

# Facilitator Guide



Sector  
Apparel / Made-Up's /  
Home Furnishing

Sub-Sector  
Apparel / Made-Up's /  
Home Furnishing

Occupation  
Finisher & Packer

**Finisher and Packer**  
(Divyangjan)

for Locomotor Disability (LD)  
for Speech & Hearing Impairment (SHI)  
for Low Vision (LV)

Reference ID: AMH/Q2255, Version 3.0  
SCPwD Reference ID: PWD/AMH/Q2255, NSQF level: 2.5





**Shri Narendra Modi**  
Prime Minister of India

“ Skilling is building a better India.  
If we have to move India towards  
development then Skill Development  
should be our mission. ”



## Acknowledgement

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## About this Guide

This Facilitator Guide is designed to enable training for the specific Qualification Pack (QP). Each National Occupational (NOS) is covered across Unit/s.

The Trainers will be able to get a clear insight regarding the purpose of the program and will be able to give the participants proper training regarding stitching or sewing fabrics, fur and synthetic materials.

The various requirements of team working, detecting quality defects, maintaining healthy workplace and so on can be provided by the trainers to the participants.

The rules and regulations for proving the training have been clearly given in the book and they should be holistically followed by the trainers to meet the purpose behind the framing of this course.

Key Learning Objectives for the specific NOS mark the beginning of the Unit/s for that NOS.

- AMH/N0102: Maintain work area, tools and machines
- AMH/N0104: Comply with industry, regulatory and organizational requirements and Greening of Job roles
- AMH/N2255: Plan and organize finishing & packing processes
- AMH/N2256: Perform Carry out the process of finishing & Packing operations
- AMH/N2257: Maintain health, safety and security in the Finishing & packing department with Gender and PwD Sensitization

The symbols used in this book are described below.

## Symbols Used

Steps	Time	Tips	Notes	Objectives	Do
Ask	Explain	Elaborate	Field Visit	Practical	Lab
Demonstrate	Exercise	Team Activity	Facilitation Notes	Learning Outcomes	Say
Resources	Activity	Summary	Role Play	Example	

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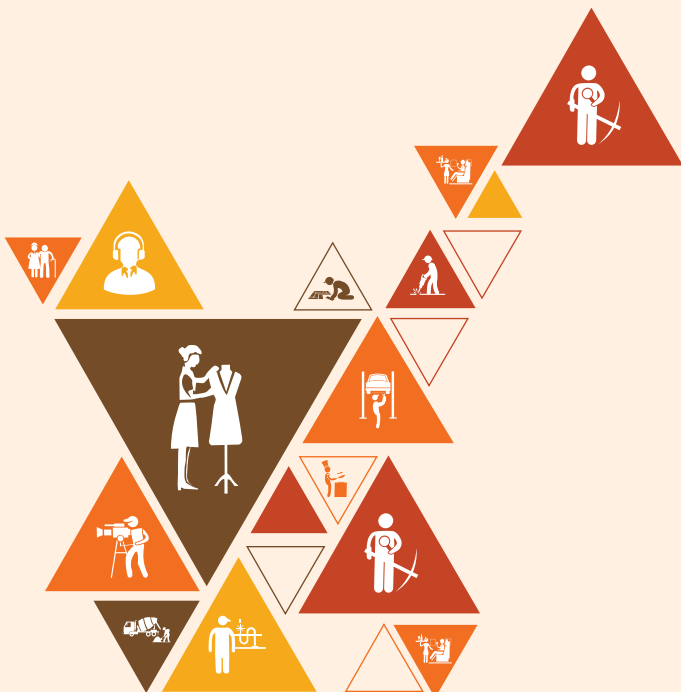




# 1. Introduction and Orientation

Unit 1.1 - Introduction to Apparel Sector

Unit 1.2 - Roles and Responsibilities of Finisher & Packer



## Key Learning Outcomes

**At the end of this module, participants will be able to:**

1. Familiarise with Apparel industry.
2. Identify the role and responsibilities of Finisher and Packer.

## UNIT 1.1: Introduction to Sewing and Apparel Sector

### Unit Objectives

At the end of the unit, participants will be able to:

1. Familiarise with apparel industry.
2. Describe the home furnishing and made-ups sub sectors.

### Resources to be Used

- Available objects such as black or white Board, chalk pieces or white board marker pens, duster
- PC with LCD Projector or Flip Chart
- Copies of handouts, Participants Handbook

### Do

- Welcome the participants to the program.
- Introduce yourself to the participants mentioning about you, your name and work experience.
- Before starting the session tell them what they are going to learn in this program.

