting the individual consumer with the manufacturing and distribution chain. It adds value in terms of bulk breaking and providing a wide variety of goods and services to customers as per their needs.

The retail industry is divided into organised and unorganized sectors. Organised retailing refers to trading activities undertaken by licensed retailers, that is, those who are registered for sales tax, income tax, etc. These include the corporate-backed hypermarkets and retail chains, and also the privately owned large retail businesses. Unorganized retailing, on the other hand, refers to the traditional formats of low-cost retailing, like, the local kirana shops, owner manned general stores, paan/beedi shops, convenience stores, hand cart and pavement vendors, etc.

Organised retail can be categorized by the type of products retailed as well as the by the different kind of retail formats. The major retail formats include Department store, Supermarkets, Hypermarket, Specialist Stores, Convenience Stores, and Kiosks. The various operations involved in store operation and management include Store Operations, Back end operations, Merchandising, Logistics and Distribution, Marketing, Procurement/Purchase, and Corporate Services.

After completion of this course the learner would be able to work as store operations assistant in organised retailing and may look after overall store operations. He/she can also motivate other co-workers and who assist customers in finding merchandise, introduce customers to new merchandise, and move the goods from racks to billing counters. He also serves internal and external customers in a retail environment with respect to product receiving, movement, storage and delivery. He needs to be physically fit to withstand working in a retail environment whilst being customer responsive towards service delivery.

**COURSE OUTCOMES:** On completion of the course, students 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;
  - ☐ Receive the goods into storage in store operations.
  - ☐ Delivery the products in store operations.
  - ☐ Maintain the required levels of stock in store operations.
  - ☐ Maintain the adequate stocks levels for sale in store operations.
  - ☐ Maintain health and safety in store operations.
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- ☐ Identify and control hazards in the workplace that pose a danger or threat to their safety or health, or that of other
- ☐ Recognize the benefits of great customer service;
- ☐ Provide customers necessary information appropriately and systematically;
- ☐ Use techniques to provide services based on customer's needs and wants;
- ☐ Work effectively in formal team in store operations.
- ☐ Work effectively in store operations in business establishments.
- ☐ Create a positive image of store operations assistant and organization in the customer's mind.

**COURSE REQUIREMENTS:** The learner should have the basic knowledge of commerce, management specially retailing aspects.

**COURSE LEVEL:** This is a beginner level course. On completion of this course, a student can take up an Intermediate level course for job roles in Retail – Sales Associate, Distributor Salesman in class 11 and 12.

**COURSE DURATION:**

Class IX : 200 periods

**Total : 200 periods**

## 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 9 and 10 opting for vocational subject along with general education subjects. The unit-wise distribution of hours and marks for Class 9 is as follows:

CLASS IX			
Units		No. of Hours for Theory and Practical 200	Max. Marks for Theory and Practical 100
<b>Part A</b>	<b>Employability Skills</b>		
	Unit 1: Communication Skills -I	20	10
	Unit 2: Self-management Skills -I	10	
	Unit 3: Information and Communication Technology Skills - I	20	
	Unit 4: Entrepreneurial Skills - I	15	
	Unit 5: Green Skills - I	10	
<b>Part B</b>	<b>Vocational Skills</b>		
	Unit 1: Introduction to Retail	25	40
	Unit 2: Receiving and Storage of Goods	25	
	Unit 3: Stock Levels in Storage	25	
	Unit 4: Customer Service	20	
<b>Part C</b>	<b>Practical Work</b>		
	Practical Examination	06	15
	Written Test	01	10
	Viva Voce	03	10
<b>Part D</b>	<b>Project Work/Field Visit</b>		

	Practical File/Student Portfolio	10	10
	Viva Voce	05	05
	<b>Total</b>		<b>100</b>

### 3. UNIT CONTENTS

#### CLASS IX

#### Part A: Employability Skills (Common for all vocational courses)

S.No.	Units	Duration in Periods
1.	Unit 1: Communication Skills – I	20
2.	Unit 2: Self-management Skills – I	10
3.	Unit 3: Basic ICT Skills – I	25
4.	Unit 3: Entrepreneurial Skills – I	15
5.	Unit 4: Green Skills – I	10
	<b>Total</b>	<b>80</b>

#### Unit 1: Communication Skills – I

S. No.	Learning Outcome	Theory (08 Periods)	Practical (12 Periods)	20 Periods
1.	Demonstrate knowledge of various methods of communication.	<ul style="list-style-type: none"> <li>☐ Methods of communication.</li> <li>☐ Verbal.</li> <li>☐ Non-verbal.</li> <li>☐ Visual.</li> </ul>	<ul style="list-style-type: none"> <li>☐ Writing pros and cons of written, verbal and non-verbal communication.</li> <li>☐ Listing do's and don'ts for avoiding common body language mistakes.</li> </ul>	05
2.	Identify elements of communication cycle.	<ul style="list-style-type: none"> <li>☐ Meaning of communication</li> <li>☐ Importance of communication skills</li> <li>☐ Elements of communication cycle–</li> <li>☐ (i) sender,</li> <li>☐ (ii) ideas,</li> <li>☐ (iii) encoding,</li> </ul>	<ul style="list-style-type: none"> <li>☐ Draw a diagram of communication cycle</li> <li>☐ Role plays on communication process related to the sector/job role.</li> </ul>	05

		<ul style="list-style-type: none"> <li>❑ (iv) communication channel,</li> <li>❑ (v) receiver,</li> <li>❑ (vi) decoding, and</li> <li>❑ (vii) feedback</li> </ul>		
3.	Identify the factors affecting our perspectives in Communication	<ul style="list-style-type: none"> <li>❑ Perspectives in communication.</li> <li>❑ Factors affecting perspectives in communication.</li> <li>❑ Visual perception.</li> <li>❑ Language.</li> <li>❑ Past experience.</li> <li>❑ Prejudices.</li> <li>❑ Feelings.</li> <li>❑ Environment.</li> </ul>	<ul style="list-style-type: none"> <li>❑ Group discussion on factors affecting perspectives in communication.</li> <li>❑ Sharing of experiences on factors affecting perspectives.</li> <li>❑ Sharing experiences on factors affecting communication at workplace.</li> </ul>	05

4.	Demonstrate the knowledge of basic writing skills	<ul style="list-style-type: none"> <li>❑ Writing skills related to the following:</li> <li>❑ Phrases</li> <li>❑ Kinds of sentences</li> <li>❑ Parts of sentence</li> <li>❑ Parts of speech</li> <li>❑ Use of articles</li> <li>❑ Construction of a paragraph</li> </ul>	<ul style="list-style-type: none"> <li>❑ Demonstration and practice of writing sentences and paragraphs on topics related to the subject.</li> </ul>	05
			<b>Total Duration in Periods</b>	<b>20</b>

<b>Unit 2: Self Management Skills – I</b>				
<b>S. No.</b>	<b>Learning Outcome</b>	<b>Theory (07 Periods)</b>	<b>Practical (03 Periods)</b>	<b>10 Periods</b>
1.	Describe the meaning and importance of self-management.	<ul style="list-style-type: none"> <li>❑ Meaning of self-management.</li> <li>❑ Positive results of self-management.</li> <li>❑ Self-management skills.</li> </ul>	<ul style="list-style-type: none"> <li>❑ Identification of self-management skills</li> <li>❑ Strength and</li> <li>❑ weakness analysis.</li> </ul>	05
2.	Identify the factors that helps in building self-confidence .	<ul style="list-style-type: none"> <li>❑ Factors that help in building self-confidence – social, cultural, and physical factors</li> <li>❑ Self-confidence building tips - getting rid of the negative thoughts, thinking positively, staying happy with small things, staying clean, hygienic and smart, chatting with positive people, etc.</li> </ul>	<ul style="list-style-type: none"> <li>❑ Role play exercises on building self-confidence.</li> <li>❑ Use of positive metaphors/ words.</li> <li>❑ Positive stroking on wakeup and before going bed.</li> <li>❑ Helping others and working for community.</li> </ul>	05

