

VOCATIONAL HIGHER SECONDARY CLOTHING AND EMBROIDERY

TEACHERS' SOURCEBOOK SECOND YEAR



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Foreword



Dear Teachers,

This Teacher's Sourcebook on **Clothing and Embroidery** introduces the teacher to the main principles and practices of the revised pedagogy which is activity-based, process-oriented and learner-centred.

The realisation that learning is not mere storing information in memory and that real learning is construction of knowledge through observation, comparison, classification and analysis has led us to give a new thrust to the teaching-learning process at Vocational Higher Secondary level to make it more meaningful and learner-friendly.

This sourcebook has been developed primarily for the benefit of teachers who teach **Clothing and Embroidery** at Vocational Higher Secondary level. The subject matter has been dealt with utmost care, in tune with the revised curriculum and pedagogic principles. It is hoped that this book will enable the teacher to provide suitable learning activities for effective learning.

The success of the approach depends upon the vision and commitment of the teacher. They are expected to make use of this sourcebook at all stages of their teaching process. It is also expected that the teacher would seek help and guidance from other sources like libraries and websites.

Hope that this sourcebook will help the teacher to develop the skills and experience required for effective classroom transaction.

Creative criticism and suggestions for improvement are most welcome.

With regards,

Thiruvananthapuram
July, 2006

Dr E. Valsala Kumar
Director
SCERT, Kerala

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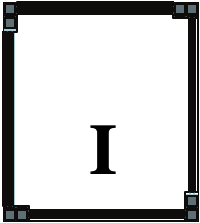
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GENERAL APPROACH

SIGNIFICANCE OF VOCATIONAL EDUCATION

The ultimate aim of education is human refinement. Education should enable the learner to formulate a positive outlook towards life and to accept a stand which suits the well being of the society and the individual as well.

The attitude and potential to work has determined the destiny, progress and cultural development of the human race. As we all are aware, the objective of education is to form a society and individuals having a positive work culture. The educational process expected in and outside our formal schools should concentrate upon inculcating concepts, abilities, attitudes and values in tune with these work culture. Hence vocationalised education cannot be isolated from the main stream of education. In another sense, every educational process should be vocationalised. However due to our inability to utilize the resources wisely, scarcity of job opportunities is a severe issue of the present society. For overcoming this deep crisis, emergent techniques have to be sorted out and appropriate researches have to be seriously carried out. It is in the sense that the content and methodology of Vocational Higher Secondary Education have to be approached. The need for meaningful linkages between the world of work and world of education is well recognized. The essence of the recommendations made by various commissions and committees is that the vocationalisation should be the main feature of the future system of education at the higher secondary stage, it can be extended to school level also.

Vocational education is a system of education which intends to prepare students for identified occupations , Spanning several areas of activities.

The Vocational Higher Secondary course was envisaged as a part of the National Policy on Education with the noble idea of securing a job along with education. The relevance of vocational education is very great in this age of unemployment. This education system, which ensures a job along with higher education stands aloof from other systems of education.

This education imparts the life skills required by the youth to enter the world of work and assuming the responsibilities of adulthood. As per the expert meeting report (2001) of UNESCO, the life skills are grouped under 4 categories. They are

1. Skills for personal fulfillment
2. Skills for living in society
3. Skills for dealing with changing economies
4. Skills for dealing with changing work patterns.

Vocational Education ensures fulfillment of manpower requirement or national development and for social security for the citizens through self-employment. It also helps to reduce the migration of rural youth to urban areas and thus helps in rural development.

The learners of Vocational Education get an opportunity to avail one year apprenticeship training in industries to improve their practical skill. During the course of study, on the job training (OJT) for 10 days in a year is arranged to improve the skill and efficiency of the learner. This education system motivates the attitude towards self –employment through Production Cum Service Training Centres. (PTC)

Objective of Vocational Education

The National policy on education has accorded very high priority to the program of vocationalisation of education, considering the following objectives.

1. To fulfill national goals of development and the removal of unemployment and poverty.
2. To impart education relevant to increased production and productivity, economic development and individual prosperity.
3. To make available skilled work force at all levels to alleviate the rural unemployment and for the development of nation.
4. To develop environmental awareness to ensure sustainable development.
5. To develop vocational aptitude, work culture, values and attitudes of the learners so as to enrich the productivity of the nation.
6. To develop entrepreneurial competencies and skills of learners for self reliance and to undertake gainful self employment.

7. To facilitate the expansion of higher education and explore future opportunities through innovative guidance and programmes.
8. To develop vocational competencies, creative thinking in the related areas and facilitate training.
9. To create awareness on mental, physical and social health.
10. To acquire awareness about different job areas and to provide backgrounds for accruing higher level training in subjects concerned.

Learning

Learning is construction of knowledge through a continuous mental process. It is an advancement through adding and correcting in the light of comparing the new issue with the previously learned concepts. Learning is an intellectual process rather than the mere memorization of facts. Learning is a conglomeration of a variety of activities like problem solving, finding out co-relations, prediction, arriving at conclusions, rational as well as critical thinking, finding applications, grouping for other possibilities and extracting the crux when opportunities are provided for intellectual processes learning will become effective and intellectual ability will get strengthened.

Theoretical foundations of learning

Education is the best device that can be adopted for creation of a new society. It should be democratic in content and process and should acknowledge the rights of the learner. It should also provide opportunity for better citizenship training. The concept of equality at all areas should get recognition in theory and practice. There should be conscious programme of action to develop nationality, humanness and love against the encroachment of sectarianism of caste and religion. The learner should become cogniscent of the implications of privatisation, liberalisation, globalisation etc.

They should develop a discrimination to use the acquired learning as a liberative weapon.

They should be able to view education and life with the perspective of social well being.

A basic awareness of all the subjects needed for life is essential for all students.

The remnants of perspectives formed in us during the colonial period still influence our educational philosophy. The solution to the present day perplexities of the society which approaches education on the basis of competitions and marketisation is only a comprehensive view of life.

It is high time that education was recognized on the basis of the philosophy of human education. The human approach to education has to reflect in its content, learning process and outlook. The perspective of 'learning to be' and learning to live together as expressed by the

UNESCO and the concepts of existential, intrapersonal and interpersonal intelligence.

The basis of new approaches on curriculum and teaching- learning process are derived from the developments tookplace in the east and west of the world.

When we begin to see the learner at the centre of the learning process, the teaching process has to be changed timely. It is the result of the rapid growth and development of Science and Technology and Pedagogy. If we want to undergo the changing process, we have to imbibe the modern hypothesis regarding learner that they have

- great curiosity
- good imagination
- numerous other qualities and interests
- independent individuality
- interest in free thinking and working In a fearless atmosphere.
- interest in enquiring and questioning.
- ability to reach conclusions after logical thinking.
- ability for manifest arid establish freely the conclusions arrived at.
- interest for recognition in the society.
- determination to face the interference of society and make components which is a part of social life.
- When we consider the learning system, the domains to be stressed in education according to the modern development becomes relevant.

The knowledge domain consists of

- Facts
- Ideas
- Laws
- The temporary conclusions and principles used presently by scientists.

The learning is a process. The continuous procedures we undergo to reach a particular goal is process. The skills which are parts of the process to analyze the collected ideas and proofs and come to a conclusion is called process skills. Some important *process skills* are,

- To observe
- To collect data and record
- To classify
- To measure and prepare charts

- To experiment
- To predict
- To recognize and control the variables
- To raise questions
- To generalize
- To form a hypothesis and check.
- To conclude
- To communicate
- To predict and infer
- To use tools.

Observation is the process of acquiring knowledge through the senses. It is purely objective oriented. Learning experiences which provide the use all the sense may be used.

The process of grouping is known as **classifying**. Starting from simple groupings of data, it can extend to the level of classification into minute sub-groups.

In addition to this, consider the skills related to creative domain also, they are skills:

- To visualize
- To connect facts and ideas in new ways.
- To find out new and uncommon uses of objects
- To fantasize
- To dream
- To develop creative isolated thoughts

Creativity is an essential component of process and activities. The element of creativity is involved in finding out problems, formation of hypothesis, finding 'solutions' to problems etc. Through activity oriented learning experiences, opportunities to express creativity can be created.

Again, the following factors consisting in the **Attitudinal domain** are also important as;

- Self confidence
- Love for scientific knowledge
- Attitude to know and value history
- Respect human emotions
- Decide with reasonable present problems

- Take logical decisions regarding personal values

'Hypothesis' is a temporary conclusion drawn using insight. Based on knowledge and experiences relating to the problems the causes and solutions can be guessed.

As regards the *application domain* the important factors are the ability to:

- observe in daily life examples of ideas acquired.
- take the help of scientific process to solve the problems of daily life.
- choose a scientific life style
- connect the ideas acquired with other subjects.
- integrate the subjects with other subjects.

Some basic stands have to be taken on the new scientific knowledge about intelligence learning and teaching. When such basic concepts are accepted changes are required in the following factors.

- The vision, approach, structure and content of the curriculum.
- The vision, approach, structure and content of the textbooks.
- Role of the teacher and the learner.
- Learner atmosphere, learning materials and learning techniques.

Some scientific perspectives accepted by modern world in educational psychology are given below.

Constructivism

This approach puts forward the concept that the learner constructs knowledge. New knowledge is constructed when ideas are examined and practiced in new situations relating them with the previously acquired knowledge and experience. That is assimilated into the cognitive structure of one's knowledge. This method which gives priority to critical thinking and problem solving provides opportunity for self motivated learning.

Social Constructivism

Social constructivism is a sub section of constructivism. Knowledge is formed, spread and imbibed and it becomes relevant in a social environment. Interactive learning, group learning, co-operative participatory learning, all these are concepts put forward by social constructivism. The main propounders of constructivism are piaget, vygotsky and Bruner.

Discovery learning and interactive learning have prime importance. Learning takes place as a part of the attempt for problem solving. The activities of a learner who confronts cognitive disequilibrium in a learning situation when he tries to overcome it leads to the renewal of

cognitive structure. it is through this process construction of new knowledge and the assimilation of them take place. Observation and enquiry are unavoidable factors. The Learner advances towards new areas of acquisition of knowledge where he tries to compare his new findings with the existing concepts.

Learning is a live mental process. Rather than the ability for memorization of facts cognitive process has to be given emphasis. The process of problem analysis, elucidation, critical thinking, rational thinking, finding out co-relation, prediction, hypothesis formation, application, probing for other possibilities, extracting the crux and other processes are of critical importance in learning.

Constructivism gives greater predominance to co-operative learning. Social and cultural factors influence learning. Sharing of knowledge and experience among learners, collective enquiry, assessment and improvement, group activity and collaborative learning by sharing responsibilities with the objective of public activity, provide opportunity for effective learning.

In learning internal motivation is more important than external motivation. The learner should have interest and initiative in learning. Learning situation should be capable of forming a sense of ownership in the learner regarding the learning process.

Learning is not a linear process. It progresses in a spiralled way advancing deeper and wider.

New concepts of Learning

1. Discovery Learning

The teacher has to create a motivating atmosphere for the learner to discover concepts and facts, instead of listening always. Creating occasion to progress towards discovery is preferred. Instead of telling everything before and compelling to initiate the models, situations are to be created to help the children act models as themselves.

2. Learning by discussion

Discussion leads to learn is Burner's theory. Here discussion is not opposing each other. It is a sharing on the plane of ideas. New ideas are arrived at by seeking explanations, by mutual giving and taking of ideas and by problem solving.

3. Problem solving and learning

Only when the learner feels that some thing is a problem to be solved that he takes the responsibility of learning it. It is an inborn tendency to act to solve a problem that causes cognitive disequilibrium in a particular area. It is also needed to have confidence that one is capable of doing it. The problems are to be presented in consideration of the ability and level of

attainment of the learner.

4. Collaborative learning

This is the learning in which the responsibilities are distributed among the members of the group keeping common learning objectives. The common responsibility of the group will be successful only if each member discharges his duties. All the members will reach a stage of sharing the result of learning, equally through the activity with mutual understanding. The teachers who arrange collaborative learning will have to make clear the responsibilities to be discharged. This is possible through the discussion with the learners. Collaborative learning will help to avoid the situations of one person working for the whole group.

5. Co-operative learning

This is the learning in which the learners help one another. Those who have more knowledge, experience and competency, will help others. By this exchange of resources the learners develop a plane of social system in learning also. As there are no high ups and low ones according to status among the learners they can ask the fellow students doubts and for helps without any hesitation or in hesitation Care should be taken not to lead this seeking of help to mechanical copying. It should be on the basis of actual needs. So even while encouraging this exchange of ideas, among the members of the group cautious acceptance is to be observed as a convention. There should be an understanding that satisfactory responses should come from each member and that the achievement of the group will be assessed on the basis of the achievement of all the members

6 Zone of Proximal Development

Vygotsky observes that there is a stage of achievement where a learner can reach by himself and another higher zone where he can reach with the help of his teachers and peers and elders. Even though some can fulfil the learning activity by themselves there is the possibility Of a higher excellence. If appropriate help is forth covering every learner can better himself.

7 Scaffolding

It is natural that the learner may not be able to complete his work if he does not get support at the proper-time-The learner may require the help of the teacher in several learning activities. Here helping means to make the learner complete the activity taking responsibility by himself. The teacher has to keep in mind the objective of enabling the learner to take the responsibility and to make it successful.