### Say

The apparel and textile industry is one of the most booming industries. Apart from providing one of the basic necessities of life, it also plays an important role through its contribution to industrial output, employment generation, and the export earnings of the country. With Indian apparel and textile being among the world's largest producers, the country is also the 5th largest exporter of apparel and textile across the globe with US\$ 36.4 billion.

### Demonstrate

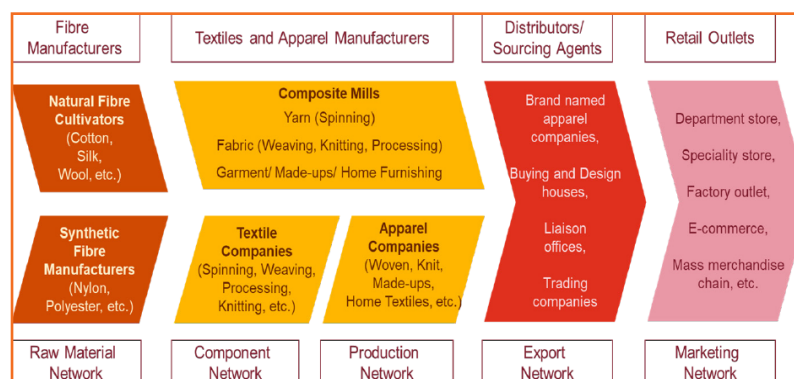


Fig.1.1.1: Apparel production process

## Explain

### Ready Made Garments

The ready-made garments segment comprises men’s, women’s and kid’s clothing, which may be used for either private (home/office wear) or commercial (uniforms for school, waiters and flight crew) purposes. The ready-made garments section has grown rapidly in the last few years. Both exports and domestic demands shall drive sector growth in future.

Garment Factory Departments		
Pre-Production	Production	Auxiliary
<ul style="list-style-type: none"> <li>Marketing and business development</li> <li>Design</li> <li>Merchandising</li> <li>Sampling</li> <li>Production Planning and Control</li> <li>Pattern Making</li> <li>Fabric Store and fabric sourcing</li> <li>Trims and Accessory Store</li> <li>Fabric Testing Lab</li> </ul>	<ul style="list-style-type: none"> <li>Cutting department</li> <li>Sewing department</li> <li>Quality Control department</li> <li>Machine Maintenance department</li> <li>Garment Washing department</li> <li>Finishing department</li> <li>Printing department</li> <li>Embroidery department</li> <li>Packing</li> </ul>	<ul style="list-style-type: none"> <li>Industrial Engineering Department</li> <li>EDP / IT department</li> <li>Accounting Department</li> <li>Human Resource and Administration</li> <li>Shipping and documentation</li> </ul>

Fig.1.1.2: Apparel production department

## Do

- Discuss made-ups and home furnishings with participants. Tell them that The made-ups sub-sector is growing at a steadily increasing pace in the country. The wide variety of products that come under this sub-sector are not only include necessities but also functional and luxury products.

## Demonstrate

Made- ups sub-sector is divided into three (3) broad categories:

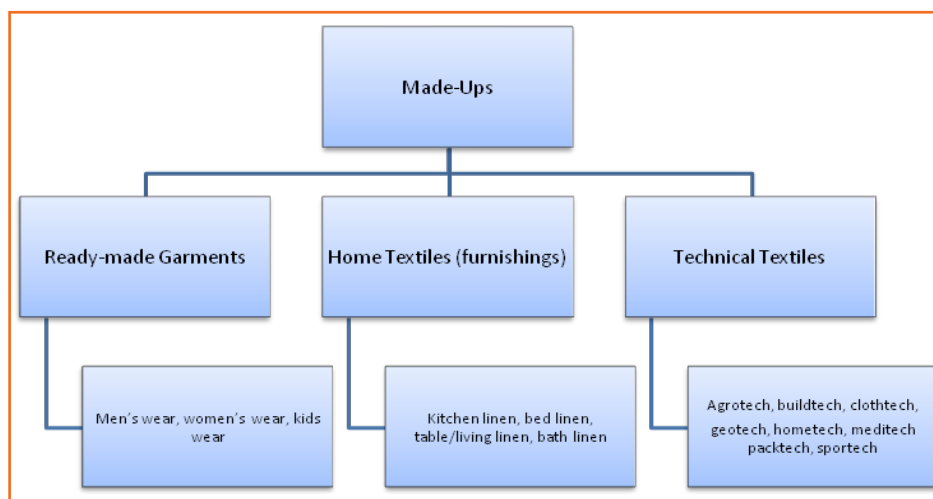


Fig.1.1.3: Made-ups and Home Furnishing Sub-sector

**Explain****Size of Indian Textile and Apparel Industry**

In India, the Apparel industry is spread across the country. However, the distribution of the clusters depends on the availability of raw material as well as the manufacturing. Cotton based units can be seen in all parts of the country, while the synthetic and woolen based industries are mainly concentrated in Maharashtra, Gujarat, Punjab, Jammu & Kashmir, Haryana, Madhya Pradesh and Uttar Pradesh. The silk-based industry finds concentration in Andhra Pradesh, Karnataka and Tamil Nadu while, jute clusters are largely located in Bihar and West Bengal.

**Refer to PH "1.1.3 Made-ups and Home Furnishings"**

**Do**

- Explain the skill development policy to the participants.
- Describe the employment scenario in the apparel sector.

**Say**

Pradhan Mantri Kaushal Vikas Yojana (PMKVY) and Deen Dayal Upadhyaya Grameen Kaushalya Yojana (DDU-GKY) are the flagship schemes which offer a variety of courses in the AMH sector. Among other skill development programmes, Integrated Skill Development Scheme (ISDS) was the main program run by the Ministry of Textiles, Government of India, introduced in XIIth Five Year Plan (FY 12-17).

India is among the very few countries which have presence across the entire supply chain, from natural and synthetic fibers right up to finished goods manufacturing. It has presence in organised mill sector as well as decentralised sectors like handloom, power loom, silk, etc.

**Explain****Skill Development Policy**

Indian government runs more than seventy skill development schemes at central, state and district level. The government has launched the Skill India flagship program to empower youth of the country by imparting employable skills to them. Under this initiative, the government has set up Ministry of Skill Development and Entrepreneurship (MSDE) to bring all the skill initiatives of the government under one umbrella and lead skill development ecosystem in the country.

**Refer to PH "1.1.4 Skill Development Policy"**

**Employment Scenario in the Sector**

Indian Garment Industry is closely connected to the fashion industry and grows hand in hand. Apparel Made-up & Home furnishing (AMH) is one of the largest employments generating sector in India, constituting about 60 per cent share of the total Textile and Apparel (T&A) exports. The Indian textile sub-sector has traditionally been contributing significantly to the economy and manpower as well as to the structural changes in the manufacturing sector. As per the latest round of Periodic Labor Force Survey (2018-19), the total workforce in India is estimated to be about 479 million.

**Refer to PH "1.1.5 Employment Scenario in the Sector"**

## Notes for Facilitation

- You could ask the students who get out during the game to be the music keepers. They can start and stop the music as the game progresses.
- Encourage shy students to provide information about themselves by prompting them with questions such as 'what do you enjoy doing the most', 'what is your favorite movie or book' etc.
- Advise the students as to how can they enhance their skills and stand out off the crowd in the competitive world.

## Ask

### Suggestive questions to ask students:

1. Ask students to explain the employment scenario in the sector.
2. Ask students to explain the actual & projected size of Indian Apparel Industry.

## Activity

- Conduct a skill practice activity.
- Ask the participants to assemble together.
- Explain the purpose and duration of the activity.