			<b>Total Duration in Periods</b>	<b>10</b>
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<b>Unit 3: Basic ICT Skills - I</b>				
<b>S.No.</b>	<b>Learning Outcome</b>	<b>Theory (10 Periods)</b>	<b>Practical (15 Periods)</b>	<b>25 Periods</b>
1.	Describe the role of ICT in day-to-day life.	<ul style="list-style-type: none"> <li>☐ Introduction to ICT</li> <li>☐ Role and importance of ICT in personal life and at Workplace</li> <li>☐ ICT in our daily life (examples)</li> <li>☐ ICT tools – Mobile, tab, radio, TV, email, etc.</li> </ul>	<ul style="list-style-type: none"> <li>☐ Discussion on the role and importance of ICT in personal life and at workplace.</li> <li>☐ Preparing posters / collages for showing the role of ICT at workplace</li> </ul>	02
2.	Identify the various components of computer system	<ul style="list-style-type: none"> <li>☐ Basic components of computer system.</li> <li>☐ Hardware and software.</li> <li>☐ Primary and secondary memory.</li> <li>☐ Input, Output and Storage devices.</li> </ul>	<ul style="list-style-type: none"> <li>☐ Identify and name the various components of computer system.</li> <li>☐ List few hardware and software.</li> <li>☐ Identify and name the primary and secondary memory.</li> </ul>	05

			☐ Identify the various Input, Output and Storage devices.	
3.	Identify various peripheral devices	<ul style="list-style-type: none"> <li>☐ Various peripheral devices and their use.</li> <li>☐ Examples of peripherals.</li> </ul>	<ul style="list-style-type: none"> <li>☐ List various peripheral devices.</li> <li>☐ Give the examples of peripheral devices.</li> <li>☐ Practice using peripheral devices.</li> </ul>	04
4.	Perform basic computer operations	<ul style="list-style-type: none"> <li>☐ Procedure for starting and shutting down a computer.</li> <li>☐ Operating Systems (OS).</li> <li>☐ Types of OS – DOS, Windows, Linux.</li> <li>☐ Desktop of Windows and Linux.</li> <li>☐ Files and folder.</li> <li>☐ Keyboard and mouse operations.</li> <li>☐ Common desktop operations.</li> </ul>	<ul style="list-style-type: none"> <li>☐ Start the computer in proper sequence and get the initial screen.</li> <li>☐ Identify the installed OS on computer.</li> <li>☐ Identify the desktop and its various components.</li> <li>☐ Work with desktop.</li> <li>☐ Create file and folder.</li> <li>☐ Perform keyboard and mouse operations.</li> </ul>	06
5.	Connect with the world	☐ Introduction to Internet.	☐ Introduce with Internet.	08

	using Internet and its Applications	<ul style="list-style-type: none"> <li>☐ Applications of Internet.</li> <li>☐ Internet Browser.</li> <li>☐ Websites and webpages.</li> <li>☐ Email applications.</li> <li>☐ Email accounts.</li> <li>☐ Sending and receiving email.</li> <li>☐ Introduction to social media.</li> <li>☐ Blog.</li> <li>☐ Twitter.</li> <li>☐ Facebook.</li> <li>☐ Youtube.</li> <li>☐ WhatsApp.</li> <li>☐ Digital India.</li> </ul>	<ul style="list-style-type: none"> <li>☐ Explain the applications of Internet.</li> <li>☐ List the various Internet Browser.</li> <li>☐ Search the websites.</li> <li>☐ Create Email account.</li> <li>☐ Send and receive email.</li> <li>☐ Use Social Media for education.</li> <li>☐ Use Blog.</li> <li>☐ Use Twitter.</li> <li>☐ Use Facebook.</li> <li>☐ Use Youtube.</li> <li>☐ Use WhatsApp.</li> <li>☐ Use Digital India.</li> </ul>	
			<b>Total Duration in Periods</b>	<b>25</b>

#### Unit 4: Entrepreneurial Skills - I

S. No.	Learning Outcome	Theory (06 Periods)	Practical (09 Periods)	15 Periods
1.	Identify various types of business activities	<ul style="list-style-type: none"> <li>☐ Types of businesses – service, manufacturing, hybrid.</li> <li>☐ Types of businesses found in our community Business activities around us.</li> </ul>	<ul style="list-style-type: none"> <li>☐ Prepare posters of business activities found in cities/ villages, using pictures.</li> <li>☐ Discuss the various types of activities, generally adopted by small businesses in a local community.</li> <li>☐ Best out of waste.</li> <li>☐ Costing of the product made out of waste.</li> </ul>	09

			<ul style="list-style-type: none"> <li>☐ Selling of items made from waster materials.</li> <li>☐ Prepare list of businesses that provides goods and services in exchange for money.</li> </ul>	
2.	Demonstrate the knowledge of distinguishing characteristics of entrepreneurship	<ul style="list-style-type: none"> <li>☐ Meaning of Entrepreneurship development.</li> <li>☐ Distinguishing characteristics of entrepreneurship.</li> <li>☐ Role and rewards of entrepreneurship.</li> </ul>	<ul style="list-style-type: none"> <li>☐ Prepare charts showing advantages of entrepreneurship over wages.</li> <li>☐ Group discussions on role and features of entrepreneurship.</li> <li>☐ Lectures/presentations by entrepreneurs on their</li> </ul>	06



			experiences and success stories. ☐ Identify core skills of successful entrepreneur.	
			<b>Total Duration in Periods</b>	<b>15</b>

<b>Unit 5: Green Skills - I</b>				
<b>S. No.</b>	<b>Learning Outcome</b>	<b>Theory (03 Periods)</b>	<b>Practical (07 Periods)</b>	<b>10 Periods</b>
1.	Demonstrate the knowledge of the factors influencing natural resource conservation.	☐ Introduction to environment. ☐ Relationship between society and environment, ecosystem and factors causing imbalance. ☐ Natural resource conservation. ☐ Environment protection and conservation.	☐ Group discussion on hazards of deteriorating environment. ☐ Prepare posters showing environment conservation. ☐ Discussion on various factors that influence our environment.	05
2.	Describe the importance of green economy and green skills.	☐ Definition of green economy ☐ Importance of green Economy	☐ Discussion on the benefits of green skills and importance of green economy. ☐ Prepare a Poster showing the importance of green economy with the help of newspaper/ magazine cuttings.	05
			<b>Total Duration in Periods</b>	<b>10</b>

## Part B: Vocational Skills

Sl.No.	Units	Duration (Periods)
1.	Introduction to Retail	25
2.	Receiving and Storage of Goods	25
3.	Stock Levels in Storage	25
4.	Customer Service	20
<b>Total</b>		<b>95</b>