Learning an active mental process

Learning being a cognitive process, the teacher needs to know cognitive processes to

facilitate the creation of learning opportunities. Learning can be made effective by providing learning experiences involving mental processes like

- Retrieves/recollects/retells information
- Readily makes connections to new information based on past experiences and formulates initial ideas /concepts.
- Detects similarities and differences
- Classifies/categories/organizes information approximately.
- Translates/transfer knowledge or understanding and applies them in a new situation.
- Establishes cause-effect relationships
- Makes connections/relates prior knowledge to new information/applies reasoning and draw inferences
- Communicates knowledge/understanding through different media.
- Imagines/fantasises/designs/predicts based on received information
- Judges /appraises/evaluates the merits or demerits of an idea/develops own solutions to a problem.

Intrinsic Motivation

Intrinsic motivation is given more importance than extrinsic motivation. The teacher has to arouse the internal motivation of the learner. A person internally motivated alone can immerse in learning and own its responsibility.

Intrapersonal Intelligence

This is the ability to understand oneself. These people can recognize their own abilities and disabilities. Writing diaries truthfully and in an analyzing way and assessing the ideas and activities of others will help developing this areas of intelligence

8 Naturalistic Intelligence

A great interest in the flora and fauna of the nature, love towards fellow beings interest in spiritual and natural factors will be capable of developing this area.

9. Existential Intelligence

The ability to see and distinguish ours own existence as a part of the universe, ability to distinguish the meaning and meaninglessness of life, the ability to realize the ultimate nature of mental and physical existences, all these re the peculiarities of this faculty of intelligence.

Emotional Quotient

The concept of emotional intelligence put forward by Daniel Golman was used in framing the new curriculum. The fact that one's Emotional Quotient (E.Q) is the greatest factor affecting success in life is now widely accepted. The teacher who aims to focus on improving the emotional intelligence of students need to concentrate on the following.

i) Ability to take decisions

Rather than imposing decision on students while planning and executing activities, the students may be allowed to take part in the decision making process. Taking decisions through open discussion in the class, inviting students suggestions on common problems etc. are habits to be cultivated.

ii) Ability to reach consensus

- When different opinions, ideas and positions arise, the students may be given the responsibility to reach a consensus.
- Imagining what would be the course of action in some situations, allowing to intervene in a healthy way in problems between individuals.

iii) Problem solving

- Developing the idea that there is reason and solution to any problem.
- Training in finding reasons for problems.
- Suggesting solutions through individual or group efforts.
- Discussing social problems.
- Analyzing the shortcomings in methods to solve problems.

Whether plastic can be banned within school premises can be given as a problem. Group discussion will provide reasons and solutions. Problems which can influence classroom learning and for which the learner can actively contribute

Solution need to be posed

- Self criticism, evaluation
- Ability to face problem-situation in life
- Thinking what one would do if placed in the situation of others, how one would respond to certain experiences of others - All these foster the growth of emotional intelligence.

iv) Life skills

Life skills need to be given a prominent place in education. W.H.O. has listed : skills required

for-success in life.

- Self awareness
- Empathy
- Inter personal relations
- Communication
- Critical thinking
- Creative thinking
- Decision making
- Problem solving
- Coping with emotion
- Coping with stress

The new curriculum addresses these areas.

Knowing the characteristics of the learner, role of the teacher and how to use the teachers handbook help the teacher to plan and effectively implement learning activities.

Role of a Teacher

In the earlier approach the teacher was mainly depending on the lecture method for teaching. But in the new method of education the student centered approach is given more importance than the teacher centered approach. Under this changed scenario the teacher has to perform the following roles in the classroom.

The teacher should be

- A facilitator of learning
- A guide to the overall development of the student
- A good observer and motivator
- Able to consider the activities, needs, special features and age group of students at higher secondary level.
- Able to understand the limitations of learner and their learning problems.
- An instructional material developers
- A good communicator
- An innovator
- Able to raise leadership qualities and self confidence of the learner
- An authoritarian in the concerned subject

- Able to arrest and sustain the attention of the learner
- Able to bring out and encourage the inborn talents.
- A resource manager to ensure the optimum utilization of resources.
- A systematic record keeper
- A controller to issue guidance to the students
- A person with high level of practical competency
- Able to correlate area of study with familiar environmental situations
- A self evaluator and good listener
- Able to create awareness in social problems
- A person with democratic and humanitarian approach
- A professionalist as well as philosopher
- A good evaluator
- A good organizer and a friend.
- A co-learner as well as co-researcher
- Able to give assistance and advice in placement needs and self employment by giving moral and technical support
- Able to keep moral values
- A person equipped with skill for using new techniques of learning
- Optimistic and impartial

Child friendly Class Room Atmosphere

Learning can be effective and enjoyable only when the class atmosphere is according to the new conception of learning and the characteristics of higher secondary teacher.

- Class and seating are arranged in an attractive way
- Democratic nature is upheld
- Always active
- Students interact with teachers without fear
- Opportunity for a variety of activities
- Students allowed to involve interesting group activities
- Learning speed, learning style and differencing levels of attitudes are considered. Help is extended whenever needed.
- Sufficient instructional materials are available
- There is freedom of expression, students share their ideas and experiences

- Students are given acceptance and encouragement
- Healthy atmosphere
- Needs of each students is given consideration. Happy and energetic atmosphere
- Teachers work considering the rights of students
- Prtoblems handled in a patient way
- Teachers look at all events from the student's view point

There will be students of various ability levels in any class because learning style, learning speed, varying exposure to language experiences, physical ad psychological problems and varying socio-cultural background.

The learning experiences provided must help to bring the low activities to an expected level and extended the breadth and depth of the skills of the high activities.

By repeating experiences, introducing variations in a learning experience to suit different levels and if needed, formulating additional experiences the problem of varying ability levels can be tackled.

Role of Leamer

The learner in second year has undergone a learner centered and process oriented learning experience up to first year. The learner at this age is in awakening stage and he is enthusiastic about environment. He needs recognition and encouragement from environment and also recognize as a grown up man. He is adequately competent to select vocational subjects according to his aptitude and interact and to acquire higher education and profession as he wishes. The aspirations about future life is framed in this particular age for seeming national and international job opportunities. Some of the peculiarities of learner at this stage are;

- Physical, intellectual and emotional planer are intensive changes during the age and their reflections can be observed
- Ability to enquire discover and establish cause effect relationship between phenomena
- Headiness to undertake challenges
- Capacity to shoulder leadership roles
- Attempt to interpret oneself
- Susceptibility to different pressures
- Doubts, anxieties and eagerness about sex
- Imaging for social recognition

Needs of Leamer

- To make acquaintance with a job or self employment through vocational education
- To acquire more knowledge in the concerned area through higher education
- To recognize and encourage the peculiar personality of the later adolescent period
- To enable him to defined against the unfavorable circumstances without any help

Role of learner

- Active participant in the learning process
- Act as a researcher
- Sharer of information
- Sharer of responsibilities
- Collect information
- Takes leadership
- Involves in group work
- Act as a co-participant
- Observes his environment
- Experiments and realize
- Make interpretations and draw inferences
- Mould himself in to an active contributor for the welfare of the society

In vocational higher secondary education, a new approach to education and evaluation should be made. Evaluation must be a systematic and continuous process. As the curriculum is based on vocational stream, capacity building is a most important part and it should be evaluated accordingly. The technical skills, interest in the particular field, communication skill, analysis organizing and presentation skills etc have to be evaluated. The personal and social qualities also have to be evaluated. Therefore, evaluation should be transparent, continuous and comprehensive.

Supporting System

In learner centered vocational education, a learning methodology has to be organized and a proper learning atmosphere is to be provided. Many organizations can support the learning activity. They are:-

1) School Resource Group (SRG)

Comprising all teachers (vocational and non vocational) instructors, and lab assistants with academic head as the group leader.

2) School support Group (SSG)

Comprising PTA president, members of local bodies, members of social clubs, subject experts etc who can contribute guidance /technology /infrastructure /financial assistance etc.

3) Parent Teacher Association (PTA)

Can provide adequate funds for field trips, production cum training centers (PTC), exhibition, On Job training (OJT) etc.

4) Local bodies

Grama Panchayat, district panchayat and block panchayat can provide infrastructure ie, class rooms, laboratory, library, seminar hall, audiovisual equipment etc.

5) Subject club

All vocational teachers handling same vocational subjects should form a subject at regional level or district level. This will helps to share the knowledge and practical facilities, production and marketing of materials, service etc.

6) Based on the excellency,

District wise nodal schools may be selected to provide facilities like central library, museums, video conferencing etc.

7) Institution Industry Interaction Project (IIP)

This should be implemented in every institution to update knowledge this also helps for OJT , PTC and field visit.

Monitoring system

Education is a kind of journey from darkness to light satisfying the needs and the wants of the individual and the society. The modernization of education through activity oriented system enhances free thinking and working in a fearless atmosphere. It is a qualitative process not a quantitative one this necessitates a proper monitoring system. The system of monitoring should have the following features.

- 1) It must be transparent
- 2) It must enrich the ideas of the facilitator through innovative process
- 3) It must be time bound and rational
- 4) It must motive the facilitator to adopt new strategies

5) It must be recordable and ensure effective feedback for the effective monitoring of the system, three levels of the mechanism should be setup.

1. School level monitoring group
2. Regional level monitoring group
3. State level monitoring group

Moreover a social auditing system is advisable to attain the objective effectively.

Features of learning process in the new system of education

In the new system of education the learning process should be modified in such a way as to enable the learner to construct the knowledge of his own through observation, co-operation, problem solving, social interaction etc. The learning process should consider the nature ability, social setup, inborn talents and subject selected by the learner. Therefore the learning process should be,

- A continuous mental process
- Simple learner must feel that he is able to undertake the task
- Enable the learner to attain the curriculum objective
- Interesting
- Suitable to the age and attitude of the learner
- Future possibilities
- Enable group activity
- Challenging
- Time bound
- Constructive and curiosity developing
- Possibilities for evaluation
- Capacity to generate independent thinking
- Ability to enquire discover and establish cause effect relationship between phenomena.

Learning Aids

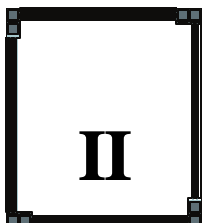
To make the teaching and learning process simple and effective , certain learning aids and necessary use of such aids are transacting a complex idea makes the class room live and students get more and more involved. The advances in science and technology may be effectively utilized for this purpose. Some of the learning aids listed below.

- Multimedia
- Over Head Projector
- Computer
- Internet
- Liquid Crystal display Projector
- TV, VCD, DVD and tape recorders
- Working models
- Charts
- Slides
- Video Conferencing facility
- Library
- Text book
- Source book

Society

The new educational policy uplifts the social commitment of the learner. Therefore the society can also give some valuable contributions in this changing situation. The new system also ensures that the learner can perform certain useful services for the betterment of society. The social obligations can be illustrated as follows.

- To enrich social values, aptitude and ability in learner
- To develop entrepreneurial aptitude and ability which helps social welfare and self employment
- New system of education adrpts OJT, PTC etc is a part of vocational curriculum which helps to make close contact with the society.
- The resources available from our society can be positively utilized to convene seminars, interview etc.
- Social organizations can help learners to make their education socially committed.
- The social clubs like NSS, Tourism club, CDO club, energy club etc functioning in schools can make direct link with the society.



SUBJECT APPROACH

In our civilization textiles have become “ necessities of life” as they provide in a major way for man’s clothing and for many sundaries concerned with his shelter and protection. Clothes not only protect us from the vagaries of nature but also an asset to our personality. They are the means by which one can express his relative ability, inherent beauty and charm. It also reflects selfacceptance and selfesteem. A proper knowlege of clothing and embriodery help to develop aesthetic, hygenic and economic values. Such a knowlege will help the learner to get a clear understanding of

- Appropriate clothing for individual on the basis of individual taste and season
- Preparing the clothes
- Operation of sewing machine, tailoring, needle work, embrodiery etc.
- Use and care of fabric
- Designing of garmets appropriate for different age and occassion

The main aim of this course is to enable the students to be selfemployed. Loan facilities are now available for those who seek selfemployment. This also gives lots of opportunities in many textile firms and apparel construction units.

Objectives

- To generate large scale employment opportunities in textiles firms and industries
- To develop a society with self confidence, practical experience and moral values
- To enable the students to seek selfemployment opportunities

Learning Approach

A learning centred and activity based learning approach is to be adopted. The many sided intelligence of the students should be explore to gain in depth knowledge. the method of teaching should be based on the students need, there expectation and interest. Their participation also should be ensured for this we can adopt different strategies and techniques.

1 Discovery learning

The teacher has to create an atmosphere that encourages the learner to discover ideas and facts on his own. For example the teacher can assign the student to identify the various elements of design. This gives an opportunity for the learner to observe the various elements of design in their surroundings or they can collect informations from different sources like books, magazines, internet etc. Their observations can be consolidated in to the product.

2 Co-operative learning

In this method the learners learn by helping each other. The negotiations among peers take place here.

For example if , we want to create an awareness among the students about the different methods of mending fabric the student can be divided in to different groups and group discussion on the topic can be conducted. The ideas evolves from the discussion can be conslidated and presented in the class.

3 Collaborative learning

The two important aspects of this method of learning are sharing of ideas and negotiation among the learners. Suppose we want to deal with different methods of treating windows. Here also they can be divided into groups and the teacher can ask them to collect information on the different types of window treatment and their application. Their observation can be consolidated and presented in the class.

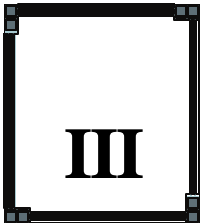
4 Socio cultural related learning

This method of learning pertains to the social and cultural aspects of the society.

