

# **CBSE | DEPARTMENT OF SKILL EDUCATION**

## **CURRICULUM FOR SESSION 2021-2022**

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### **APPAREL (CODE NO. – 414)**

#### **JOB ROLE: HAND EMBROIDER**

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#### **CLASS IX**

#### **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 – IX SESSION 2021-2022

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

<b>APPAREL (Code No. 414)</b> <b>Class IX ( 2021-22)</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>Term</b>	<b>Employability Skills</b>		
	1	Unit 1 : Communication Skills-I	10	5
		Unit 2 : Self-Management Skills-I	10	
		Unit 3 : Information and Communication Technology Skills-I	10	
	2	Unit 4 : Entrepreneurial Skills-I	15	5
		Unit 5 : Green Skills-I	05	
	<b>Total</b>		<b>50</b>	<b>10</b>
<b>Part B</b>	<b>Term</b>	<b>Subject Specific Skills</b>		
	1	Unit 1: Basics of Hand Embroidery	25	20
		Unit 2: Material and Basic Stitches for Hand Embroidery	35	
	2	Unit 3: Embroidery Defects And Finishing	25	20
		Unit 4: Organizational Rules	20	
		Unit 5: Hazards, Safety Measures, Cleaning and Maintenance at Workplace	20	
	<b>Total</b>		<b>125</b>	<b>40</b>
<b>Part C</b>		<b>Practical Work</b>		
		Practical Examination		15
		Written Test		10
		Viva Voce		10
	<b>Total</b>			<b>35</b>
<b>Part D</b>		<b>Project Work/Field Visit</b>		
		Practical File/ Student Portfolio		10
		Viva Voce		05
	<b>Total</b>			<b>15</b>
	<b>GRAND TOTAL</b>		<b>200</b>	<b>100</b>

### DETAILED CURRICULUM/TOPICS

## Part-A: EMPLOYABILITY SKILLS

S. No.	Units	Duration in Hours
1.	Unit 1: Communication Skills-I	10
2.	Unit 2: Self-management Skills-I	10
3.	Unit 3: Basic ICT Skills-I	10
4.	Unit 4: Entrepreneurial Skills-I	15
5.	Unit 5: Green Skills-I	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: Basics of Hand Embroidery
- Unit 2: Material and Basic Stitches for Hand Embroidery
- Unit 3: Embroidery Defects And Finishing
- Unit 4: Organizational Rules
- Unit 5: Hazards, Safety Measures, Cleaning and Maintenance at Workplace

UNIT 1: BASICS OF HAND EMBROIDERY			
S. No.	LEARNING OUTCOMES	THEORY	PRACTICAL
1	Narrate history of Hand Embroidery	<ul style="list-style-type: none"><li>• History of Hand Embroidery</li></ul>	
2	Define terms related to hand embroidery	<ul style="list-style-type: none"><li>• Terms related to hand embroidery</li></ul>	<ul style="list-style-type: none"><li>• Make a chart of terms related to hand embroidery</li></ul>
3	Explain types of design with the help of examples	<ul style="list-style-type: none"><li>• 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></li></ul>	<ul style="list-style-type: none"><li>• Draw a motif of all types of designs in the practical file</li></ul>

4	Demonstrate tracing methods to transfer the designs on the desired	<ul style="list-style-type: none"> <li>Tracing methods:               <ul style="list-style-type: none"> <li>Using carbon paper</li> <li>Using light source</li> <li>Using heat transfer</li> <li>Using stencil</li> <li>Using prick and pounce method</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>Prepare samples of different tracing methods used for hand embroidery</li> </ul>
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## UNIT 2: MATERIAL AND BASIC STITCHES FOR HAND EMBROIDERY

S. No.	LEARNING OUTCOMES	THEORY	PRACTICAL
1.	Define materials used for different types of embroidery	<ul style="list-style-type: none"> <li>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> </li> </ul>	<ul style="list-style-type: none"> <li>Write about different types of materials used for embroidery in the practical file</li> </ul>
2.	Perform different types of flat stitches	<ul style="list-style-type: none"> <li>Types of basic stitches:-</li> <li>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> </li> </ul>	<ul style="list-style-type: none"> <li>Practice different types of flat stitches, prepare their samples and paste in practical file</li> </ul>
3.	Perform different types of loop stitches	<ul style="list-style-type: none"> <li>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> <li>Fly stitch</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>Practice different types of loop stitches, prepare their samples and paste in practical file</li> </ul>

### UNIT 3: EMBROIDERY DEFECTS AND FINISHING

S. No.	LEARNING OUTCOMES	THEORY	PRACTICAL
1.	Identify embroidery defects and rectify them.	<ul style="list-style-type: none"> <li>Defects arising while doing embroidery like fabric damage, gapping, missed trims, thick embroidery, poor hooping, etc. and their rectification.</li> </ul>	<ul style="list-style-type: none"> <li>Identify the defects arising while doing embroidery and rectify them.</li> </ul>
2.	Describe precautionary measures used while doing embroidery.	<ul style="list-style-type: none"> <li>Precautionary measures while doing embroidery work like: use of proper light, magnifying glass, protection tools like thimble, hand care, etc.</li> </ul>	<ul style="list-style-type: none"> <li>Write precautionary measures used while doing embroidery in practical file.</li> </ul>
3.	Explain finishing process of embroidered products.	<ul style="list-style-type: none"> <li>Methods of finishing embroidered products.</li> </ul>	<ul style="list-style-type: none"> <li>Write steps of finishing of embroidered products in practical file.</li> </ul>
4.	Describe costing of embroidered products.	<ul style="list-style-type: none"> <li>Factors affecting costing of embroidered products.</li> </ul>	<ul style="list-style-type: none"> <li>Write factors affecting costing of garments and embroidered products in practical file.</li> <li>Visit an industry and prepare a report.</li> </ul>

### UNIT 4: ORGANIZATIONAL RULES

S. No.	LEARNING OUTCOMES	THEORY	PRACTICAL
1.	Explain organizational rules, policies, and procedures	<ul style="list-style-type: none"> <li>Rules, policies, and procedures that should be followed by an organization.</li> </ul>	<ul style="list-style-type: none"> <li>Write organizational rules, Policies, procedures in practical file.</li> </ul>
2.	Explain and practice personal health and hygiene	<ul style="list-style-type: none"> <li>Importance and different aspects of personal health and hygiene</li> </ul>	<ul style="list-style-type: none"> <li>Practice good personal health and hygiene at workplace</li> </ul>

## UNIT 5: HAZARDS, SAFETY MEASURES, CLEANING AND MAINTENANCE AT WORKPLACE

S. No.	LEARNING OUTCOMES	THEORY	PRACTICAL
1.	Explain organizational hazards, and safety measures	<ul style="list-style-type: none"> <li>Organizational hazards and safe working practices followed in an organization</li> </ul>	<ul style="list-style-type: none"> <li>Write organizational hazards and safe working practices in practical file</li> </ul>
2.	Describe the importance of cleaning and maintenance	<ul style="list-style-type: none"> <li>Important aspects of cleaning and maintenance at workplace.</li> </ul>	<ul style="list-style-type: none"> <li>Demonstrate cleaning and maintenance at workplace</li> <li>Visit an industry and prepare a report.</li> </ul>

### **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
30. Cutter
31. Unpicker
32. Thimble
33. Fabric Glue (to stick the stones)
34. Measuring Tape
35. Iron
36. Beaded Pins



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

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

<b>Qualifications</b>	<b>Minimum Competencies</b>	<b>Age Limit</b>
Post-graduation in Textile and Clothing  <b>OR</b> 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.