Unit 1: Introduction to Retail			
Learning Outcome	Theory (10Periods)	Practical (15 Periods)	Total Duration (25 Periods)
<b>1. State basics of retailing</b>	1. Meaning of retailing 2. Function and essential requirements of retailers 3. Retailer's services to customers	1. Visit to a retail store for identify the various sections of the retail 2. Observe the basic functions and requirements of retailers in the retail store	<b>06</b>
<b>2. Distinguish between organised and unorganised retailing</b>	1. Meaning of organised and unorganised retailing 2. Differences between organised and unorganised retailing	1. Identify the various organized retail formats from the given retail formats 2. Identify the various un-organized retail formats from the given retail formats 3. List the different formalities required for organized and unorganized retailing	<b>06</b>
<b>3. Differentiate between store and non-store retailing</b>	1. Meaning of store and non-store retailing 2. Classification of store and non-store retailing	1. Identify the various store retailing from the given retail formats 2. Identify the various non-store given retail formats 3. List the different formalities required for store and non-store retailing	<b>07</b>
<b>4. Identify Indian and global retailers</b>	1. Meaning of Indian and global retailers 2. Major player of Indian and global retailers	1. Visit to Indian and Global retail formats write observations and prepare report.	<b>06</b>
<b>Total</b>			<b>25</b>

### ***Unit 2: Receiving and Storage of Goods***

<b>Learning Outcome</b>	<b>Theory (10 Periods)</b>	<b>Practical (15 Periods)</b>	<b>Total Duration (25 Periods)</b>
1. <i>Classify types of retail goods</i>	1. Meaning of goods. 2. Types of consumer goods 3. Give example of consumer and durable goods	1. Chart out consumer goods from given goods. 2. Practice the retail operations	<b>05</b>
2. <i>Select suitable procedure of receiving goods</i>	1. Describe the receiving procedure 2. Dispatching stock to stores 3. Refusal procedure of goods delivered 4. List out the various check points while receiving goods	1. Receive the goods in proper manner 2. Demonstrate the goods receiving procedure 3. Handle the dispatching procedure 4. Role play on process of refusal of products 5. Check the goods as per requirements while receiving the goods	<b>05</b>
3. <i>Store the received goods in suitable places</i>	1. Meaning and need of storage of goods 2. Techniques of storage of goods 3. Precautions for storage of goods 4. Advantages of various storage techniques 5. Recording procedure of goods received	1. Arrange the goods in appropriate places. 2. Check the temperature as per the nature of goods 3. Follow all administrative procedures while store the goods	<b>05</b>
4. <i>Demonstrate the process of goods handling</i>	1. Importance of goods handling 2. Precautions to be taken while handling goods	1. Handle the different types of goods with suitable equipments. 2. List steps in goods management process in a given situation	<b>05</b>
5. <i>Operate material handling equipments</i>	1. Name the types of material handling equipments. 2. Factors affecting selection of equipments.	1. Operate various types of material handling equipments. 2. Manage material handling services performed during retailing process.	<b>05</b>
<b>Total</b>			<b>25</b>

<b>Unit 3: Stock Levels in Storage</b>			
<b>Learning Outcome</b>	<b>Theory (10Periods)</b>	<b>Practical (15 Periods)</b>	<b>Total Duration (25Period s)</b>
1. <i>Identify stock level and maintain proper levels in retail store</i>	1. Meaning of stock level 2. Types of stock levels	1. Check the stock levels time to time.	<b>06</b>

<b>Unit 3: Stock Levels in Storage</b>			
<b>Learning Outcome</b>	<b>Theory (10Periods)</b>	<b>Practical (15 Periods)</b>	<b>Total Duration (25Period s)</b>
	3. Need for managing stock level in retail	2. Identify the un-sale stocks & find out expire date. 3. Maintain stock levels and prepare stock records.	
2. List the documents required for stock handling	1. Documents for stock receiving 2. Procedure for checking stock levels 3. Reporting deviations	1. Prepare a list of documents required for stock handling 2. Check the stock levels and report in proper way	<b>06</b>
3. Select appropriate storage space	1. Concept of floor plan 2. Allocation of space 3. Types of space 4. Shortage storage space	1. Prepare the floor plan 2. Allocate space 3. Handle problems in shortage of space	<b>07</b>
4. State various types of material handling equipment.	1. Meaning of handling equipment 2. Factors affecting selection of equipments. 3. Types of handling equipment in retail store 4. Functions of the handling equipment in retail store	1. State the factors for designing the material handling system. 2. Operate various material handling equipments 3. Handle material handling services performed during retailing process.	<b>06</b>
<b>Total</b>			<b>25</b>

<b>Unit 5: Customer Service</b>			
<b>Learning Outcome</b>	<b>Theory (08Periods)</b>	<b>Practical (12Periods)</b>	<b>Total Duration (20Periods)</b>
1. Explain customer needs and customer service	1. Meaning of consumer and customer 2. Basic needs of the customer at retail outlet 3. Customer service concepts 4. Role of customer service in retail 5. Elements of customer services 6. Advantages of customer service	1. Differentiate between consumer and customer with case study. 2. Perform customer service at retail store as per customer need 3. Role play on customer service given by trainee associate in a given situation.	<b>4</b>

<b>Unit 5: Customer Service</b>			
<b>Learning Outcome</b>	<b>Theory (08Periods)</b>	<b>Practical (12Periods)</b>	<b>Total Duration (20Periods)</b>
2. Describe effective customer service	1. Effective customer service 2. Dealing effectively with customer at retail outlet 3. Effective ways to build customers rapport	1. Estimate customer behaviour 2. Convince the customers with good presentation skills	5
3. Demonstrate the organization standards by appearance and behaviour	1. Standard set for staff appearance 2. Precautions taken by male and female staff 3. Staff behaviour in organization <ul style="list-style-type: none"> <li>a. Dealing with the customer</li> <li>b. Dealing with the superior</li> <li>c. Dealing with the colleague</li> </ul>	1. Draw on the chart standard of appearance 2. Follow the precautions working in male staff and female staff 3. Deal customers with effective techniques	6
4. Identify and confirm customer expectations	1. Meaning of customer expectation 2. Identify customer expectation 3. Customer expectation from retailer 4. Confirm customer expectation 5. Respond to customers	1. Recognize the customer expectation 2. Respond to customer expectations and attending queries properly	5
<b>Total</b>			<b>20</b>

#### 4. 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 a retail store and observe the following: Location, Site, Mother block, Office building, Store Layout, Arranging products in Racks, Store Design, Signage, Display of Products, Arranging Products into Gondolas, Billing Counter, Baggage of Products, Information Counters, etc. During the visit, students should obtain the following information from the owner or the supervisor or manager of the retail store:

1. Area under retail store and its layout
2. Types of retail stores
3. Type of racks used
4. Store layout and design
5. Goods receiving procedure
6. Storage of goods
7. Maintain stock levels

8. Communication between sales persons and customers
9. Communication between sales person and other stakeholders of the retail store
10. Segmentation of products
11. Arranging products in racks, Gondolas etc.
12. Types of signage's its usefulness
13. Duties and responsibilities of store operations assistant
14. Traditional billing system
15. Computerised billing system
16. Manpower engaged
17. Display of products
18. Total expenditure of retail store
19. Total annual income
20. Profit/Loss (Annual)
21. Any other information
22. Prepare report of field visits individual or group

## 5. LIST OF EQUIPMENT AND MATERIALS

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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.