Learning Objectives

1. To crate an awareness on the different methods of mending a fabric
2. To get an idea about the laundering of different fabrics
3. To make the learner aware about the different types of stains and their removal
4. To familiarise the learner with the different types of embroidery and their working methods.
5. To get acquainted with the different types of dies and methods of dyeing.

6. To understand the application of fabric paints
7. To get an idea about printing
8. To develop an awareness about textile designing
9. To create an awareness about different colour schemes and their application
10. To understand about home furnishings



LEARNING STRATEGIES

In the modern era of globalization the introduction of new technologies ensure only the survival of the fittest. So it becomes a necessity to equip the leanness to face the growing challenges in the competitive world. Hence the traditional approach to learning is no more relevant in the present context. The teacher should use instructional techniques that motivate the student to construct his own knowledge. Now the learners are not passive listeners , but they are the active participants in the construction of knowledge. Here the teacher – student interaction should be given much importance.

In the new instructional strategy while selecting the methods of teaching, the social and psychological aspects of the learner is to be taken into consideration. The given activities for learning are only suggested one. It can be altered according to the discretion of the teacher.

To obtain the objectives, the new system of education is introduced in the Vocational Higher Secondary Education for attaining the objectives of the courses in this system, we can adopt the following strategies.

1. Assignment

Assignment is some specific work assigned to the students as a part of their academic enrichment. There are learning activities undertaken as a continuation of class room activities to realize the curriculum objectives to a broader extent . They should be completed in time bound manner. They help to lead learner to higher level of learning from the present status. Challenging assignment can motivate the students to involve in group dynamics and achieve fruitful results . The teachers may at as a guide.

Assignment may be given on individuals or group basics. Assignment includes preparation of notes, preparation of charts, models, collection, of materials from institutions etc. Assignment

develop skills of reference, observation, enquire reporting etc. It ensure the effective utilization of leisure time of the students.

2. Seminar

Seminar is a learning strategy involving an in-depth analysis of specific topic, preparation of a paper and presentation . The paper is presented by either one students or a group of students. After the presentation, there will be a discussion/ interaction in which all the students can participate . The students get an opportunity to clear their doubts and make clarification.Seminar helps to develop communication skill and overcome stage fright.

Stages

1. Selection of Topic

The topic of seminar should be relevant to the subject of study

2. Assignment of topic to individuals students or team

The topic may be assigned to one students may be given to a group of students

3. Collection of relevant information

Information required for seminar can be collected from various sources namely books, magazines, internet, institutions, place and persons.

4. Preparation of draft paper

Based on the information collected the student may prepare a draft paper and submit it to the teachers for comments. Revise the draft paper based on the comments of the teachers. The required drafts is submitted for approval.

5. Program Scheduling

The date, time and venue of the seminar is fixed. A seminar leader may be selected from the students

6. Seminar paper presentation

The student/ students shall present the paper in the seminar. The teacher may function as the moderator during the initial stages.

7. Discussion / Interaction

A number of respondents from the students make comments on the topic. This will be followed by a general discussion. All the group members should actively participate in discussion.

8. Summing up deliberation

The moderator sums up the deliberation

9. Evaluation / Feed back

Both teachers and students evaluate the programme.

10. Preparation of final report

A final seminar report is prepared covering all the additional points discussed and consolidated.

3. Panel Discussion

It is a learning strategy in which a panel of experts are allowed to discuss a specific subjects under the control and direction of a moderator. Subjects can be divided according to the number of panel members. Number of panel members are fixed according to subdivision of points in the subject. Relevant materials and hand out may be given in advance to the learners. The monitor or moderator introduces the subject of discussion and invite a panel member to start the discussion. Each panel member is invited for discussion afterwards. After briefing by the panel members the question are raised from the audience and the panel members give suitable answer to them. A report should be submitted by each learner to the moderator .

4. Project

Project is a self-learning strategy which can exert great influence on the overall development of the learner. Project as learning strategy is to be selected where a problem arises in any part of the curriculum. The students may be divided into groups and assigned different aspects of the problem. Each group works independently .Specific aspects of the problem such as data collection, classification, analysis, report preparation and presentation is to be undertaken by each of the members. Even though the work is divided among the members, it must be ensured that the execution of each and every activity is done with the active participation of all. After analyzing data collected from different sources, the learner arrives at a conclusion that can help to solve the problem. There by learner learns the topic through his own activity. The other advantage of this learning activities is that it helps the learner to scientifically handle any problematic situation. It helps in the development of scientific thinking and thereby builds up the students aptitude for the subject.

Stages of the project

1. Selection of a topic

The project selected should be related to the curriculum and it should not be a project for projects sake. The topic or problem should arise from the curriculum.

2. Planning of the Project

(A) Hypothesizing: Hypothesizing means making assumptions based on the available primary information.

(B) Methods and Technique : The methods and technique should be based on the aim and Hypothesizing of the Project. The nature of the project, suitability of the tools, and the methods of learning should be related to each other.

3. Collection and Tabulation of Data

The data may be primary, secondary or tertiary. Either census or sampling method can be used based on the objective of the project. Suitable questionnaires are to be prepared for the collection of primary data.

The collected data is to be classified and tabulated so as to make it easily understandable.

4. Analysis of data and formulation of conclusion

By analyzing the data, the reliability of the hypotheses can be examined. Preparation of graphs and diagrams and maps will positively help the analysis. The similarities relations and differences gathered from the analyzed information would tell whether the hypotheses should be accepted or rejected.

5. Preparation of Report

The cover page should have the title of the project, the period of study, name (s) of investigator / group, and the address of the school. The report should be structured in the following order.

1. Title
2. Preface
3. Hypotheses and aim
4. Methodology
5. Sources of data
6. Analysis and conclusion
7. Suggestions (if any)
8. References
9. Appendices (Questionnaire, Observation schedule, check list Etc.)

6. Presentation of the Project

When the project is presented , the learner is being evaluated and accepted. It is through this presentation that ideas are shared with others in the class and society.

The project methods promotes scientific self learning and makes him capable of solving the problem arising in real life situations.

5. Debate

Debate is a hot and interesting learning activities. A debate can be organized only on a topic on which there is difference of opinion. Therefore a topic suitable for debate has to be found.

Debate can be on relevant topic that is different and interesting to the students and relevant to society. Students with different opinion have to be identified for discussion. Those who have similar opinion should join together to form a side . Those who hold the opposite view with form the other side. It would be good to write down the topic of the debate and displayed in advance. There should also a person to control debate.

Students should be given opportunity to absorb the ideas obtained from discussion and debate, develop the idea through reading and study, and to express them through writing or other means

Stages of Debate

1. Topic Selection
2. Selection of panels keeping in balance with intelligence, gender etc.
3. Selection of moderator
4. Collection of information guided by the teacher
5. Conducting the debate under the control of moderator by avoiding any sort of personal conflicts
6. Conclusion by the moderator expressing his final version or verdict.

6. Case Study

A case may be a person, institution or a community case study is an indepth analysis of an actual event or situation. It presents real pictures of situation with facts, objective information or data : learners analyse the case to interpret, predict and resolve issues associated with it. The case study provides the learner an opportunity to analyse and apply concepts, data and theory taught from the class. Learners can work individually or in groups.

By studying realistic cases in the classroom, students develop new insights into the solution of specific on – the – job problem and also acquire knowledge of the latest concepts and principles used in problem solving.

Case may be presented by the teachers or may be provided in print form.

A simple case study may have the following steps

1. collection of data
2. Conversion of data into information
3. Analysis of the case in groups
4. Presentation of the finding by each group leader.
5. Evaluation

In addition to the above mentioned learning strategy there are many other learning strategies which can be used in appropriate situations to enrich leaning process such as problem solving, Role play, brain storming, debate etc.

7. Brain Storming

This is the best method for solving creative problems. It facilitates generation of ideas quickly. Rules for conducting brain storming.

1. No response is wrong. So welcome every response.
2. Welcome as many responses as possible
3. No criticism is allowed
4. Allow to work on others idea

Steps in Brain storming

1. Presentation of the problem
2. Provide relevant information
3. Record the ideas put forth by the participants
4. Combine similar ideas
5. Evaluate each idea and solution
6. Selection of the best solution

If brainstorming is used as an instruction strategy, the last step is not essential

8. Discussion

Discussion is essential for the student to share new finding, idea and conclusion at each stage of learning with follow students and teachers. In general discussion the teachers should guide the discussion though questioning and summarizing. The major steps involved are

1. Introduction initiated by the teacher
2. Development of discussion by giving lead points and follow up interactions
3. Transaction stage in which the key points are reviewed by the teacher and
4. Summarizing stage in which teacher provides additional support materials to ensure the achievement of the objectives

9. Group Discussion

Group discussion is an ideal method to develop Co-operation, democratic attitude, friendliness and compromising attitude which are the ultimate aims of education. During group discussion the teacher may observe each group and it needed help them to Channel the discussion towards the common objectives. All students may be given opportunity to take part and express their ideas within a time limit. The conclusion reached may be entered by each students. A group representative must present this during consolidation in which the teacher may correct or add information's to ensure that all the relevant ideas have been covered

10. Collection

Collection is a continuous learning activity, which ensure complete participation of students. The Collected item may be materials, pictures, charts, ideas, data etc. Collection provides direct experience to learn. An exhibition of collected materials will help to strengthen the concept.

11. Practical works

Experimentation contains the process skill in an integrated way. In the new approach of curriculum the student forms idea and comes to conclusion though process. The term 'Practical' when associated with a science subject usually means an experiment. The objective of doing a experiment is to explore new ideas though investigation only. Its main purpose is to verify some principles associated with theory. The Subjects ends here. But this is not the case with 'Vocational Practical'

The ultimate goal of a Vocational Education is to generate skill through continuous practice along with investigation and invention. Continuous practice transforms the unskilled to the skilled. This is the significance and importance of practicals in the Vocational stream. Hence it is very crucial that Vocational teachers as well as instructor should understand the importance of vocational practical and act accordingly.

10. Quiz

Quiz programmes can be used as an interesting class room tool for transaction of curriculum objectives as well as to evaluate the effectiveness of transaction and achievement of students.

For conducting a quiz programme a topic should be selected based on the above objective

The students are asked to prepare question based on the topic individually. The next day / next hour the students are grouped into 3-4 groups randomly. A question is raised by a particular team and the other teams to answer them if they can answer the question they get points for that if all other teams fail to answer the question raised by the 1st team the 1st team answer the question and explain the background if necessary. All the teams get equal number of chance to ask the question. Time limit is also prescribed for the conduction of the programme. The team who scores maximum points wins

All the participants can make notes on the questions asked answer and their explanation which help them in learning

13. Models

Models are used in learning process. It enhanced the leaning experience. This is based on the 'seeing is believing'. It helps the learner a chance to see feel the model presented. Still models and working models help the students to understand the structure, working principles, actual operation etc.

Several steps are involved

1. Feeling the problem
2. The teacher should plan the type of model according to co's
3. Grouping the students
4. Briefing the tasks - Aim
 - Need
 - Material required
 - Source & Materials
 - Cost of materials
 - Division of Labour
 - Guidance
 - Fixing of a time limit

5. Presentation y each group about

(A) How the models were prepared

(B) Details of - Expenses

- working and principles

Finally Documentation of the process

6. Evaluation

- By the other groups

later a consolidation by teachers are to be done.

14. Games

Class rooms can be made attractive by introducing different types of games. Games should be interesting as well as informative some of suitable games are

1. Odd man out
2. Cross word puzzles
3. Match the following
4. Aswamedham
5. Link game – Answer using clues.

15. Survey

This strategy involves collection of data from the group under study (book, person, materials etc.) It develop the social interaction and communication ability of the learner. It also provide a scope for discovery learning.

Step involved in survey

- Objective of survey
- Selection of area for survey/sampling frame
- Selection of survey method
- Direct method
- With help of questionnaire/schedule

- Tabulation and analysis
- Consideration and Presentation

16. Exhibition

It is a learning strategy by which the learner can get a chance to show the skill developed. It provides the intrinsic motivation and exposure.

Exhibition item can be conducted either individually or as a group task. It can be conducted at school / Regional/State/National Level. Necessary publicity and other arrangement can be provided. Presentation, documentation participation and innovative skills of the learner can be evaluated.

17. Interview

Interview is one of the important learning strategy taking the help of a resource person. Interview is an innerview. It provide opinion and information about a topic.

An interview is conducted by the following steps

1. How to introduce a problem?
2. Invite a resource person
3. Decide the questions by learners
4. Decide the time, place etc.
5. How to discuss
6. How many students to participate
7. Implementation of the interview
8. Conclusion (Facilitator)

Items required

1. Interview Schedule

List of question prepared by learners Selection of students, selected names sequence of question

18. Field Visit

Field visit is an inevitable vocational tool to be implemented in vocational Higher Secondary Education. This helps the students to familiarise with the modern technologies and new situation in a different atmosphere. It provides learning through viewing. It is based on the principle that seeing is better than having. It enables the learning to retain the learned informations longer and to make the subject more interesting. It motivates and give more confidence in his/her particular vocation.

The facilitation should identify suitable center/ institution/site. Get prior permission from the authorities before conducting the field visit. Give instructions to the learners for collection data's/information's/materials/Specimens. Teacher may assign different duties to learners by working them different groups.

Each learner should take utmost care and interest during the visit. He/She should observe and interact at the center/ institution where the field visit is conducted

After the visit, learner should acquire the ability to apply the ideas/concepts in his future carrier. Each learner should submit a detailed report about the field visit.