Skill Practice	Time	Resources
<ul style="list-style-type: none"> <li>• Give the students the idea of how fashion designing can be seen as a new dimension of developing skill along with understanding their potentials when they introduce themselves.</li> <li>• Make the students aware of the rising scope of the Apparel industry in India.</li> </ul>	1 Hour	PC with LCD Projector or Flip Chart  Copies of handouts, Participants Handbook

## UNIT 1.2: Roles and Responsibilities of Finisher & Packer

### Unit Objectives

**At the end of the unit, participants will be able to:**

1. Define who Finisher & Packer is.
2. Identify the roles and responsibilities of Finisher & Packer.

### Resources to be Used

- Available objects such as a duster, pen, notebook etc.

### Say

- Thank the students for their participation.
- Ask them if they have any doubts
- Explain them the available scope in front of them.

### Elaborate

Finisher and packer is responsible for all the working process involved in finishing to packing job in the apparel industry. He always ensures that, all the complete garments are carefully checked, properly ironed, measured, cleaned or dust is removed, poly packed, and finally cartooned as per buyer specification.

Finisher and Packer is a professional who targets the delivery time of a garment manufacturing unit to achieve the highest quality standard garment. This makes sure that unit meets the buyer's requirements as well as operator's health and safety requirements to ensure the consumer is happy with the end result. He always communicates with staff and management to update the information. He is involved at the end of the working process in the finishing and packing department.

Responsibilities are monitoring production, quality and delivery of packed products ready to dispatch along with the quality parameters as per priority and specifications. The key attributes of an in-line checker are:

- Supervises and coordinates activities of workers engaged in finishing and packing.
- Schedules finishing of cloth according to color, width and type of finish, to maintain efficient operation.
- Selects standard formulas that meet customer specifications or uses knowledge of finish ingredients and application methods to develop new formulas.
- Writes mixing instructions for use by chemical mixer.

- Writes work orders for supervisors indicating specified finish, style, and yardage of cloth to be processed.
- Examines cloth to verify that finish meets specifications.
- Inventories and orders chemicals and supplies from purchasing department.
- Fulfilling orders by arranging inventory in shipping containers.
- Preparation for shipment.
- Interpreting order invoices to determine which items need to be shipped.
- Stacking items safely and securely after quality control assessments.

In the apparel industry, finisher and packer's job is to help complete the smooth production for total garment making. He ensures that every plan for making a defects free garment is as per shipment schedule.

The job is generally involved in different sections like, knitting, dyeing, printing, store, batch, laboratory finishing, textile finishing, total garments finishing etc. and finally the packing. To do the finishing and packing job, finishing and packing sections are divided into 6 categories according to the working types. These are

- Thread trimmers
- In-side QC
- Ironing
- Folding
- Packing
- Final QC

***Refer to PH "1.2.2 Roles and Responsibilities of Finisher & Packer"***

## Notes for Facilitation

- Summarize the main points.
- Ask participants if they have any doubts. Encourage them to ask questions.
- Answer their queries satisfactorily.
- Tell participants to complete the questions at the end of the unit.
- Ensure that every participant answer all the questions.

### **Suggestive questions to ask students:**

- Ask students to explain the roles & responsibilities of Sewing Machine Operator.