### Material Required for Store Operations Assistant

1. Shelves for Stacking Products
  2. Shopping Cart
  3. Signage Board Retail
  4. Offer / Policy Signage
  5. Big Poster (at POS) for offer related advertisement
  6. Gondola
  7. Products for display (Dummy Cameras and Mobiles)
  8. Danglers
  9. Coupons and Vouchers
  10. Carry Bags
  11. Physical Bill Copy
  12. Bar Code Machine
  13. Customer Feedback Form
  14. Safety and security equipments on site
    - *Fire extinguisher*
    - *Security cameras*
    - *LCD screens*
    - *Safety sign boards*
    - *Personal protective equipments (PPE) like gloves, helmets, jackets, harness etc.*
    - *Locking systems*
  15. Housekeeping equipments on site
    - *Vacuum cleaner*
    - *Mops*
    - *Cleaning chemicals*
    - *Cleaning Robots*
    - *Air purifiers*
    - *Filtering machines*
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- *Spill Absorbents*
- *Termite treatment*

### **Teaching/Training Aids**

1. Computer
2. LCD Projector
3. Projection Screen
4. White/Black Boards
5. Flip Charts
6. Video and audio recorders

### **6. VOCATIONAL TEACHER'S/ TRAINER'S QUALIFICATION.**

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

<b>Sl. No.</b>	<b>Qualification</b>	<b>Minimum Competencies</b>	<b>Age Limit</b>
<b>1.</b>	Graduate or Diploma in Retail Management, P.G. Diploma in Marketing with at least 50% marks and 1 year teaching / work experience. Preference given to higher education with MBA (Retail Marketing) and/ or PG Diploma in Retail Management.	<ul style="list-style-type: none"> <li>• Effective communication skills (oral and written)</li> <li>• Basic computing skills.</li> <li>• Technical competencies (e.g. in areas such as marketing, sales promotion, store maintenance, marketing and merchandising etc.)</li> </ul>	18-37 years Age relaxation to be provided as per Govt. rules.

**Information Technology**  
**(SUBJECT CODE-402)**

**Class IX**

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

**Theory**

**PART A: EMPLOYABILITY SKILL (REF PAGE NO 5 )                      10 MARKS**

**PART B : VOCATIONAL SKILL**

**40 MARKS**

**Theory**

<b>Unit No.</b>	<b>Unit Name</b>	<b>Mark</b>
<b>2</b>	Fundamental of Computer	<b>8</b>
<b>3</b>	Mastering Typing	<b>8</b>
<b>4</b>	Word Processing (Basic)	<b>4</b>
<b>5</b>	Spreadsheet (Basic)	<b>8</b>
<b>6</b>	Digital Presentation	<b>8</b>
<b>7</b>	Email Messaging(Basic)	<b>4</b>
	<b>Total</b>	<b>40</b>

**INFORMATION TECHNOLOGY (Code- 402)**

**Class IX**

**Practical**

<b>Parameters</b>	<b>Mark</b>
Project / Practical Activities	<b>10</b>
Viva based on Project	<b>10</b>
Practical File/ Report or Portfolio	<b>10</b>
Demonstration of skill competency in Lab Activities	<b>20</b>
<b>Total</b>	<b>50</b>



**Security**  
**(SUBJECT CODE-403)**

**Class IX**

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

**Theory**

**PART A : EMPLOYABILITY SKILL ( REF PAGE NO 5 )      10 MARKS**

**PART B : VOCATIONAL SKILL**

**40 MARKS**

<b>Unit No</b>	<b>Unit Name</b>	<b>Marks</b>
<b>UNIT 2</b>	Disaster Management and Emergency Response(Basic)	<b>10</b>
<b>UNIT 3</b>	Development and Maintenance of Relationship with Stakeholders	<b>10</b>
<b>UNIT 4</b>	Occupational Health and Safety Procedures	<b>5</b>
<b>UNIT 5</b>	Observing and Monitoring People	<b>5</b>
<b>UNIT 6</b>	First Aid at Workplace (Basic)	<b>10</b>
	<b>Total</b>	<b>50</b>

**SECURITY – CLASS IX**

**Practical**

<b>Parameters</b>	<b>Marks</b>
Project	<b>10</b>
Viva based on Project	<b>10</b>
Practical File/ Report and portfolio	<b>10</b>
Demonstration of skill competency in Lab Activities	<b>20</b>
Total	<b>50</b>

**Automotive**  
**(SUBJECT CODE-404)**

**Class IX**

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

**Theory**

**PART A : EMPLOYABILITY SKILL ( REF PAGE NO 5 )      10 MARKS**

**PART B : VOCATIONAL SKILL**

**40 MARKS**

Unit No.	Unit Name	Marks
1	History and Evolution of Automobiles  Invention of the wheel  Invention of the wheel cart and animal powered horse cart  Invention of Automobile and Evolution  Invention of Automobile and Evolution (Post World War II)	4
2	Various types of Automobiles  - Able to identify Two and Three Wheelers  Able to identify Passenger and Commercial vehicles  Able to identify agricultural vehicles  Able to identify construction equipment vehicles  Able to identify special vehicles	5
3	Major Systems & Components of an Automobile  - Chassis Frame and Auto Body  Engine, and its components  Lubrication System  - Cooling System  Fuel Supply  - Transmission System	12

	<ul style="list-style-type: none"> <li>- Front and Rear Axle</li> <li>Steering System</li> <li>- Suspension System</li> <li>- Wheels and Tyre</li> <li>Brake</li> <li>Electrical &amp; Electronic Systems</li> <li>Air Conditioning System</li> <li>Active and Passive Safety</li> </ul>	
<b>4</b>	Road Safety <ul style="list-style-type: none"> <li>Importance of road safety rules</li> <li>Safe and responsible driving</li> <li>- Road Signs</li> <li>Driving rules and Registration of a vehicle</li> <li>Driving License</li> </ul>	<b>5</b>
<b>5</b>	Automobiles and our Environment <ul style="list-style-type: none"> <li>Air pollution</li> <li>- Auto Emissions and EU / BS Standards</li> <li>PUC Certification</li> </ul>	<b>5</b>
<b>6</b>	Introduction to Vehicle Maintenance & Servicing <ul style="list-style-type: none"> <li>Importance of Vehicle Maintenance and Servicing</li> <li>Tips to Extend the Life of Vehicles</li> <li>Introduction to Vehicle Servicing Procedure</li> </ul>	<b>7</b>
<b>7</b>	Innovations & Developments in Automobile	<b>2</b>
<b>Total</b>		<b>40</b>

## **AUTOMOBILE TECHNOLOGY – CLASS IX**

### **Practical**

<b>Parameters</b>	<b>Marks</b>
Project	10
Viva based on Project	10
Practical File / Report and portfolio	10
Demonstration of skill competency in Lab Activities	20
<b>Total</b>	<b>50</b>

**INTRODUCTION TO FINANCIAL (405)  
MARKETS**

**Class IX**

**Part A**

**Employability Skills ( REF. PAGE NO 6)**

**Theory100 (Theory-50 + Practical 50)**

<b>Part B</b>	<b>Vocational Skills</b>	<b>Marks 40</b>
	Unit 1: Communication Skills	
	Unit 2: Self-management Skills	
	Unit 3: Basic ICT Skills	
	Unit 4: Entrepreneurial Skills	
	Unit 5: Green Skills	
<b>Part B</b>	<b>Vocational Skills</b>	
	Money - What it is?	
	Money Exchange Systems	
	Key Characteristics of Money	
	What is Financial Planning?	
	What is Income?	
	What is Expenses?	
	What is Bank?	
	Why Save?	
	Setting Goals	
	Systematic Saving and Investments	
	Making a Budget	
	<b>Total</b>	