20. Demonstration

Though demonstration we can present an item/product and emphasis its features very effectively

Eg:- To understand the functioning of a computer

1. Material/Item/Process
2. Demonstration
3. Venue
4. Additional requirements depending upon the nature of the item

Demonstration Process

1. Introduction about the item/Material
2. Principles – Working
3. Operation
4. Components
5. Merits of the item

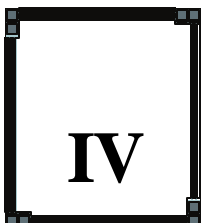
20. Chart display

It is also one of the important teaching aid. It can be used in every activities of a learning process.

Chart display is a written or pictorial representation of idea or concept. It is abbreviate brief and clear. It is prepared by study

Benefits

1. A learner gets clear idea about the concept
2. The learner can retain the ideas in his mind for longer periods
3. A complicated idea can be simplified through a chart
4. Cheap method of teaching aid.



CURRICULUM OBJECTIVES

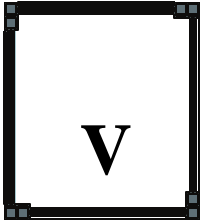
- 1 Create awareness on the different methods of mending a fabric through discussion, observation etc and present it in the form of discussion diary.
- 2 To develop an understanding on the various types of tears and repairing these tears by darning through group discussion, illustration, demonstration, lab work etc. and present as samples.
- 3 To accustom the learners with the different methods of patching and their application through demonstration, discussion, lab work etc and present as chart.
- 4 To acquire knowledge about the general procedure of the laundering through group discussion, Assignment etc and present as report.
- 5 Enable the learners to differentiate the laundering of special article from that of general laundering through reference materials, seminar etc and submitted as report.
- 6 To develop clear understanding about types of stains, reagents used and method of stain removal through discussion, demonstration etc and present as notes.
- 7 Equip the learner to identify the different types of embroidery and familiarize the working method of each type through illustration, demonstration, practical sessions etc and submitted as an album.
- 8 Acquire clear understanding about the functions of finishes through discussion, observation etc and reported in a diary.
- 9 To develop an idea about the different types of dyes through observation, reference materials, assignment etc and submitted as an assignment

- 10 Understand different methods of dyeing through general discussion, field trip etc
- 11 Develop an understanding about printing, its meaning and types through discussion, lab work, seminar etc and submitted as report.
- 12 To create awareness on decorating the fabric using fabric paint through demonstration, lab work etc.
- 13 To create awareness on the elements of design and their application in dress through general discussion, assignment, project work etc. and present as report.
- 14 To develop an understanding about the different types of designs through general discussion, assignment etc and presented as chart.
- 15 To equip the learner with the skill of applying the different principles of design in dresses through observation, panel discussion etc.
- 16 Develop a clear understanding about the various colour combinations through general discussion, observation, demonstration, lab work etc.
- 17 To equip the learner with the application of various colour schemes in dresses through general discussion, assignment etc.
- 18 To acquaint the learner with the use of different colours in various rooms through observation, seminar etc. with the help of audiovisual aids and present in the form of seminar report.
- 19 Develop a clear understanding about the different types of floor covering such as rugs and carpets through observation, discussions, assignment etc and presented as a report.
- 20 To make the learner understand the different factors considered in furniture selections and its arrangement in various rooms though general discussion, seminar, etc and submitted as report.
- 21 Familiarize the learner about the selection and types of window treatment through observation, group discussion, lab work etc.
- 22 The acquaint the learner with the different accessories through observation, brain storming etc.
- 23 The create awareness on the steps involved in flower arrangement through observation, discussion etc and presented as notes.

- 24 To familiarize the learner about the different accessories needed for arranging flowers through discussion, demonstration etc.
- 25 To develop an understanding about the different types and styles of flower arrangement through discussion, demonstration etc. and presented in an exhibition.

Practical CO's

- 26. To equip the learner with the skill of constructing various garments through demonstration and lab work.
- 27 Equip the learner to identify the different types of embroidery and familiarize the working method of each type through demonstration and practical session.



SYLLABUS

UNIT 1 CARE OF CLOTHING

A. MENDING

- (a) Darning - fundamental rules
Darning of - straight tear
- diagonal tear
 - three cornered tear
 - Plain weave hand darn
 - Machine darn
- (b) Patching - General rules for patching
Types of patching - Hemmed patch, print patch

UNIT II LAUNDERING

- (a) General procedure - preparation
- steeping
 - washing
 - boiling
 - rinsing
 - bleaching
 - starching & blueing
 - hanging and drying
 - ironing and airing

(b) Laundering of special articles

- Lace
- Borders embroidered with gold and silver
- Borders embroidered with silk

(c) Stain removal

- types of stains
- general rules for removing stains
- removal of specific stains such as oil, ghee , butter, wax, tea, coffee, rust, ink, fruit, iodine, blood and coal tar.

UNIT III EMBROIDERY

- Cut work - simple, renaissance, venetian.
- Appliqué work - inlaid, overlaid, blind, net
- Shadow work
- Mirror work
- Drawn thread work
- Quilting
- Faggoting
- Scalloping
- Smocking – outline, cable, chevron, honeycomb

UNIT IV TEXTILE FINISHES

(a) Functions of finishes

(b) Dyeing (1) classification of dyes (natural and synthetic)

(2) Methods of dyeing - raw stock dyeing, skein dyeing, piece dyeing, cross dyeing, tie and dye, batik dyeing

(c) Printing – block printing, stencil printing, screen printing, roller printing, discharge printing, resist printing.

(d) Fabric painting.

UNIT V TEXTILE DESIGNING

- (a) Elements of design - line, form, colour, texture
- (b) Types of design - structural, decorative, natural abstract, geometric, historic
- (c) Principles of design - harmony, proportion, balance, rhythm and emphasis

UNIT VI COLOUR SCHEMES

- Colour combinations
- Properties of colour, warm and cool colours
- Suggested colour schemes in dress.
- Use of colour in the home.

UNIT VII HOME FURNISHING

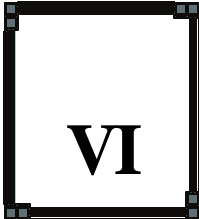
- (a) Floor coverings (Rugs and carpets)
- (b) Furniture - selection and arrangement of furniture in the different rooms.
- (c) Window treatment - selection of curtains and different types of windows treatment.
- (d) Accessories
- (e) Flower arrangement - steps in making flower arrangement
 - selection of vases and other accessories.
 - different types of arrangement such as shallow mass, dry, floating, hanging, miniature, line and Japanese arrangement.

UNIT VIII PRACTICALS

- I. Drafting, pattern making, layout, cutting and stitching.
 - 1. Choli (Brassier cut)
 - 2. Churidar / kameez
 - 3. Midi and top I Term
 - 4. House coat
 - 5. Shirt – slack II term
 - 6. Shorts with fly open III term

II. Embroidery

1. Cut work
2. Appliqué work
3. Shadow work I term
4. Mirror work
5. Quilting
6. Faggoting
7. Smocking II term
8. Scalloping
9. Drawn thread work III term



PLANNING

Planning is a pre-requisite for the pragmatic approach pertaining to any sort of activity. It begins from the phenomenon of dreaming which in turn reaches the highest point of reality. Proper planning inculcates confidence to take any challenges. In the new system of education, the learning process is learner centered and activity oriented. A proper planning by the teacher enables the learner to attain the objective more effectively in a time bound manner.

In the planning of a curriculum, the objectives, time, social and economic impacts etc are to be considered. Before facing the learners, the teacher with a changed role as a facilitator should have planned each and every activity to be performed. Planning is to be done from the commencement of work to the end result. Teacher must be a good planner to motivate the learners to move from one aim to another. To attain the effective transaction of the whole curriculum, the teacher must prepare three planning documents such as year plan, unit plan and daily plan.

YEAR PLAN

Year plan is a document covering the entire activities for the whole year. This plan includes the total number of units to be transacted through the three terms, units and curriculum objectives to be covered during each month and the number of hours required for each unit. A sample year plan is given below.

YEAR PLAN

Term	Month	Unit	Curriculum Objectives Number	Name of Unit	Hour		Total hour/Term	
					Theory	Practical	Theory	Practical
I	June	I	1-3	Care of Clothing	15	15	50	50
	July	II	4-6	Laundrying	15	15		
	August	III	7	Embriodery	20	20		
II	Septe.	IV	8-10	Textile Finishes	10	10	50	50
	October	IV	10-12	Textile Finishes	10	10		
	October	V	13	Textile Designing	5	5		
	November	V	14-16	Textile Designing	15	15		
	December	VI	18	Colour Schemes	10	10		
III	January	VII	18-22	Home Furnishing	20	20	40	40
	February & March	VII	23-25	Home Furnishing	20	20		

UNIT PLAN

Unit plan is a specific and systematic plan of a unit. It will be in tune with activities assigned in the year plan. Teacher may prepare unit plan before the actual transaction of the unit. This plan must make clear the curriculum objectives intended, periods required for transaction of these objectives, instructional strategies to be used and materials required. The methods to evaluate the out comes may also be mentioned in it. A sample unit plan is given below. It is a suggested model, hence the teacher can modify learning activities according to the need and demand of the class room environment and situations. Unit analysis for each unit given in the source book may be utilized for preparing unit plan.

UNIT WISE HOUR DISTRIBUTION

THEORY

Unit No	Name of Unit	No. of hours
1.	Care of clothing	15
2.	Laundering	15
3.	Embroidery	20
4.	Textile finishes	20
5.	Textile designing	20
6.	Colour schemes	10
7.	Home furnishing	40
Total		14

PRACTICAL

Part I		
Unit No.	Name of Unit	No. of hours
1.	Care of clothing	15
2.	Laundering	15
3.	Embroidery	20
4.	Textile finishes	20
5.	Textile designing	20
6.	Colour schemes	10
7.	Home furnishing	40
Part II		
1.	Drafting, pattern making, layout, cutting and stitching.	180
2.	Embroidery	100
Total		420

Term wise Distribution Theory

Terms	Hours	Total hrs
First Term		
Unit - 1	15	50
Unit - 2	15	
Unit - 3	20	
Second Term		
Unit - 4	20	50
Unit - 5	20	
Unit - 6	10	
Third Term		
Unit - 7	40	40
Total		140

DAILY PLAN

Daily plan is a document containing the systematic arrangement of learning activities that has to be performed for each period. The learning activities designed should be appropriate to achieve the respective curriculum objective. It includes curriculum objectives, content specification, learning activities, learning aids and feedback. It can be arranged in two columns. The first column contains the learning process and the second column feed back/response. The guidelines for preparing a daily plan is given below.

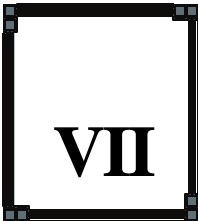
Guidelines for preparing a daily plan

- Curriculum Objective should be stated clearly
- Include content/topic/subtopic
- Learning activities should be framed for developing different skills of the learners
- Learning process should be appropriate in time, need of learners, learning atmosphere and age of the learner
- The teacher can club the periods judiciously to get continuity in learning process
- Individual participation should be ensured in the group activities and group discussion
- Learning activities should be challenging, lively interesting and thought provoking
- The teacher must motivate the learner by giving tips and clues in every stage of the learning process
- Evaluation questions may be asked to know the level of comprehension of the learner.
- Response part of the daily plan can be completed only after the execution of the class room activity
- Further planning should be based on this responses
- Special in formations, principles, ideas and concepts etc can be written separately in a box in the process columns.

Sample Daily Plan

Name of the Teacher :	Class : VHSE
Name of School :	Division : IInd year
Subject :	Duration : 1 hour
Unit : Textile Finishes	Date :
Topic : Dyeing	Previous : Concept
Co : To get an idea about the different stages of dyeing	knowledge about giving colour to fabric

Learning process	Feed back/ Response
<ul style="list-style-type: none"> ● The facilitator can introduce the topic by asking the lerners about dyeing. For eg. the learners can be asked about the different ways of giving colour to fabrics. After giving a brief introduction about dyeing the facilitator can lead the learners in to a group discussion. <p style="margin-left: 20px;">Activity : Discussion and Note preparation</p> <ul style="list-style-type: none"> ● The learners can be divided in to different groups and each group can be asked to discuss on the various stages of a fabric at which dyeing can be done. ● The group leader of each group can consolidate their discussion by stating the points evolved after discussion. The learners should submitt notes on the discussed points 	<ul style="list-style-type: none"> ● Participation in discussion through contributing points can be taken as a tool for evaluation. ● Presentationof points ● Notes prepared by the learner can be used for evaluation



EVALUATION

Evaluation is a systematic process of collecting, analyzing, synthesizing and interpreting evidences of learners' progress and achievements both in cognitive and non-cognitive areas of learning. Evaluation has to play significant role in making the learning process more effective. It provides diverse experiences to the learners, keeping in view the skill to be attained continuously by them.

As the curriculum is based on a particular vocation in the selected stream is the most important part and it should be evaluated accordingly. Technical skills, interest and devotion in the field, communication skills, organizational and presentation skills are to be evaluated. Evaluation of the personal and social qualities also should be done. So the evaluation should be continuous and comprehensive.

Terminal or Term End Evaluation (TE)

It is the written form of evaluation aimed at evaluating the facts, concepts and ideas gained by the learner. The test should not be aimed to evaluate the memory alone. Questions are framed in such a way that the learners are able to apply different mental process while answering. The Terminal Evaluation questions give more emphasis on application, analysis and synthesis level.