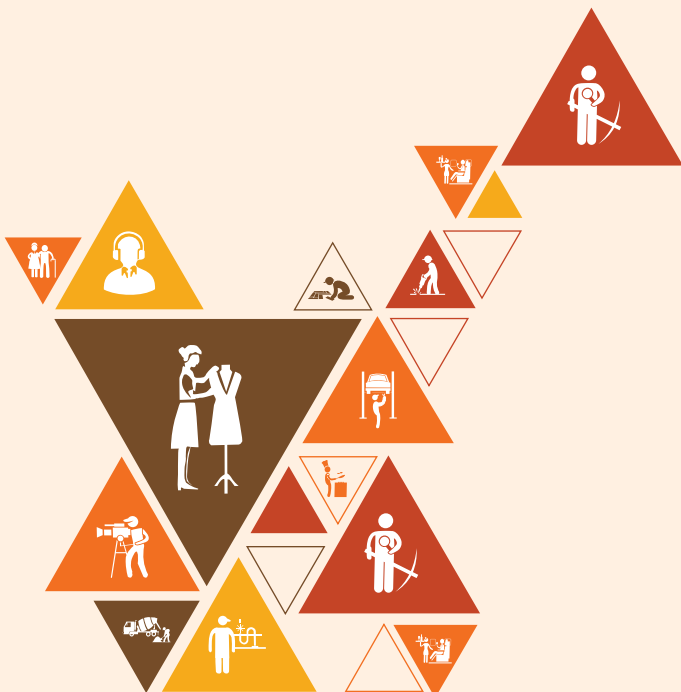


## 2. Plan and Organize Finishing Processes

Unit 2.1 - Functions of Finishing Department

Unit 2.2 - Washing Department and Snapping Area

Unit 2.3 - Pressing and Packaging



AMH/N0301

## Key Learning Outcomes

**At the end of this module, participants will be able to:**

1. Identify process steps in finishing and packing department and define sequence of processes.
2. Split finishing operations for a particular style of product category into discrete processes or sub processes.
3. Organize processes or sub processes of finishing and packing.
4. Acquire knowledge about solvents, chemicals and their uses.
5. Acquire knowledge about different finishes and their effect on garment.
6. Acquire knowledge about pressing and packing and its importance.
7. Identify and understand the material required for packing.
8. Learn about methods and equipments used for pressing and folding.

## UNIT 2.1: Functions of Finishing Department

### Unit Objectives

**At the end of the unit, participants will be able to:**

1. Familiarize with flowchart of garment finishing and packing section.
2. Identify process steps in finishing define sequence of processes.
3. Split finishing operations for a particular style of product category into discrete processes or sub processes.
4. Organize processes or sub processes of finishing.

### Resources to be Used

- Available objects such as black or white Board, chalk pieces or white board marker pens, duster
- PC with LCD Projector or Flip Chart
- Copies of handouts, Participants Handbook

### Do

- Greet and welcome the participants to the next session of the program.
- Before starting the session ask them do they have any doubts pertaining to the previous unit.
- Capture their responses on board and share them wherever necessary.
- Tell them that they will learn about Functions of Finishing Department.

### Say

Finishing is the second last step of the garment production. All mistakes made during the process accrue and can become a huge problem at this stage. The Quality Department also has a huge potential to improve products, and thus requires special attention. It is vital that this department is given importance, since there is a great potential to make financial savings.

**Do** 

- Explain to the participants the flow chart of garments finishing and packing section.
- Call a volunteer and demonstrate this flow.

**Demonstrate** **Receiving Sewn Garments from Sewing Room**

Here, sewn garments are received from sewing department for finishing the garments.

- Initial quality check
- Washing
- Button attachment
- Thread Cutting
- Pressing

**Inspection overall (outlook)**

Here, quality inspector ensures the overall outlook of garments.

- Accessories attachment
- Tagging
- Folding
  - » Stand up
  - » Semi stand up
  - » Flat pack
  - » Hanger pack
- Shade sorting
- Metal Check
- Poly packing
- Quality audit
- Prepare a packing list
- Assorting
- Assortment

**Carton pack**

Here all the garments are packed in cartons to be sent safely to the buyer. The process of packing of inner boxes entered into the carton is called cartooning. The carton is properly warped by the scotch tape. Some information like carton box no, size, shipping mark and the destination are printed on the carton.

**Barcode**

Barcode is a specially Buyer wise sticker.

**Final inspection**

If all the above processes are perfectly done, then apparel manufacturers organize pre-shipment or final inspection of garments. After finishing of the garments, factory top management, Merchandisers, production manager, QC, Finishing inspector and buyers representatives are to do this final inspection.

**Recording the documents**

All detailed documents about production to shipment are recorded or filed up in the official desk.

**Dispatch shipment**

A packing list for the shipment is prepared by the packing in-charge. The finishing department informs the concerned merchant after packing is completed for the order and it is ready to dispatch after passing the final inspection.

**Activity** 

Conduct a skill practice activity.