**Practical**

<b>Parameters</b>	<b>Marks</b>
Project / Practical Activities	10
Viva based on Project	10
Practical File/ Report or Portfolio	5
Demonstration of skill competency on NLT software(Numeric Speed Accelerator Module)	25
<b>Total</b>	<b>50</b>

**Tourism**  
**(SUBJECT CODE-406)**

**Class IX**

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

**Theory**

**PART A : EMPLOYABILITY SKILL ( REF PAGE NO 5 )      10 MARKS**

**PART B : VOCATIONAL SKILL**

**40 MARKS**

<b>Unit No.</b>	<b>Unit Name</b>	<b>Theory</b>
<b>UNIT 1</b>	<b>Introduction to Tourism –I</b> <ul style="list-style-type: none"><li>- Defining Tourism</li><li>- Purpose of Tourism</li><li>- Tourist typology</li><li>- Nature of Tourism</li><li>- Components of Tourism</li><li>- Forms of Tourism- Inbound, Outbound, Domestic</li></ul>	<b>12</b>
<b>Unit 2</b>	<b>Tourism Business- I</b> <ul style="list-style-type: none"><li>- Evolution of Tourism Business (Thomas Cook till date)</li><li>- Silk Route &amp; Tour</li><li>- Grand Tour</li><li>- Modern Tourism in India(<b>Rail Tourism</b>)</li><li>- Tourism Intermediaries and Linkage (an Intro)</li></ul>	<b>14</b>
<b>Unit 3</b>	<b>Tourism Product –I</b> <ul style="list-style-type: none"><li>• Understanding Tourism Resource</li><li>• Types of Resources</li><li>• Tourism Product</li></ul>	<b>14</b>

	Characteristics of Tourism Product <ul style="list-style-type: none"> <li>• Tourism resource to tourism product</li> <li>• Classification of tourism product</li> </ul> Protection of tourism products.	
	<b>Total</b>	<b>40</b>

### Introduction To Tourism – CLASS IX

#### Practical

Parameters	Marks
Poster presentation	<b>10</b>
Viva	<b>15</b>
Scrape Book/ Report and portfolio	<b>10</b>
Demonstration of skill competency (Team Role plays)	<b>15</b>
Total	<b>50</b>



**Beauty & Wellness**  
**(SUBJECT CODE-407)**  
**Class IX**

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

## Theory

**PART A : EMPLOYABILITY SKILL ( REF. PAGE NO 5) - 10 MARKS**

## PART B : VOCATIONAL SKILL

**- 40 MARKS**

s.no	Topic
1.	Introduction to Body Care
2.	Introduction to Hand Care
3.	Introduction to Foot Care
4.	Introduction to Face and Beauty
5.	Introduction to Hair Care
6.	Introduction to Hand Art
	<b>Total</b>

## Beauty and Wellness – CLASS IX

### Practical (50 marks)

Parameters	Marks
File	10
VIVA + hygiene	10
Practical Demonstration	
1. Practical Beauty related	15
2. Hair related	15
Total	50

**Agriculture**  
**(SUBJECT CODE-408)**  
**Class IX**

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

**Theory**

**PART A : EMPLOYABILITY SKILL ( REF. PAGE NO 5) - 10 MARKS**

**PART B : VOCATIONAL SKILL - 40 MARKS**

Unit No	Unit Name
1	Introduction to Agriculture
2	Scenario of agriculture in India
3	Principles of crop production
4	Animal Science
5	Agricultural Farm Machinery & Food Processing
6	Special Practices in agriculture

**AGRICULTURE – CLASS IX**

**Practical**

Parameters	Marks
Project / Practical Activities	15
Viva based on Project	10
Practical File/ Report or Portfolio	10
Demonstration of skill competency in Lab Activities	15
<b>Total</b>	<b>50</b>

## **FOOD PRODUCTION**

**(SUBJECT CODE-409)**

**Class IX**

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

**Theory**

**PART A : EMPLOYABILITY SKILL ( REF. PAGE NO 5) - 10 MARKS**

**PART B : VOCATIONAL SKILL - 40 MARKS**

<b>Unit No</b>	<b>Unit Name</b>	<b>Marks</b>
<b>1</b>	Introduction to hospitality industry	<b>3</b>
<b>2</b>	Career Opportunities	<b>3</b>
<b>3</b>	Introduction to Kitchen	<b>5</b>
<b>4</b>	Protective clothing & its maintenance	<b>3</b>
<b>5</b>	Personal Hygiene	<b>5</b>
<b>6</b>	Equipment & Kitchen tools	<b>5</b>
<b>7</b>	Culinary History	<b>3</b>
<b>8</b>	Kitchen Commodities	<b>5</b>
<b>9</b>	Storage of Commodities	<b>4</b>
<b>10</b>	Kitchen Organization	<b>4</b>
<b>Total</b>		<b>40</b>

### **FOOD PRODUCTION- CLASS IX**

#### **Practical**

	No. of period	Marks
PRACTICAL WORK		
PRACTICAL EXAMINATION	06	15
WRITTEN TEST	01	10
VIVA VOCE	03	10
PROJECT WORK/FIELD VISIT		
PRACTICAL FILE/ STUDENT PORTFOLIO	10	10
VIVA VOCE	05	05
Total	25	50

## FRONT OFFICE OPERATIONS

(SUBJECT CODE-410)

Class IX

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

**Theory**

**PART A : EMPLOYABILITY SKILL ( REF PAGE NO 5 )      10 MARKS**

**PART B : VOCATIONAL SKILL**

**40 MARKS**

**Theory**

S. No.	Unit Name	Theory Marks
UNIT 1	Introduction to Tourism	6
UNIT 2	Major Tourist Destinations of India	6
UNIT 3	Impacts of Tourism	8
UNIT 4	Hotels	10
UNIT 5	Classification of Hotels	10
	<b>Total Marks</b>	<b>40</b>

## FRONT OFFICE OPERATIONS – CLASS IX

**Practical**

PRACTICAL WORK	No. of period	Marks
PRACTICAL EXAMINATION	06	15
WRITTEN TEST	01	10
VIVA VOCE	03	10
PROJECT WORK/FIELD VISIT		
PRACTICAL FILE/ STUDENT PORTFOLIO	10	10
VIVA VOCE	05	05
Total	25	50

**Banking and Insurance**  
**(SUBJECT CODE-411)**

**Class IX**

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

**Theory**

**PART A : EMPLOYABILITY SKILL ( REF PAGE NO 5 )      10 MARKS**

**PART B : VOCATIONAL SKILL**

**40 MARKS**

<b>Unit No.</b>	<b>Unit Name</b>	<b>Marks</b>
<b>1.</b>	<b>Introduction to Banking</b>	<b>5</b>
<b>2.</b>	<b>Deposit Accounts</b>	<b>10</b>
<b>3.</b>	<b>Utility Services of a Bank</b>	<b>10</b>
<b>4.</b>	<b>Introduction to Insurance</b>	<b>10</b>
<b>5.</b>	<b>Insurance Organization</b>	<b>5</b>
<b>Total</b>		<b>40</b>

**Banking and Insurance**  
**Class IX**

**Practical**

<b>PRACTICAL WORK</b>	<b>No. of period</b>	<b>Marks</b>
PRACTICAL EXAMINATION	06	15
WRITTEN TEST	01	10
VIVA VOCE	03	10
PROJECT WORK/FIELD VISIT		
PRACTICAL FILE/ STUDENT PORTFOLIO	10	10
VIVA VOCE	05	05
Total	25	50