The maximum scores for TE is 80 and the minimum is 24 (30%). The questions should be formulated taking into consideration the time required to read, think, understands and write answers. These aspects should be considered while fixing the scores also. To avoid blind guessing, multiple choice and application level questions may be mixed. The total number of questions may vary from time to time. All the questions should be based on the curricular objectives. Open ended questions but the choice questions also should be based on the same curricular objectives.

Continuous and Comprehensive Evaluation (CCE)

Our traditional evaluation method measures only the memory and recollection capacity of the learner. To eliminate/ overcome the limitation the evaluation should be done on multi dimensional ways by measuring multiple intellectual capacities of the learner. So it is better to evaluate the learner in a continuous and comprehensive manner. CCE helps the learner to understand and develop his own progress and to develop adequate strategies for further improvement.

Merits

- Assess the all round development of the learner on a continuous basis through a variety of activities.
- Effective feed back is possible
- Remedial diagnostic teaching is possible
- Process as well as products are assessed.

A series of learning activities are grouped into five major thrust areas as follows

1) Investigative activities

Activities which create a spirit of enquiry, investigation and a mind for research in the learner belongs to this group for example.

- Study project
- Case study
- Field study

2) Interactive activities

Activities which improve the communication skill, activities of sharing ideas, etc.

For eg:-

- Seminar
- Panel discussion
- Debate
- Group discussion

3) Assigned task

Activities assigned to the learners to enrich/ strengthen the concept and ideas.

For eg:-

- Assignment

- Collections

4) Performance task (Tests)

Activities related to the achievements of the learner.

For eg:-

- Class test (oral/ written/ performance test)
- Quiz
- Open book examination
- Interview
- Group testing

5) Practical based activities line

- Preparation of working model
- Album
- Improvisation

From the above five group of activities, the teacher has the freedom to choose any four areas for evaluation purpose.

1. Investigation Activity

- a. STUDY PROJECT

Sl.No	Stages	Criteria	Score	Total Scores
1.	Planning	Relevance of the study Identification of problem Ability to select appropriate tools, ability to select suitable bearing method.	4/3/2/1	
2.	Data Collection	Ability to collect sufficient and relevant data. Ability to classify and arrange data for analysis. Reliability and authenticity of the data collected.	4/3/2/1	
3.	Analysis and Inference	Ability to analyses the data Systematic arrangements. Ability to draw inferences based on analysis. Ability to give suggestions based on inference.	4/3/2/1	
4.	Report presentation	Ability to present in logical and sequential order, authenticity of report, time bound completion.	4/3/2/1	
5.	Viva-Voice	Knowledge of content and process. Ability to analyze data. Ability to justify inference. Ability to explain. Strategies and methods adopted.	4/3/2/1	

Sl. No.	Criteria	Score
	Identifying the problem	4/3/2/1
	Approach to the problem	4/3/2/1
	Time bound Action	4/3/2/1
	Analysis of the problem	4/3/2/1
	Problem solving / Reporting	4/3/2/1
3.	Field studyAttitude and readiness towards the task	
	Capacity for Observation	4/3/2/1
	Data collection	4/3/2/1
	Application of ideas	4/3/2/1
	Documentation / Recording	4/3/2/1
4.	AssignmentAwareness of the content	
	Comprehensiveness of the content	4/3/2/1
	Systematic and sequential arrangement	4/3/2/1
	Observation/suggestion/views/judgment/evaluation	4/3/2/1
	Timely Submission	4/3/2/1
5.	SeminarPlanning and Organization	
	Collection and data / content	4/3/2/1
	Observation / appraisal and clarity	4/3/2/1
	Content knowledge	4/3/2/1
	Presentation	4/3/2/1
6.	Debate, Panel discussion	
	Readiness to participate	4/3/2/1
	Depth of subject knowledge	4/3/2/1
	Communication skill	4/3/2/1
	Ability to justify the stand	4/3/2/1
	Presentation	4/3/2/1
7.	Group Discussion	
	Readiness to participate	4/3/2/1
	Depth of subject knowledge	4/3/2/1
	Communication skill	4/3/2/1
	Ability to justify in a democratic way	4/3/2/1
	Leadership quality	4/3/2/1
8.	Interview	
	Planning Preparation of Questions	4/3/2/1
	Communication skill	4/3/2/1
	ParticipationReport preparation	4/3/2/1
9.	Collection	
	Collection of materials/Documents	4/3/2/1
	Relevance and comprehensiveness	4/3/2/1
	Presentation	4/3/2/1
	Awareness of the content	4/3/2/1
	Time bound progress of work at each stage	4/3/2/1
10.	Quiz	
	Preparation of questions	4/3/2/1
	Relevance of question	4/3/2/1
	Presentation	4/3/2/1
	Active participation	4/3/2/1
	Time management	4/3/2/1

Practical Evaluation (PE)

The goal of vocational Education is to generate skills through continuous practices along with investigation and innovations. Continues and comprehensive practice transforms the unskilled learner to a skilled one. This is the importance and significance of vocational practicals.

PE is done to evaluate the practical skills achieved by the learner in the concerned vocational subject Total Scores for PE is 150 and minimum is 60 score ie 40%. Practical Examination is conducted for a batch of 8 learners having 6 hours duration.

Practical evaluation should be done taking into account the whole practicals included in the curriculum since Learning of practical skills is a continuous process through out the period of study.

Practical Evaluation - 150 score

A learner of Clothing & Embroidery Vocational Course has under go practical work on Embroidery& Garment Construction . There for practical evaluation is important for learning effectiveness indicators for P.E. varies according to the nature of the course Indicators for practical evaluation and their score

No.	Indicators	Percentage	Score
1	Handling of Tools	13	20
2.	Embriodery	27	40
3.	Draft Layout and Paper Pattern	20	30
4.	Construction	20	30
5.	Record	20	15
6.	Viva	7	15
		100	150

No.	Name	Handling of Tools	Embriodery	Draft Layout and paper Pattern	Constru ction	Record	Viva	Grade
		20	40	30	30	15	15	
1	Priya	10	30	20	20	12	13	B+
2	Vidya	18	35	28	25	13	13	A+
Total - 150 A+								
Total score 105 percentage								
$\frac{105}{150} = 70$ Grade B+								

Vocational Competency Evaluation (VCE)

Vocational Competency Evaluation is to evaluate the vocational skill and aptitude developed by the learners during the learning process. This is a system to judiciously evaluate the required value addition and consequent capacity building in the concerned vocational curriculum. The vocational education is aimed at developing interest, skills and devotion in specific vocational fields. As other evaluation components like CE, PE and TE cannot assess the vocational competences and professional skills, acquired by the learners an internship evaluation (IE) components has been introduced to meet this requirement.

Internship evaluation should be done based on the following components like regularity and punctuality, value addition and capacity building.

1. Regularity and punctuality

Regularity and punctuality has vital role in vocational education learning continuous process, the regular presence of the Learner is must for attaining maximum efficiency.

2. Value Addition

Value addition is the qualitative measure of the learner's interest, devotion perseverance and efficiency. Value addition can be evaluated through conducting field visits/ vocational survey. The experiences gained through field visit / vocational survey increases the level of intrinsic motivation and positive attitude towards the vocational field and thereby increase his value as a semiprofessional.

3. Capacity Building

It gives a quantitative measure of the learner's skill in graded area exposure. Capacity building can be evaluated through conducting the following activities.

1. OJT / Simulated experiment
2. Performance - camp/exhibition/clinic
3. Performance - PCT/Service cum Training center.

These components help the learner to practice the acquired skills in the real situation and thereby increasing self-confidence and promoting self reliance.

Vocational Competency Evaluation Indicators

No.	Items	Score
1	Regularity and punctuality	10
2	Field visit / survey (anyone) vocational project	20
3	OJT/Simulated experiment performance - Camp/exhibition/clinic Performance - PSCTC (anyone)/Practical skills	20
Total		50

Regularity and punctuality can be assessed by using attendance of the learner and time bound completion of tasks. It is evaluated by using 5 point grading system.

No	Items	Scores
1.	Regularity and punctuality	10
2.	Field visit / survey (anyone) vocational project (anyone)	20
3.	OJT/Simulated experiment performance - Camp/exhibition/clinic Performance - PTC /Practical skills (anyone)	20
TOTAL		50

Sl.No	Items	1	2	3	4	5
1.	Regularity	Never regular	Often regular	Equally regular	Most of the time regular	Always regular
2.	Puntuality	Never punctual	Often punctual	Usually Punctual	Most of the time punctual	Always punctual

Criteria for Promotion

- A minimum of 80% attendance is required to register for the public examination. Those who are having at least 65% can apply for condo nation from higher authorities. Those who have shortage of attendance below 65% should re[eat the second year.
- The learners should obtain minimum 30% score in all subjects separately in TE. In first year if the learner failed to obtain 30% minimum score in any subject he will be promoted and will be given chance for improvement.

- The learners should obtain a minimum of 40% score in the vocational practical Evaluation (PE) that is 60 out 150 score. If a learner fails to attain the minimum required score for TE and secure minimum score for pass in TE, he need not reappear for practical examination and vice versa.

Consolidated forms of CE, TE, VCE and PE

Government of Kerala

Board of Vocational Higher Secondary Examinations

Thiruvananthapuram

Reg: No.

Dated : _____

Evaluation Sheet

Sri./Smt. _____ is awarded
Scores/grade as detailed below in the First Year Vocational Higher Secondary Examination
held in _____

Name of School : _____ Admission No : _____

Name of Vocational Course : _____

Subject	Score Obtained					Positional Grade	Grade in words
	CE 20	TE 80	PE 150	IE 50	Total		
Part- I							
English			—	—			
General Foundation Course			—	—			
Part- II Vocational Subjects							
Vocational Theory			—	—			
Vocational Practical	—	—		—			
Vocational Competency	—	—	—				
Part- III Optional Subjects							
	20	60	20				
Physics				—			
Chemistry				—			
	20	80					
Mathematics			—	—			

CE- Continuous Evaluation, TE- Term End Evaluation, PE- Practical Evaluation,
IE- Internship Evaluation.

Grades	A+ 90% and Above Outstanding	A	80- 89%	Excellent.
	B+ 70 - 79% Very Good	B	60- 69%	Good
	C+ 50 - 59% Above Average	C	40- 49%	Average
	D+ 30 - 39% Marginal	D	20- 29%	Need improvement
	E Below 20% Need improvement			

Marks Entered by _____

Marks checked by _____

Supdt/ T. O _____

SECRETARY

CE ITEM CALCULATION

Course :		Year :					
Class :							
Sl. No	Name	Evaluation Indicators					Total Score (20)
		I (4)	II (4)	III (4)	IV (4)	V (4)	

CONSOLIDATED STATEMENT OF CE

Class : II year

Subject : Clothing and Embroidery

Sl. No	Name	CE Items			Total (60)	Score Out of 20
		1 (20)	2 (20)	3 (20)		
						Score obtained $\times \frac{20}{60}$

CONSOLIDATED STATEMENT OF CE & TE

Class : II year

Subject : Clothing and Embroidery

Sl. No	Name	CE (20)	TE (80)	Total CE+ TE	Grade

PE ITEM EVALUATION

Class : II year Subject : Clothing and Embroidery					
Sl. No	Name	PE Indicators		Total (150)	Grade

Split up as per course requirement

Signature of facilitator

CONSOLIDATED GRADE RECORD OF VOCATIONAL SUBJECTS

Class : II year

Subject : Clothing and Embroidery

R.No.	Name of Pupil	Vocational Theory				Vocational Practical		VCE	
		CE 20	TE 80	Total 100	Grade	PE	Grade	VCE 50	Grade

CONSOLIDATED STATEMENT OF VCE

Class : II year

Subject : Clothing and embroidery

R.No.	Name of Pupil	VCE				
		Regularity & punctuality (10)	value addition survey or field visit (20)	Capacity building OJT/ PCTC Exhibition/clinic	Total score	Grade

Format to be kept by teachers

1. CE items format
2. CE consolidated format
3. Consolidated statement of CE & TE
4. Consolidated statement of PE
5. VCE item format
6. VCE consolidated format
7. Consolidated course wise score sheet
8. Learner evaluation profile
9. Format for concerned subject wise evaluation register/sheet.

UNIT AT A GLANCE

Curriculum Objectives	Learning Strategies	Learning Materials	Skill	Evaluation	Time
1 Create awareness on the different methods of mending a fabric through discussion, observation. etc	discussion · observation	Chart samples reference materials	observing classifying communication	Discussion Diary	3 hrs.
2 To develop an understanding on the various types of tears and repairing these tears by darning through group discussion, illustration, demonstration, lab work etc	group discussion· illustration,· demonstration· lab work	Charts samples	observing understanding inferring experimenting	Samples Charts Discussion Diary	7 hrs.
3 To accustom the learner with different methods of patching and their applications, discussion, practical work etc.	discussion· demonstration· practical work	samples charts · reference materials	observing inferring communication experimenting	Charts with Consolidated points Samples	5 hrs.



CARE OF CLOTHING - MENDING

Introduction

If cloths are to preserve their freshness and wear as long possible attention must be paid to their care. Mending methods are used for maintenance and repair of torn or worn out garments. “A stitch in time saves nine” is a very common proverb. The ability to mend neatly is a means of saving as the articles in use are made to last much longer than they otherwise would. Mending is the art of repairing by means of patching and darning.

Curriculum objective

1. To create an awareness on the different methods of mending a fabric through discussion, observation etc.
2. To develop and understanding on the various types of tear and repairing these tears by darning through group discussion, illustration, demonstration, lab work etc.
3. To accustom the learner with different methods of patching and their applications through demonstration, discussion, practical work etc.

Syllabus

Care of clothing

- (a) Darning - fundamental rules.
 - Darning of straight tear, diagonal tear.
 - Three cornered tear, plain weave hand darn, Darned in Patch, machine darn
- (b) Patching - General rules for patching
 - types of patching - Hemmed patch, Print patch.

1.1 Learning Activity

General discussion.

Through general discussion the student understand the importance of mending the fabric in time. Also familiarizes the learner with the different methods of mending.

Discussion points

- Have you heard of the proverb “stitch in time saves nine”? What do you mean by this proverb?
- A dress of yours tears. What will you do?
- What are the different methods by which you can repair it

Consolidated points

- Mending is a method of repairing torn or worn out garments.
- Darning and patching are the most satisfactory methods of mending.

1.2. Learning Activities.

- Discussion
- Illustrations
- Demonstration
- Lab work

Through general discussion previous knowledge was brushed up. Demonstration and illustration methods were used for better transaction of ideas about darning. To develop practical skill students are asked to do lab work.

Discussion Points

- If your uniform tears what will you do?
- Through which method will you repair it?
- To make the tear inconspicuous what will you do?
- Which thread will you select for repairing the tear?
- What are the different types of tears you have noticed?

Consolidated points.

Darning is a method of repair in which threads or yarns are worked in to the weave or knit of the fabric.

- The different methods of darning are straight tear darn, diagonal tear and three cornered tear.
- The two methods of darning a hole are plain weave hand darn and darned in patch.
- Darning of small holes and tears can be done by machine also.

1.3. Learning Activity

- Discussion
- Demonstration
- Practical work

To develop an idea about patching the teacher gives a chance for the students to think about the various methods of patching through discussion. To make clear the various involved in patching demonstration is adopted. To develop skill lab work is conducted.

Discussion points

- If your dress has a large tear how will you repair it.
- How can the tragic effect caused by a large tear on a printed garment be rectified?

Consolidated points

- Patching is a type of mending where in the place of a tear or hole an additional piece of fabric of the same kind is inserted and stitched.
- Patching can be done in two ways – hemmed patch and print patch.

CE items

- Lab work - Different methods of darning.
- Different methods of patching.

TE questions

1. (a) Differentiate the tears.
(a) Discuss their mending methods.

UNIT AT A GLANCE

Curriculum Objectives	Learning Strategies	Learning Materials	Skill	Expected Product	Evaluation	Time
1 To acquire knowledge about the general procedure of laundering through discussion	group discussion assignment	reading material Internet CDs	participation presentation communication	Assignment Report	group work presentation participation leadership communication	5
2 Enable the learners to differentiate the laundering of special article from that of general laundering through reference material and seminar	discussion seminar	reference materials	communication presentation	Seminar report	presentation acquired concept leadership	5
3 To develop clear understanding about the types of stains, reagents used and methods of stain removal through discussion and demonstration	discussion demonstration	reading materials	classifying observing inference experimenting	Notes	presentation	5

A square icon with a decorative border containing the text 'UNIT 2' in a serif font.

LAUNDERING

Introduction:-

Laundering is the process by which dirty clothes are made clean by washing and ironing. Laundering of clothes consists of two processes.

1. The process of removing dirt
2. The process of finishing them to regain the appearance and neatness as of a new fabric.

Curriculum objectives.

1. To acquire knowledge about the general procedure of laundering through observation, group discussion etc.
2. Enable the learner to differentiate the laundering of special article from that of general laundering through reference materials, seminars etc.
3. To develop clear understanding about types of stains, reagents used and methods of stain removal through discussion, demonstration etc.

Syllabus

Laundering

- a) General procedure
- b) preparations
- c) steeping
- d) washing
- e) boiling
- f) rinsing
- g) bleaching

h) starching & blueing

- hanging & drying
- ironing & airing

b) Laundering of special articles

c) Stain removal

- types of stains
- general rules for removing stains
- removal of specific stains- oil, ghee, butter, wax, tea, coffee, rust, ink, fruit, iodine, blood, and coal tar.

2.1. Learning activities.

- Observation
- Group discussion

The learner gets a basic knowledge on the general procedure of laundering through observation

For conveying this information the teacher can adopt discussion as a strategy. The teacher can divide the class in four or five group. Each group should have a leader. The teacher as a moderator can guide the class for proper interaction. After discussion the leader of each group should present their points. The teacher should supplement additional knowledge where ever necessary and should consolidate points at the end of presentation. The learners are asked to incorporate all these points and present it in the form of discussion diary.

Discussion points

- If your dress gets spoiled with dirt, what will you do?
- What are the pre – treatments for laundering?
- list the general procedure for laundering

Consolidated points.

The general procedure for laundering are preparation, steeping, washing, boiling, rinsing , bleaching, starching and blueing, hanging & drying, ironing and airing.

2.2 Learning activities.

- Reference
- Seminar

To get an idea about the laundering of special article from that of general article, teacher give necessary reference materials and asks to collect further information. The information collected can be presented through seminar. After presentation

Consolidated point

Preparation, stain removal, steeping, washing, boiling, rinsing, stiffening, removal of moisture, drying, finishing of laces and embroidery works.

2.3 Learning activities

- Discussion
- Demonstration

Through discussion previous knowledge is recollected. Through demonstration the teacher familiarizes the learner with the different types of stains and their removal.

Discussion points

- Name some of the stains you have noticed
- Do you use the same method to remove all the stains.

Consolidated points

- Stain is a mark or spot of discoloration left on fabrics by contact or absorption of some foreign substances.
- Stains are broadly classified as
 1. animal stain – stain of animal origin
 2. vegetable stain – stains of vegetable origin
 3. mineral stain – stains are compounds of a metal and dye.
 4. grease stain – from animal or vegetable fat
 5. dye stain – Natural or synthetic dye.

CE items.

Seminar; laundering of special articles

Assignment: general laundering methods.

TE question

A cotton shirt of your was stained with ink.

What method do you prefer to remove that?

UNIT AT A GLANCE

Curriculum Objectives	Learning	Learning	Skill	Expected	Evaluation	Time
1 Equip the learners to identify the different types of embroidery and familiarize the working method of each type through illustration, demonstration and practical session	discussion illustration demonstration lab work	illustration sample charts audiovisual aids	drawing observing communication inference comparing	album	neatness & perfection of album	20



UNIT
3

EMBROIDERY

Introduction

Ever since the earlier days of man embroidery has played an integral part in every day life. The necessity of joining pieces of fabric led to the evolution of a coarse method of stitching which in time become the decorative medium, which we known as embroidery. Embroidery is the art of decorating textile fabrics by means of needle and thread.

Curriculum objectives

- 7 Equip the learners to identity the different types of embroidery and familiarizes the working method of each type through illustration and practical session.

Syllabus

- Cut work - simple, renaissance, venetian
- Appliqué work - inlaid, overlaid, blind, net.
- Shadow work
- Mirror work
- Drawn thread work
- Quilting
- Scalloping
- Smocking – out line, cable, chevron, honey comb

3.1 Learning Activities

- Discussion
- Illustration

- Demonstration

Lab work

The previous knowledge is brushed up through general discussion. Due to the complexity of the topic demonstration and illustration method was selected to familiarize the working of various embroidery stitches. To develop practical skill students were asked to do lab work.

Discussion points.

- Have you noticed the embroidery work on sarees in which some portions are cut out in a decorative manner
- Embroidery work done on the wrong side of thin fabrics
- Fixing of mirror to fabric in a decorative manner.
- Embroidery can be done by removing some of the threads from the fabric.
- Making thick fabric with several layers of fabric.
- How two finished edges can be joined together decoratively
- Decorative way of finishing the edges of fabric.
- An attractive method of distributing fullness at neck lines, yokes etc.

Consolidated points

- Cut work is the art of stitching small designs and bars using buttonhole stitch and cutting away the cloth in between using sharp scissors.
- Appliqué is the technique of applying one fabric to another in a decorative manner using buttonhole stitches.
- Shadow work is a type of embroidery in which herrington stitches are worked on the wrong side of a thin material so that the shadow is shown on the right side of the material.
- Mirror work is a type of embroidery work where a mirror is fixed on the fabric using chain and buttonhole stitches.
- Drawn thread work consists of drawing yarns from the cloth and then doing hem stitch with coloured thread at the edges.
- Quilting is the art of stitching two or more thickness of fabric together in a planned design.
- Faggoting is a method of joining two finished edges using herringbone stitches.

- Scalloping is used to decorate the edges of fabric using blanket stitch and thus prevent the edges from fraying
- Smocking is an attractive method of distributing fullness at necklines, yoke lines, sleeves etc. the most commonly used smocking stitch, chevron stitch and honey comb stitch.

CE items.

Lab work: Album preparation of different embroidery stitches.

TE Question

Suppose you are given the raw materials like plain saree, threads etc. how will you conduct a demonstration on shadow work.

UNIT AT A GLANCE

Curriculum Objectives	Learning Strategies	Learning Materials	Skill	Expected Product	Evaluation	Time
1 Acquire clear understanding about the functions of finishes through discussion	discussion observation	reference materials samples	observation participation communication	diary	presentation of report	2
2 To develop an idea about the different types of dyes through observation reference material and assignment.	observation assignment	reference materials internet sample of dyes	classification observation inference	assignment	assignment	3
3 Understand different method of dyeing through general discussion and field trip.	discussion field trip	audio visual aids reference materials CDs	communication observation inference	field report	participation acquired concept	7
4 Develop and understanding about printing, its meaning and types through discussion lab work and seminar etc.	discussion labwork seminar	printing materials reference materials CDs	classification observation creativity	Samples seminar report	neatness of samples presentation of report	5
5 To create and awareness and decorating the fabric using fabric print through demonstration, lab work. etc	demonstration lab work	designs fabric paints reference books	creativity observation participation inference	samples	neatness of samples	3



TEXTILE FINISHES

Introduction

A finish is defined as anything that is done to fiber, yarn or fabric to change its appearance. Finishing alters the surface of a fabric and therefore its look and feel. Dyeing and printing are the two colouring methods used in textile finishing to produce variety. By applying finishes good fabric are made better, poor fabrics are improved and variety is obtained.

Earlier man depended on plants and insects for his supply of colour but today with the availability of synthetic dyes there are hundreds of colours to choose from. Dyeing is the process of applying colour to the fabric & printing is the application of colour in the form of design.

Curriculum objectives.

- 8 To acquire clear understanding about the functions of finishes through observation , discussion etc.
- 9 To develop an idea about the different types of dyes through reference material, assignment etc.
- 10 Understands different methods of dyeing through general discussion, field trip etc
- 11 Develop an understanding about printing, its meaning and types through discussion, laboratory work, seminar etc.
- 12 To create an awareness on decorating the fabric using fabric paint through discussion, lab work etc.

Syllabus

- a - Functions of finishes
- b - Dyeing - Methods of dyeing raw stock, skein dyeing, piece dyeing – cross dyeing tie and dye, batik dyeing
- c - Printing [Block printing, stencil, screen, roller, discharge, resist]
- d - Fabric painting

4.1 Learning activities

- Observation,
- discussion

Through discussion the topic is introduced and made the learner understand the functions of finishes in textiles.

Discussion points

- What do you mean by the term “gray goods” ?
- Why do we apply finish to the fabric

Consolidated points

- A finish is defined as any thing that is done to a fiber, yarn or fabric before
- or after weaving to change the appearance, texture and performance.
- A finish a given to improve the appearance
 - Suitability and utility
 - To increase the weight of fabric
 - To produce variety by dyeing and printing.

4.2 Learning activities

- Reference materials
- Assignment

The class is divided in to different group and each group is asked to prepare assignment by taking library reference and present in the class. Main points are consolidated and recorded in the diary.

Points to be included in the assignment

- Natural and Synthetic
- (a) Natural dye

- Vegetable dye
- Animal dye
- Mineral dye

(b) Synthetic dye

- Direct dyes
- Basic dyes
- Acid dyes
- Sulphur dyes
- Mordent dyes
- Vat dyes
- Developed dyes

Consolidated points

- Dyeing is the process of applying colour to a fabric.
- Dyeing may also be called a finishing process as it colours the fabric and so adds to its beauty.
- Dyes are soluble substances, which penetrate in to the fibre and are fixed by chemical action, heat or other treatment
- Dyes which are extracted from leaves, flowers or fruits of trees are vegetable dyes.
- Dyes of animal origin are animal dyes.
- Mineral dyes are those of mineral origin
- Synthetic dyes are man made dyes obtained by mixing certain chemical whose bases are either salts or acids.
- Acid dyes are acidic in nature
- Basic dyes are salts of organic colour bases
- Direct dyes can be applied to animal as well as vegetable fabric but Generally applied to cottons and are known as direct cotton dyes.
- In dyeing with mordent dyes a mordent is required to combine With and fix the dye stuff
- Vat dyes are the fastest dyes for vegetable fibers
- Developed dyes require treatment of a chemical which develops the colour.

4.3 Learning activities

- Group discussion
- Field trip

Previous knowledge is brushed up and the class is divided in to different groups for discussion. At the end each group has to present their points. Finally the data's presented by all the groups should be consolidated and submitted as diary.

To get a better understanding a field trip may be arranged to a dyeing unit.

Discussion points

- How can you enhance the attractiveness and appearance of a material
- Which substance is used to dye fabrics?
- At what stages a fabric can be dyed.

Consolidated point

A fabric can be dyed at various stages of its production like

- raw stock dyeing - at fibre stage
- skein dyeing - yarn stage
- piece dyeing - fabric
- cross dyeing - fabric with mixed yarns
- tie and dye - resist form of dyeing by using strings.
- batik dye - resist form of dyeing using wax.