**MARKETING AND SALES**  
**(Subject Code-412)**  
**Class IX**

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

**Theory**

**PART A : EMPLOYABILITY SKILL ( REF PAGE NO 5)**

**10 MARKS**

**PART B : VOCATIONAL SKILL**

**40 MARKS**

<b>Unit No</b>	<b>Unit Name</b>	<b>Marks</b>
<b>1</b>	<b>Introduction to Marketing and Sales</b>	<b>5</b>
<b>2</b>	<b>Concept of Market</b>	<b>5</b>
<b>3</b>	<b>Basic concept of Sales and selling</b>	<b>10</b>
<b>4</b>	<b>Understanding customer &amp; consumer</b>	<b>10</b>
<b>5</b>	<b>Activities in Sales and Marketing</b>	<b>10</b>
	<b>Total</b>	<b>40</b>

**MARKETING AND SALES**  
**Class -IX**

**Practical**

<b>PRACTICAL WORK</b>	<b>No. of period</b>	<b>Marks</b>
PRACTICAL EXAMINATION	06	15
WRITTEN TEST	01	10
VIVA VOCE	03	10
PROJECT WORK/FIELD VISIT		
PRACTICAL FILE/ STUDENT PORTFOLIO	10	10
VIVA VOCE	05	05
Total	25	50

**Health Care**  
**(Subject Code-413)**  
**Class IX**

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

**Theory**

**PART A : EMPLOYABILITY SKILL ( REF PAGE NO 5)**

**10 MARKS**

**PART B : VOCATIONAL SKILL**

**40 MARKS**

S. No.	Unit Code	Unit Title
1	HSS101-NQ2016	Health care Delivery Systems
2	HSS102 - NQ2016	Role of Patient Care Assistant
3	HSS103 - NQ2016	Personal Hygiene and Hygeine Standards
4	HSS104 - NQ2016	Primary Health Care and Emergency Medical Response
5	HSS105 - NQ2016	Immunization

**Health Care**  
**Class -IX**

**Practical**

<b>PRACTICAL WORK</b>	<b>No. of period</b>	<b>Marks</b>
PRACTICAL EXAMINATION	06	15
WRITTEN TEST	01	10
VIVA VOCE	03	10
PROJECT WORK/FIELD VISIT		
PRACTICAL FILE/ STUDENT PORTFOLIO	10	10
VIVA VOCE	05	05
Total	25	50



**APPAREL (414)**  
**JOB ROLE: Hand Embroider**  
**(QUALIFICATION PACK: Ref. Id. AMH/Q1001)**  
**SECTOR: Apparel, Made-Ups and Home Furnishing**

**Classes IX**

**COURSE OVERVIEW**

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**COURSE TITLE: Apparel, Job role- Hand Embroiderer**

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.

A 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.

**COURSE DURATION:**

Class IX : 200 Periods

	<b>200</b>
<b>Total</b>	<b>: Periods</b>

## 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 9 and 10 opting for vocational subject along with general education subjects. The unit-wise distribution of periods and marks for Class 9 is as follows:

CLASS IX			
	Units	No. of periods for Theory and Practical 200	Max. Marks for Theory and Practical 100
<b>Part A</b>	<b>Employability Skills</b>		
	Unit 1: Communication Skills – I	20	
	Unit 2: Self-management Skills – I	10	

	Unit 3: Information and Communication Technology Skills – I	20	10
	Unit 4: Entrepreneurial Skills – I	15	
	Unit 5: Green Skills – I	10	
<b>Part B</b>	<b>Vocational Skills</b>		
	Unit 1: Basics of Hand Embroidery	20	
	Unit 2: Material and Basic Stitches for Hand Embroidery	30	
	Unit 3: Embroidery Defects and Finishing	15	
	Unit 4: Organizational Rules	10	40
	Unit 5: Hazards, Safety Measures, Cleaning and Maintenance at Workplace	20	
<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>Grand Total</b>		<b>100</b>

### 3. UNIT CONTENTS

#### CLASS IX

#### Part A: Employability Skills ( REF PAGE NO 5)

#### Part B: Vocational Skills

S. No.	Units	Duration (Periods)
1.	Unit 1: Basics of Hand Embroidery	20
2.	Unit 2: Material and Basic Stitches for Hand Embroidery	30
3.	Unit 3: Embroidery Defects and Finishing	15
4.	Unit 4: Organizational Rules	15
5.	Unit 5: Hazards, Safety Measures, Cleaning and Maintenance at Workplace	15
	<b>Total</b>	<b>95</b>

Unit 1: Basics of Hand Embroidery			
Learning Outcome	Theory ( 06 Periods)	Practical (14 Periods)	Duration (20 Periods)
1. Narrate history of hand embroidery	1. History of hand embroidery		02
2. Define terms related to hand embroidery	1. Terms related to embroidery	1. Make a chart of terms related to hand embroidery	02
3. Explain types of design with the help of examples	1. Types of design: <ul style="list-style-type: none"> <li>☐ Natural</li> <li>☐ Floral</li> <li>☐ Abstract</li> <li>☐ Geometrical</li> <li>☐ Tribal</li> <li>☐ Mythological</li> <li>☐ Architectural</li> <li>☐ Stylized</li> <li>☐ Nursery</li> </ul>	1. Draw a motif of all types of designs in the practical file	10
4. Demonstrate tracing methods to transfer the designs on the desired	1. Tracing methods: <ul style="list-style-type: none"> <li>☐ Using carbon paper</li> </ul>	1. Prepare samples of different tracing methods used for	06

Unit 1: Basics of Hand Embroidery			
Learning Outcome	Theory ( 06 Periods)	Practical (14 Periods)	Duration (20 Periods)
articles	<ul style="list-style-type: none"> <li>☐ Using light source</li> <li>☐ Using heat transfer</li> <li>☐ Using stencil</li> <li>☐ Using prick and pounce method</li> </ul>	embroidery	
<b>Total</b>			<b>20</b>

Unit 2: Material and Basic Stitches for Hand Embroidery			
Learning Outcome	Theory (07 Periods)	Practical (23 Periods)	Duration (30 Periods)
1. Define materials used for different types of embroidery	1. Material used for embroidery: <ul style="list-style-type: none"> <li>☐ Fabric</li> <li>☐ Types of Needles</li> <li>☐ Threads</li> <li>☐ Frames</li> <li>☐ Other Materials</li> </ul>	1. Write about different types of materials used for embroidery in the practical file	02
2. Perform different types of flat stitches	1. Types of basic stitches:- Flat stitches: <ul style="list-style-type: none"> <li>☐ Running stitch</li> <li>☐ Stem stitch</li> <li>☐ Back stitch</li> <li>☐ Split stitch</li> <li>☐ Cross stitch</li> <li>☐ Herringbone stitch</li> <li>☐ Couching stitch</li> </ul>	1. Practice different types of flat stitches, prepare their samples and paste in practical file	14
3. Perform different types of loop stitches	1. Loop stitches: <ul style="list-style-type: none"> <li>☐ Chain stitch</li> <li>☐ Lazy daisy stitch</li> <li>☐ Blanket stitch</li> <li>☐ Buttonhole stitch</li> <li>☐ Feather stitch</li> </ul>	1. Practice different types of loop stitches, prepare their samples and paste in practical file	14

	☐ Fly stitch		
<b>Total</b>			<b>30</b>

<b>Unit 3: Embroidery Defects and Finishing</b>			
<b>Learning Outcome</b>	<b>Theory (06 Periods)</b>	<b>Practical ( 09 Periods)</b>	<b>Duration (15 Periods)</b>
1. Identify embroidery defects and rectify them	1. Defects arising while doing embroidery like fabric damage, gapping, missed trims, thick embroidery, poor	1. Identify the defects arising while doing embroidery and rectify them	02

<b>Unit 3: Embroidery Defects and Finishing</b>			
<b>Learning Outcome</b>	<b>Theory (06 Periods)</b>	<b>Practical ( 09 Periods)</b>	<b>Duration (15 Periods )</b>
	hooping, etc. and their rectification		
2. Describe precautionary measures used while doing embroidery	1. Precautionary measures while doing embroidery work like: use of proper light, magnifying glass, protection tools like thimble, hand care, etc.	1. Write precautionary measures used while doing embroidery in practical file	02
3. Explain finishing process of embroidered products	1. Methods of finishing embroidered products	1. Write steps of finishing of embroidered products in practical file	04
4. Describe costing of embroidered	1. Factors affecting costing of	1. Write factors affecting costing of garments	

products	embroidered products	and embroidered products in practical file 2. Visit an industry and prepare a report	07
<b>Total</b>			<b>15</b>

#### Unit 4: Organizational Rules

Learning Outcome	Theory (05 Periods)	Practical (10 Periods)	Duration (15 Periods)
1. Explain organizational rules, policies, and procedures	1. Rules, policies, and procedures that should be followed by an organization	1. Write organizational rules, Policies, procedures in practical file	05
2. Explain and practice personal health and hygiene	1. Importance and different aspects of personal health and hygiene	1. Practice good personal health and hygiene at workplace 2. Visit an industry and prepare report	10
<b>Total</b>			<b>15</b>

#### Unit 5: Hazards, Safety Measures, Cleaning and Maintenance at Workplace

Learning Outcome	Theory (05 Periods)	Practical (10 Periods)	Duration (15 Periods)
1. Explain organizational hazards, and safety	1. Organizational hazards and safe working practices	1. Write organizational hazards and safe working practices in	05

#### Unit 5: Hazards, Safety Measures, Cleaning and Maintenance at Workplace

Learning Outcome	Theory (05 Periods)	Practical (10 Periods)	Duration (15 Periods)
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measures	followed in an organization	practical file	
2. Describe the importance of cleaning and maintenance	1. Important aspects of cleaning and maintenance at workplace	1. Demonstrate cleaning and maintenance at workplace 2. Visit an industry and prepare report	10
<b>Total</b>			<b>15</b>

#### 4. ORGANISATION OF FIELD VISITS

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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
- \* Tools and Equipment used in embroidery
  - \* Different buyers the company deals with
  - \* Product range of the industry
  - \* Understand time and action calendar
  - \* Manufacture, export, import
  - \* Sale procedure
  - \* Manpower engaged
  - \* Total expenditure
  - \* Total annual income
  - \* Profit/Loss (Annual)



\* Any other information

## **5. 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.

- (i) Embroidery Threads
- (ii) Cotton threads , Silk Threads, metallic threads
- (iii) Embroidery Frames or Hoop
- (iv) Fabric
- (v) Hand Needles
- (vi) Trimmer
- (vii) Needle Threader
- (viii) Stitch Opener
- (ix) Tracing paper or Butter Paper
- (x) Carbon Paper
- (xi) Glue (to stick the stones)
- (xii) Ruler or Scale
- (xiii) Pencil, Colour Pencils
- (xiv) Sharpener
- (xv) Butter Paper
- (xvi) Tailor's Chalk
- (xvii) Stones: Glass stones, Plastic stones, Precious stones, Semi Precious Stones.
- (xviii) Crystals
- (xix) Zardosi
- (xx) Zari
- (xxi) Kora
- (xxii) Beads
- (xxiii) Sequins
- (xxiv) Pearls
- (xxv) Gotta
- (xxvi) Mirrors (plastic, Glass)
- (xxvii) Ribbon
- (xxviii) Scissors: Dress maker scissors, Small pointed Scissor, Pointed scissors,  
Zigzag or Pinking scissors  
Thread Cutter  
Unpicker  
Thimble  
Fabric Glue (to stick the stones)  
Measuring Tape  
Iron  
Beaded Pins

## **6. VOCATIONAL TEACHER'S/ TRAINER'S QUALIFICATION**

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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	<input checked="" type="checkbox"/> Effective communication skills (oral and written) <input checked="" type="checkbox"/> Basic computing Skills	18-37 years (as on Jan. 01 (year))  Age relaxation to be provided as per Govt. Rules

**MEDIA (415)**  
**JOB ROLE: Texturing Artist**  
**(QUALIFICATION PACK: Ref. Id. MES/Q2503)**

**Classes IX**

## 1. COURSE OVERVIEW

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### **COURSE TITLE: Media –Texturing Artist**

Texturing Artists also known as a Shading Artists use variety of software, platforms, and environments to create textures for environments, characters, objects, and props for animated films, television shows, and video games. Individuals at this job are responsible to add textures to models to create photorealistic models that can be used for animation and adding shade to the artwork. This job requires the individual to create textures using software such as Autodesk Maya, 3D Studio Max, Mud Box and brush. The individual should also have a good understanding of the principles of colour theory, photography, multi-pass rendering and lighting. Texture artist works in animation studios, film and video production studios, game production companies, web design companies, graphic design firms, advertising firms, mobile technology companies, etc.

**COURSE OUTCOMES:** On completion of the course, students 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;
- ☐ Demonstrate the knowledge of basics of colour theory
- ☐ Demonstrate the knowledge of fundamentals of digital design
- ☐ Demonstrate the knowledge of composition and lighting for photography
- ☐ Describe surfaces and materials
- ☐ Explain the essentials of 3D Modeling
- ☐ Describe the fundamental concepts of shading and texturing
- ☐ Explain the basic concepts on texturing in Photoshop
- ☐ Describe the basic concept of shading and lighting
- ☐ Describe the basic concept of rendering
- ☐ Recognize the benefits of great customer service;
- ☐ Provide customers necessary information appropriately and systematically;
- ☐ Use techniques to provide services based on customer's needs and wants;

**COURSE REQUIREMENTS:** The learner should have the basic knowledge of science.

**COURSE LEVEL:** This is a beginner level course.

### **COURSE DURATION:**

Class 9 : 200 periods

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**Total : 200 periods**

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## 2. SCHEME OF UNITS AND ASSESSMENT

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This course is a planned sequence of instructions consisting of Units meant for developing

employability and vocational competencies of students of Class 9 and 10 opting for vocational subject along with general education subjects. The unit-wise distribution of periods and marks for Class 9 is as follows:

<b>CLASS IX</b>			
	<b>Units</b>	<b>No. of Periods 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 – I	20	10
	Unit 2: Self-management Skills – I	10	
	Unit 3: Information and Communication Technology Skills – I	20	
	Unit 4: Entrepreneurial Skills – I	15	
	Unit 5: Green Skills – I	10	
<b>Part B</b>	<b>Vocational Skills</b>		
	Unit 1: Colour Theory	35	40
	Unit 2: Digital Design	30	
	Unit 3: Composition and Lighting of Photography	30	
<b>Part C</b>	<b>Practical Work</b>		
	Practical Examination	06	15
	Written Test	01	10
	Viva Voce	03	10
<b>Part D</b>	<b>Project Work/Field Visit</b>		
	Practical File/ Student Portfolio	10	10
	Viva Voce	05	05
	<b>Total</b>		<b>100</b>