4.4. Learning activities

- Discussion
- Seminar
- Lab work

Through general discussion students are asked to discuss the different printing methods. After that a seminar should be conducted on the topic. The whole class should be divided in to various groups and library work may be assigned on various printing methods. After data collection individual works are shared with other group members and report is prepared .The leader of each group presents the seminar report. The main points consolidated in the seminar would be recorded. Lab work is conducted for better result and to develop practical skill.

Consolidated points

- Printing can be defined as the application of designs on the fabric surface.
- In block printing design is carved on blocks and these blocks are dipped in a shallow pan of dye and stamped on the fabric.
- In screen printing the design is first drawn on the screen. The areas of screen which are to be used to prevent spreading over of colour are covered with some insoluble filler. The paste of colour is brushed over its surface and then lightly pressed.
- In roller printing engraved copper cylinders or rollers take the place of hand carved blocks.
- In discharge printing the fabric is first dyed and then a discharge paste is used to remove the colour in the form of a design.
- Resist printing is the opposite of discharge printing.

4.5 Learning activities

- Demonstration
- Lab work

Since demonstration is the most effective way to make the learner understand the procedure of fabric painting this method was selected. To develop practical skill the students are asked to do lab work and present their own samples.

Consolidated points

- Fabric painting is a method of applying designs to a fabric using fabric colours.

CE items

Dyeing – Sample in a shawl

TE questions

Discuss the oldest hand printing method.

A customer approaches you to change the colour of a fabric. What method do you adopt to change its colour.

UNIT AT A GLANCE

Curriculum Objectives	Learning Strategies	Learning Materials	Skill	Expected Product	Evaluation	Time
1 To create an awareness on the design and their application in dresses through discussion assignment etc.	discussion assignment project	magazines CD's internet reference materials	participation observation inference	assignment project report	presentation of assignment presentation of project report	7
2 To develop an understanding about the different types of design, through general discussion, illustration, assignment etc	discussion illustration	charts poster reference material pictures	communication observation	discussion report	assignment report	6
3 To equip the learner with skill of applying the different principles of design in dresses observation, through panel discussion etc	observation panel discussion	reference materials CD's magazines	observation creativity communication	discussion report	report participation in panel discussion	7



**UNIT
5**

TEXTILE DESIGNING

Introduction

Textile design is done to produce charming, interesting, graceful and dignified effect to the fabric. Well designed garments or clothing do not go out of style quickly. The clothing trends cannot be ignored but can be incorporated for comfort, ease and for enhancing personal appeal. Directly or indirectly the designers work in accordance with the principles of design. The study of various elements and principles of art and design enable one to select, design and evaluate clothing for desirable effect.

Curriculum objectives

13. To create awareness on the elements of design and their application in dresses through general discussion, assignment, project work etc.
14. To develop an understanding about the different types of design through discussion assignment.
15. To equip the learner with the skill of applying the different principles of design in dresses through panel discussion, assignment etc.

Syllabus

Elements of design	- line, form, colour texture
Types of design	- structural, decorative, geometric, naturalistic, stylized, historic, abstract.
Principles of design	- harmony, proportion, balance, rhythm, emphasis

5.1 Learning activities

- Discussion
- Assignment

Project work

After general discussion the teacher divides the class into four or five groups and assigns the topic. Necessary reference materials can be provided and further information may be asked to collect. Each group is asked to present the collected information in the form of assignment.

Consolidated point

- Lines are the most powerful element in making cloths beautiful. Most important line in cloth is the out line of figure.
- Form and line are closely related. Combinations of lines give rise to form
- Colour is a strong attractive factor in the selection of dress. Personality, skin, hair, eyes, size etc are some of the factors influencing the selection of colour
- Texture is the roughness smoothness, shine, dullness, softness, stiffness etc.

5.2 Learning activities

- General discussion
- Assignment

By discussion with the help of audiovisual aids pupil may get an idea about types of designs. With the help of chart or photographs of structural, decorative, naturalistic etc can be compared and analyzed by the pupil

Discussion points

- list the various types of designs you have observed.

Consolidated points

- Structural designs are made by building or joining pieces together.
- Decorative designs are surface enrichment that are added after the basic design is made
- Geometric designs are combinations of pure forms like line, circle, square etc.
- Flowers, fruits, animals, or scenes are examples of naturalistic design.
- Stylized designs are outsized patterns, forms or colours which are not natural but are intended to create certain effects.
- Historic designs are designs of actual historic shapes.
- Abstract designs do not resemble the real objects but take its charm from indistinct fusion of line, form, colour and texture.

5.3 Learning activities

- Panel discussion
- Illustration

Previous knowledge was brushed up and the whole class is divided in to group. Discussion is conducted within the group. One from each group is selected to form a panel. The members of the panel discuss the topic among themselves. Audience participation is also provided. The main points evolved out through the panel discussion is consolidated and recorded.

Consolidated points.

- Proportion is the relationship of various parts of the design to one another and to the whole
- Emphasis leads the eye first to the most important part of the design and then to the other subordinating areas in the order of importance.
- Balance is the feeling of rest or equilibrium by arranging or grouping shapes, colours, texture etc around a center in such a way that there is equal attraction on each side of the centre.
- Rhythm is a sense of order, quality of gracefulness, a feeling of easy and organized movement.
- Harmony is unity of proper composition & feeling of togetherness.

CE items

- Assignment
- Project

TE question

1. Discuss the use of design lines (Vertical, horizontal, diagonal) in dresses

UNIT AT A GLANCE

Curriculum Objectives	Learning Strategies	Learning Materials	Skill	Expected Product	Evaluation	Time
1 Develop a clear understanding about the various colour combination through general discussion observation, demonstration lab work etc.	discussion observation demonstration lab work	charts poster model reference materials	· observation · classification · communication	· working model of prang colour chart	· participa- tion · neatness in model preparation	4
2 The equip the learner with the application of various colour schemes in dresses through general discussion, assignment etc.	discussion assignment	magazines reference materials	· observation · creativity · communication	· album	· neatness and presen- tation of album	3
3 To acquaint the learner with the use of different colour in various rooms through observation seminar	discussion observation seminar	charts magazine audio visual aids	· communica- tion · observa- tion · inference	· seminar report	· content presentation of seminar report	3



COLOUR SCHEMES

Introduction

Colour schemes in dressing play an important role in the lives of men and women since they help to bring out their personalities. The colour of the cloths worn should suit the wearer and help to enhance his or her appearance. The colour values should set off the wearer's better features and subdue the less attractive ones. The choice of colour in cloths is usually influenced by a persons complexion age, size personality, status and income as well as by the occasions and the season.

Curriculum objective

13. Develop a clear understanding about the various colour combinations through general discussion, observation, demonstration, lab work etc.
14. To equip the learner with the application of various colour schemes in dresses through general discussion, assignment etc.
15. To acquaint the learner with the use of different colour in various rooms through observation, seminar audiovisual aids etc.

Syllabus

- Colour schemes
- Colour combinations.
- Suggested colour schemes in dresses
- Use of colour in the home

6.1 Learning activities

- General discussion
- Observation

- Demonstration
- Lab work

Through general discussion the learner gets an idea about the various colour combinations. Due to the complexity of the topic demonstration is conducted with student participation.

Consolidated points

- All colours are created out of combinations of three primary colours – red, yellow and blue.
- By combining two primary colour in equal proportion we get a secondary or a binary colour e.g. Y+B ——— G
- An intermediate colour is obtained by mixing equal amounts of one primary and one secondary colour e.g. Y+G ————— YG
- Monochromatic colour harmony is achieved by use of different tints or shades of one hue or colour.
- Analogous colour harmony is the use of colours lying close to each other in the colour wheel
- Complimentary colour harmony is achieved by the use of two colours which lie directly opposite to each other on the colour wheel.
- Double complimentary colour harmony is obtained by the use of two adjacent colours and their compliments together.
Eg. Y, YO and V, BV
- Slit complimentary colour harmony consists of the use of a single hue, used along with two hues lying adjacent on either side of its true compliment on the colour wheel.
- Triad colour harmony consist of colours which are at points of an equilateral triangle
- Hue is the name of a colour.
- Value is the lightness or darkness of a colour.
- Intensity or chroma is the brightness or dullness of a colour.
- The colours at the right side of the circle are the cool hues and those on the left are the warm hues. Red is the warmest and blue is the coolest.

6.2 Learning activities

- General discussion
- Assignment

Students have already acquired knowledge about the various colour combinations. General discussion in the class is provided about the use of colour schemes in dress.

Discussion points.

- Colour and texture
- Colour and age
- Colour and occasion
- Colour and light
- Colour and emotion
- Colour and character
- Colour and personality

Consolidation points

- The texture of a fabric may affect a particular colour either adversely or favorably.
- Young active and vigorous people can choose clothing of either related or contrasting colour harmonies where as related colour harmony is suitable for old persons.
- The time, place and occasion also influence the choice of colour in dress.
- Garments to be worn in day time should be selected in day light and for evening or night should be viewed under artificial light.
- Dull colours are depressing while bright colour contribute to sprightliness and gaiety.
- Colours are an index of character.
- The colour for ones garments should be selected so that it will suit and set off ones personality.

6.3 Learning activities

- Observation
- Seminar
- Audio visual aids

Previous knowledge is brushed up. The class is divided in to different groups and is asked to conduct a seminar on the “use of different colours in various rooms”. Each group takes references and prepares the seminar paper. The group leader presents the topic with the help of audiovisual aids. The main points are recorded in the black board and a final consolidation is done.

Consolidated points

- Life can be made bright and cheerful by the use of colour in the home.
- Colours can transform darkness into the lightness, dullness into brightness, gloominess in to cheerfulness and drabness in to beauty.

- The type of colour and pattern used in a room should express the purpose for which the room is intended.
- Skillful use of colour is the best way of providing individuality to a room.

CE Items

- Lab work
- Assignment
- Seminar

TE Question

1. Match the following

Triad	
Monochromatic	Red, pink, maroon
Slit complimentary	Yellow, Y G, blue
Complimentary	Orange, green, violet
Analogous	Yellow, blue green, blue violet Yellow, violet

UNIT AT A GLANCE

Curriculum Objectives	Learning Strategies	Learning Materials	Skill	Expected Product	Evaluation	Time
1 Develop a clear understanding about the different types of floor coverings such as rugs and carpets through observation, discussion, assignment etc.	observation discussion assignment	reference materials	observation classification communication	assignment	assignment	5
2 To make the learner understand the different factors considered in furniture selections and its arrangement in various rooms through general discussion, seminar etc.	general discussion seminar	reference material internet· CD's	communication application in new situation	seminar report	preparation and presenta- tion of seminar report	7
3 Familiarize the learner about the selection and types of window treatment through observation, group discussion, lab work etc.	observation group discussion lab work	Models Charts Reference materials Magazine	observation communication classification	charts and models	Active partici- pation preparation of models & charts.	5
4 To acquaint the learner with the different accessories through observation, brain storming etc.	Observation Brain storming	collections reference materials	observation communication	report	participation acquired concepts	5

UNIT AT A GLANCE

Curriculum Objectives	Learning Strategies	Learning Materials	Skill	Expected Product	Evaluation	Time
5 To create awareness on the steps involved in flower arrangement through observation, discussion etc.	Observation Discussion	reference material CD's Internet	observation communication inference	diary	Active participation in discussion	4
6 To familiarize the learner about the different accessories needed for arranging flowers through discussion, demonstration etc.	Discussion Demonstration	various accessories used reference materials	observation inference communication	discussion diary collections	discussion diary	4
7 To develop an understanding about different types and styles of flowers arrangement through discussion, demonstration etc.	Discussion Demonstration	reference materials CD's magazine audiovisual aids	Communication Observation Inference Creativity Classification	exhibition charts discussion diary	neatness & perfection of exhibition-acquired concepts diary	10



UNIT
7

HOME FURNISHING

Introduction

A simple house can be made to look attractive by decorating its interior tastefully. Interior decoration is a creative art which can transform an ordinary house. It is the art of adjusting the space and equipment to suit the fundamental and cultural needs of the dwellers and thus creating a pleasant atmosphere. The value of an article used for decoration depends upon the suitability to the home and its inmates. It should be useful economical and beautiful. The selection of the objects for decoration is an art and as consumers we should have knowledge of art quality. Choices made with consideration for beauty and utility are always desirable to make our lives comfortable.

Curriculum objectives

13. Develop a clear understanding about the different types of floor covering such as rugs and carpets through observation, discussion, assignment etc.
14. To make the learner understand the different factors considered in furniture selection and its arrangement in various rooms through general discussion, seminar etc.
15. Familiarize the learners about the selection and types of window treatment through observation, group discussion, lab work etc.
16. To acquaint the learner with the different accessories through observation, brain storming etc.
- 23 To create awareness on the steps involved in flower arrangement through observation, discussion etc
- 24 To familiarize the learner about the different accessories needed for arranging flowers through discussion, demonstration etc.

25 To develop an understanding about different types and styles of flower arrangement through discussion, demonstration etc.

Syllabus

- (i) Floor coverings (rugs & carpets)
- (ii) Furniture selection and arrangement of furniture in different rooms
- (iii) Window treatment Selection of curtains and different types of window treatment.
- (iv) Accessories
- (v) Flower arrangement -
steps in flower arrangement - selection of vases and other accessories – different types of arrangement – shallow, mass, dry, floating, hanging – miniature, line, Japanese arrangement.

7.1 Learning activities

- Observation
- General discussion
- Assignment etc.