### 3. UNIT CONTENTS

#### CLASS IX

#### Part A: Employability Skills (Ref. page no. 5)

#### Part B: Vocational Skills

S.No.	Units	Duration (Periods)
1.	Colour Theory	30
2.	Digital Still Photography and Pre-production	25
3.	Drawing and Painting Tools using Adobe Photoshop	30
4.	Lighting for Photography	10
	<b>Total</b>	<b>95</b>

Unit 1: Colour Theory			
Learning Outcome	Theory (15 Periods)	Practical (20 Periods)	Duration (35 Periods)
1. Identify the principles for using colour theory	1. History of principles of colour theory 2. Terms related to colour theory	1. Demonstration of colour abstraction	10
2. Demonstrate the use of artistic colour wheel	1. The types of colour wheels 2. Types of colours	1. Identification of the primary, secondary and tertiary colours	04
3. Demonstrate the use of digital wheel colour	1. Digital colour wheel 2. Print media colour wheel	1. Identification of primary and secondary colours of RGB and CMYK colour wheel 2. Identification of additive and subtractive colour 3. Demonstration of creating background transparency with and without (Alpha) X-Channel in Adobe Photoshop	07
4. Describe the RGB display mechanism	1. RGB display mechanism 2. Pixel 3. Resolution	1. Demonstration of the cutaway rendering of a colour CRT	06

		2. Demonstration of RGB display mechanism	
5. Use different colours schemes	1. Monochromatic colour scheme 2. Analogous colour scheme 3. Complimentary colour scheme	1. Demonstration of the use of warm and cool colours, colour temperature 2. Classification of different colour	03

	4. Warm and cool colours schemes		
<b>Total</b>			<b>30</b>

<b>Unit 2: DIGITAL STILL PHOTOGRAPHY AND PRE-PRODUCTION</b>			
<b>Learning Outcome</b>	<b>Theory (11 Periods)</b>	<b>Practical (19 Periods)</b>	<b>Duration (30 Periods)</b>
1. Demonstrate camera angles and movements	1. Camera angles 2. Interface of Camera movements and its modes including depth of field, zoom, exposure, focus, etc.	1. Demonstration of camera angles and observation of differences between them 2. Demonstration of camera movements and observation of differences between them	15
2. Demonstrate the use and knowledge for the process of Pre-Production	1. Pre-production and its importance of it in the production Pipeline 2. Live action and Animation 3. Storyboard 4. Character design 5. Model sheets 6. Animatic	1. Drafting stories to use storyboard 2. Drafting advertisements to use storyboard 3. Portray selected story or advertisement in a storyboard	10
<b>Total</b>			<b>25</b>

<b>Unit 3: DRAWING AND PAINTING USING ADOBE PHOTOSHOP</b>			
<b>Learning Outcome</b>	<b>Theory (10 Periods)</b>	<b>Practical (20 periods)</b>	<b>Duration (30 Periods)</b>
1. Demonstrate the use of Adobe Photoshop	1. Adobe Photoshop – colour mode and use of backgrounds	1. Demonstration of knowledge of following in Photoshop (i) Colour mode (ii) use of various backgrounds	08
2. Demonstrate the use of different drawing and painting tools	1. Selection and manipulation of tools 2. Painting and retouching Tools 3. Text and shape tools  4. Colour channels, picker, swatches, history, text and all the tools in tool Bars	1. Draw paint tool for any specific design 2. Draw the desired shape using appropriate drawing tool 3. Paint desired shape using appropriate drawing tool	06



3. Demonstrate the use of different blending modes	1. Use of blending modes 2. Blending modes: (i) Multiply (ii) Screen (iii) Overlay  (iv) Various other modes	1. Demonstration of the use of various blending modes 2. Tabulate and identify difference between various blending modes and their use in texture designing	04
4. Describe various colour modes	1. Various colour modes - RGB, CMYK, Grey Scale, Bitmap and Index colour modes	1. Demonstration of the use of the following colour modes: ☐ Index ☐ Grey scale ☐ Bitmap ☐ RGB  ☐ CMYK 2. Tabulation of the difference between various colour modes 3. Use of RGB for texturing of objects and models	03
5. Demonstrate image adjustment and colour correction	1. Correction tools for image adjustment; and 2. Adjusting the brightness, contrast and saturation of the image.	1. Demonstration of the use of the colour balance adjustment 2. Demonstration of the use of developing graphics through colour manipulation	03
6. Demonstrate steps for digital Matte Painting	1. Steps for creating digital matte painting	1. Paint a shape using Digital Painting 2. Paint a shape using Matte Painting 3. Demonstration of the use of brush pallet	03
7. Demonstrate the knowledge of Frame Composition	1. Purpose of composition 2. Rule of third and balancing element	1. Demonstration of the knowledge of the following:	04

		(i ) Leading lines (ii ) Symmetry (iii) Patterns	
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		(iv) Viewpoint	
<b>Total</b>			<b>30</b>

<b>Unit 4: LIGHTING FOR PHOTOGRAPHY</b>			
<b>Learning Outcome</b>	<b>Theory (10 Periods)</b>	<b>Practical (20 periods)</b>	<b>Duration (30 Periods)</b>
1. Demonstrate the knowledge of effective lighting for photography	1. High key and low key Light 2. White balance	1. Demonstration of the lighting which can affect the quality of photography 2. Demonstration of effect of different colours of lights in photography 3. Identification of types of lighting and their effect in photography 4. Preparation of a chart showing different types of lighting and their effects on photography	10
<b>Total</b>			<b>10</b>

#### **4. 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 a News channel's Motion Graphics Studio where 3D digital studios and 3D Backgrounds are designed for News Room Anchors. Visit a Film Production studio with Chroma Background and observe following:

1. Creation of Computer Generated Graphics
2. Removing of chroma (Green Background) behind anchor or News Reader  
:Replacing it with a new 3D Virtual Set, Video Backgrounds
3. Composing Work
4. Colour Correction
5. Lighting

## 5. LIST OF EQUIPMENT AND MATERIALS

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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. Drawing sheets           | 6. Internet Connection                  |
| 2. Computer System          | 7. Whiteboard                           |
| 3. Printer                  | 8. Marker/Chalk                         |
| 4. Scanner                  | 9. Demonstration Charts                 |
| 5. Local Area Network (LAN) | 10. Non-Photo Blue Pencils              |
| 11. Drawing Pencil Sets     | 15. Paints                              |
| 12. 3-Hole Punched Paper    | 16. Brushes                             |
| 13. Art Gum Eraser          | 17. Water colours, Markers, and Pastels |
| 14. Cells/Transparencies    |   |

## 6. VOCATIONAL TEACHER'S/ TRAINER'S QUALIFICATION

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

S.No.	Qualification	Minimum Competencies	Age Limit
1.	Graduate in any stream from a reputed Institute / organization with at least 1 year experience in the Media and Entertainment industry, preferably in animation production as texturing artist	<input checked="" type="checkbox"/> Effective communication skills (oral and written) <input checked="" type="checkbox"/> Basic computing skills	18-37 years (as on Jan. 01 (year))  Age relaxation to be provided as per Govt. rules

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