Through observation and general discussion previous knowledge is brushed up. The class is divided in to different groups and topic on floor coverings is assigned. They were directed to take reference for writing the assignment. After completion each leader submits the report.

Discussion points

- Different types of floors
- Methods used for beautifying floors.

Consolidated points.

- Rugs and carpets are usually used in decorating the floor or conceal the defects of floors if any.
- Rugs are smaller in size
- Carpets are bigger in size and put from wall to wall.
- Rugs could be colorful and with design.
- Carpets are usually of plain material.
- It is advisable to use rugs in hot places and wall carpeting in cool places.
- Rugs are easy to maintain where as carpets are not.

7.2 Learning activities

- Discussion
- Seminar

Through general discussion learners get a general idea about the topic. After introducing the topic the whole class is divided in to different group and a leader is also selected. The main topic is subdivided and allotted to each group. Each group is asked to present the seminar with the help of audio visual aids. While presentation, the main points are recorded and consolidated.

Sub topics

- Family characteristic
 - Type of family
 - Families' pattern of living
 - Need of individual members
 - Physical need of individual members
- Use and economy
 - Flexibility
 - Convenience and comfort
 - Quality
 - Economy in selection

Consolidated points

- The personality and interest of the members, traditions in the family or their social and economic status should be taken in to account
- Families who are fond of entertaining should select a different types of furniture when compared to a family whose members prefer more studios and quiet activities.
- The habits and needs of individuals in the family should also be considered – work needs, leisure time activities, personal habits etc.
- Furniture should fit people just as clothes do.
- Use and economy means that the form of the furniture should follow its functions.
- Flexibility and multi usefulness means furniture can be used in more than one room or for more one purpose saves money

- Convenience applies especially to storage facilities and to the ease with which frequently moved furniture can be handled. Comfort applies mainly to furniture on which we sit or sleep.
- In quality of furniture should be related to furniture construction, quality of wood, quality of upholstery and reputation of firm.
- In setting up a budget for furniture the wise buyer economizes on the pieces that do not take a great deal of wear.
- In furniture arrangement, utility, scale, rhythm and harmony should be taken in to consideration.

7.3 Learning activity

- Observation
- Group discussion
- Lab work

Previous knowledge is refreshed. The whole class is divided in to different groups and discussion is started. Members of each group discusses internally and group leader records it. At the end of the discussion each team leader presents their points. All the points are recorded in the black board. Finally consolidation is done. Lab work is conducted for better results.

Discussion points

- Decoration of doors and windows
- Materials used
- Factors influencing
- Types of curtains

Consolidated points

- General factors influencing the selection of curtains are the type and nature of room, size of room and window, standard and style in the locality, status of the family.
- Factors influencing the purchase of furniture are cost, durability, texture and weave, colour, type of colour and colour fastness, design and pattern, maintenance required, general appearance, style, suitability to the propose, size of furnishing materials etc.
- Different types of hanging curtain includes – Draperies, Pricilla, tie – back, criss- cross, café- single tier, two tier, cottage set.
- Draperies are made by taking measurement from the curtain rods to floor level, pleated, machined and two sets are hung from either ends of doors or windows.

- Pricilla is the same as that of draperies except the free size of the curtains are attached with frills and tied to the sides.
- Tie back offer a simple means of opening and closing the panels.
- Criss – cross is a variation of Pricilla. here both curtain ends will meet at the extreme ends and the draperies are tied back as in Priscilla.
- In café curtains only lower portion of the window is covered.
- Cottage set is a variation of tier curtain were upper portion is taken to full length and are tied to the sides of one tier bought.

7.4 Learning activity:

- Observation
- Brain storming

Due to the simplicity of the topic, Brainstorming is adopted as the learning activity. Learners were asked to list out the various decorative items used in a home. All the items listed are recorded, classified and consolidated.

Consolidated points

- Accessories are the elements that bring charm, individuality and vitality to a room.
- Accessories should be placed at important points in a room.
- All accessories have some functional as well as aesthetic value.
- Most important accessories should be at the centre of interest.
- Different types accessories are books, paintings, wall hangings, sculpture, indoor plants, mirrors, table lamps, crockery, table wears etc.

7.5 Learning activity

- Observation
- General discussion etc.

Through observation and general discussion, learners understand the art of flower arrangement and the steps involved in it. The main points evolved out of discussion, are recorded in the black board. After discussion, the recorded points are supplemented by additional information and final consolidation is done.

Discussion points

- Role of flower arrangement in interior decoration.
- Materials used in flower arrangement.

- Steps involved in flower arrangement.

Consolidated points

- Flower arrangement make the place more attractive.
- Make definite plan based on purpose, room, space and location.
- Select the flowers according to the occasion, cut it with a sharp knife in the early morning or evening and put immediately in a bucket of water.
- Materials should be used according to the size if the container.
- Arrange the tallest stem first
- Large bright flowers should be arranged at the center of the arrangement.
- Fresh flower should not be mixed with artificial flowers.
- Arrangement should be in proportion.
- Small arrangements should be grouped with other objects.
- Cover up the stem holders.
- Pour enough water in the vases.
- Change the water every day.

7.6 Learning activities

- Discussion
- Demonstration etc.

Previous knowledge is refreshed through general discussion and demonstration method is adopted for the better transaction of idea.

Discussion points

- Different types of containers
- Various accessories used in flower arrangement.

Consolidated points

- Flower containers are available in a variety of shapes, sizes, colours and materials.
- The function of flowers holder is to hold the arrangement firmly in position.
- Accessories used in flower arrangement should be beautiful , should conform to the theme of the arrangement and should be integral part of the arrangement.
- Materials used as accessories are sea-shells, coral – rocks, small sculptures of animals, birds, human figures etc.

7.6 Learning activity

- Discussion
- Demonstration

To get an idea about various types and styles of flower arrangements the teacher give a chance for the students to think about the various methods of arranging flower through discussion. To develop a concrete idea, demonstration method is adopted as a strategy.

Discussion points.

- Students are asked to bring materials required for flower arrangement. Such discussion leads to the necessity of different items in flower arrangement.
- Learners are asked to list out the different types they have observed. Comparison of these types leads one to the different types and styles of flower arrangement.
- After discussion the collected materials are used for demonstrating the different types and styles of flower arrangement.

Consolidated points

- In mass arrangement large amount of flowers are used.
- In line arrangement, the element of line is emphasized and very little amount of plant material is used.
- In line cum mass arrangement, best features of line and mass are combined together.
- In the miniature arrangement every thing is used in a miniature form.
- In dry arrangement dry fruits, vegetables, seedpods, driftwood etc. are used.
- Japanese arrangements are based on the principles Heaven, man, earth which
- are represented by the three main sprays.
- Highest spray symbolizes heaven and is arranged as central axis.
- Second height represents man and is about $\frac{3}{4}$ th the height of the tallest spray
- The lowest spray denotes earth and the spray is about half as tall as the one signifying man.
- Moribana is called the natural styles of “ Ikebana”. A shallow vase is used in moribana
- ‘Nagerie are like the classical arrangement in that they have the three basic lines or levels, but they may be lean at any angle as in nature. Containers are always tall or medium in height.
- In sieka the general shape is triangular.

- Floating arrangement can be made in shallow bowls and trays with flowers whose stems are short. The largest, highest and most attractive flower can be allowed to float in the center with thus other grouped around.
- In hanging arrangement bamboo vases, or something like that which can be hung on walls can be used. Hanging flowers such as creepers can be used.
- Different styles in flower arrangements are circular, horizontal, radiating, semicircular, triangular etc

CE Items

- Assignment
- Seminar
- Lab work

TE Questions

- You are asked to judge a flower arrangement competition
- What all points will you consider in judging?

PART III

PRACTICALS

Introduction

Practical work is an integral part of learning activity in the modern curriculum, which develops manipulative managerial skills. Laboratory experience develops creative thinking and observation. It may be individual or group work.

Laboratory lessons have three parts.

- 1 Planning
- 2 Doing period (actual work)
- 3 Summarization and evaluation

In the planning period learner and teacher develops the whole plans, then set educational objective and its procedures for discussion period.

During work period, experimentation, production and observation are carried out.

After this summarization and evaluation are carried out i.e., methods of work and its products are evaluated by learner and teacher together.

Importance of Practicals in the Laboratory

1. Practicals help the student to work independently and co – operatively.
2. It help to develop creative thinking
3. It help to develop good communication skill
4. Help to avoid laziness
5. Students work without wasting time.

Curriculum objective

26. To equip the learner with the skill of constructing various garments through demonstration and lab work.
27. Equip the learner to identify the different types of embroidery and familiarize the working method of each type through demonstration and practical session.

Syllabus

I Drafting, pattern making, layout, cutting, and stitching of

1. Choli (Brassier cut)
2. Churidar/ kameez
3. Midi and Top
4. House coat
5. Shirt – slack
6. Shorts with fly open

II Embroidery

1. Cut work
2. Appliqué work
3. Shadow work
4. Mirror work
5. Quilting
6. Faggoting
7. Smocking
8. Scalloping
9. Drawn thread work

8.1 Learning activities

- Demonstration
- Lab work
- OJT

Through demonstration, drafting, pattern making and construction of garments are familiarized to the students. Lab work is conducted for skill development.

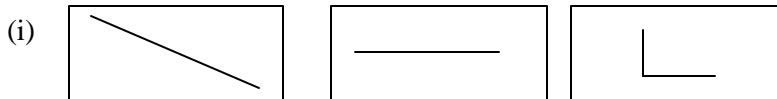
8.2 Learning activities

- Demonstration
- Lab work

Through demonstration the working method of various embroidery stitches were familiarized and the learners were asked to do it in the lab.

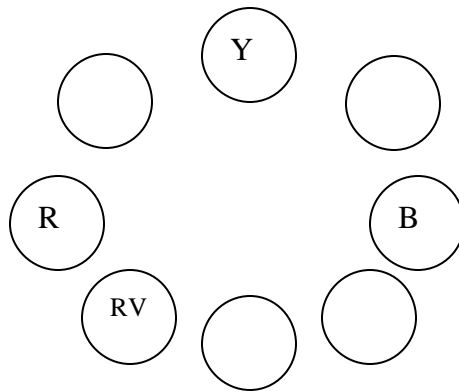
**PART
IV**

SAMPLE QUESTIONS



- (a) Identify the tears
- (b) Method of darning any one.
- (ii) A customer approaches you for mending a small tear in his saree. What fundamental rules do you follow while mending it
- (iii) While lighting a candle accidentally a spark falls on your dress. Suggest the most suitable methods of repairing.
- (iv) Effective use of lines in a dress can change the height and width of the wearer. Discuss.
- (v) Differentiate between
 - (a) Formal and informal balance
 - (b) Warm and cool colours.
- (vi) Give a brief note on the most dominant idea expressed in a dress.
- (vii) The principles of design plays a very important role in garment construction Discuss.

(viii)



Complete prang colour chart with appropriate colours.

- (ix) Your neighbour seeks your help in buying furniture for her new house. What factors do you consider while helping her.
- (x) Draft a midi with standard measurements
- (xi) Discuss on the different steps as preferred for laundry? Explain the effect on final performance.
- (xii) Fashion trends are changing each day. Do you think that the traditional elements are essential in modern trends.

LEARNER EVALUATION PROFILE

Class : II year

Subject : Clothing and Embroidery

Part	Name of subjects		I year			II year			Min	Max
			Term			Term				
			I	II	III	I	II	III		
I	1 English	CE								
		TE								
		Total								
		Grade								
	2 GFC	CE								
		TE								
		Total								
		Grade								
II	Voc.Theory	CE								
		TE								
		Total								
		Grade								
Voc. Subj	Voc.Practical	CE								
		TE								
		Total								
		Grade								
	VCE	TE								
		Grade								
III	Paper I	CE								
		TE								
		Total								
		Grade								
Opt. Suj.	Paper II	CE								
		TE								
		Total								
		Grade								
	Paper III	CE								
		TE								
		Total								
		Grade								

REFERENCE BOOKS

- | | | |
|---|--|--|
| 1 | TEXT BOOK OF HOME SCIENCE | PREMLATHA MULLICK
KALLYANI PUBLISHERS
N. DELHI |
| 2 | HOUSEHOLD TEXTILES
LAUNDRY WORK | DURGA DEULKAR
ATMA RAM & SONS
DAS, PUJA GUPTA
N. DELHI |
| 3 | TEXT BOOK OF HOME | ASHA DAS, POOJA GUPTA
AVA BANARJEE,
ARYA BOOK DEPOT, NEW DELHI |
| 4 | HOME MANAGEMENT | M.A.VARGHESE, N.N.OGALE,
K.SRINIVASAN NEWAGE
INTERNATIONAL
(P) LTD. N.DELHI |
| 5 | A TEXT BOOK OF HOUSEHOLD
ARTS (4TH EDITION) | STELLA SOUNNDARARAJ ORIENT
LONGMAN PVT. LTD. N. DELHI |

6 ABOUT THE HOUSE

HELEN MC GRATH
OXFORD UNIVERSITY PRESS
CHENNAI

7 A TEXT BOOK OF HOME SCIENCE

PREPARED BY THE TEACHERS OF
LADY IRWIN COLLEGE,
ORIENT LONGMAN LTD. N. DELHI

8 BASIC PROCESS AND CLOTHING
CONSTRUCTION

SHERE DEORGAJI & RAUSHMI
DESPHPANDE, RAAJ PRAKASH
N. DELHI

9 PRACTICAL CLOTHING \
CONSTRUCTION VOL I+II

MARY MATHEWS