- Ask the students to assemble together.
- Explain the purpose and duration of the activity
- Set guidelines pertaining to discipline and expected tasks

Skill Practice	Time	Resources
Oral Examination of different things taught	1 hour	Different types of accessories used for finishing of garments.

**Notes for Facilitation** 

- Summarize the main points.
- Ask participants if they have any doubts.
- Encourage them to ask questions.
- Answer their queries satisfactorily.
- Tell participants to complete the questions at the end of the unit.
- Ensure that every participant answer all the questions.

**Suggestive questions to ask students:**

1. Explain flowchart of garment finishing and packing section.
2. Demonstrate process steps in finishing define sequence of processes.

## UNIT 2.2: Washing Department and Snapping Area

### Unit Objectives

**At the end of the unit, participants will be able to:**

1. Familiarize with washing department workflow.
2. Discuss the different types of washing and its importance.
3. Analyze the snapping area and machines used for snapping.

### Resources to be Used

- Available objects such as black or white Board, chalk pieces or white board marker pens, duster
- PC with LCD Projector or Flip Chart
- Copies of handouts, Participants Handbook

### Do

- Greet and welcome the participants to the next session of the program.
- Before starting the session ask them do they have any doubts pertaining to the previous unit.
- Capture their responses on board and share them wherever necessary.
- Tell them that they will learn about Washing Department.

### Say

Garment washing is normally done after stitching. According to fashion trends and consumer demands, buyers ask for garment washing. For washing, apparel buyers mention exactly what types of washing they need for the order. Each wash has a different type of appearance on the fabric surface.

### Elaborate

Discuss in detail Work Flow for Washing Department

- Samples received and recorded in the record book\ code marked on the garment and recipe made
- Garments kept in rack

- Garments checked for amount of impurities
- Garment viewed by supervisor
- Garments transferred to wet rack
- Garments washed by washing supervisor
- Pieces moved for drying
- Sent to finishing

### Do

- Tell participants that there are different types of washing. Discuss in detail the types of wash.

### Elaborate

#### Types of wash

1. **Normal wash-** The main purpose of this wash is to shrink the object and to remove magic ink used on it, dust, dirt, and any other impurities adhering to the garment.
2. **Silicon wash-** The main object of the silicon wash is to impart soft feel in the fabric.
3. **Enzyme wash-** As the name suggests, the goods are treated with a solution of Enzyme.
4. **Vintage wash-** This performs the same functions as the enzyme wash but the action is more severe.
5. **Acid Wash-** For acid wash, the base colour of the garment is removed by spraying acid on the specified areas.

### Do

- Introduce the term snapping Area, also known as buttoning area.

### Elaborate

1. Before the attachment of the buttons, marking is done on the garment so that buttons can be attached on proper place of the garment.
2. Tell them about machines widely used in snapping area:-
3. Chalk button machine:-Variables in this machine are size and shape of the button which determines the design of the button clamp, the number and disposition of holes, the form of stitching.
4. Eye or kaaj (button hole) machine:-It is used for kaaj (Button Hole) formation in the garments.

## Notes for Facilitation

1. Summarize the main points.
2. Ask participants if they have any doubts. Encourage them to ask questions.
3. Answer their queries satisfactorily.
4. Tell participants to complete the questions at the end of the unit.
5. Ensure that every participant answer all the questions.



## UNIT 2.3 Pressing and Packing

### Unit Objectives

**At the end of the unit, participants will be able to:**

1. Discuss the purpose of pressing
2. Describe the about methods and equipments used in pressing
3. Acquire knowledge regarding pressing and folding instructions
4. Define types and importance of packaging
5. Define the packaging requirements

### Resources to be Used

- Available objects such as black or white Board, chalk pieces or white board marker pens, duster.
- Pc with LCD Projector or Flip Chart.
- Participant Manual
- Copies of Handouts.
- Pressing equipments (pictures, actual)
- Garments packaging materials

### Do

- Greet and welcome the participants to the next unit of the program.
- Before starting the session ask them do they have any doubts pertaining to the previous unit.
- Acknowledge their responses and clear their doubts if any.
- Tell the participants they will learn about pressing and packing.

### Say

The main purposes of pressing are:

- To smooth away unwanted creases and crush marks
- To make creases where design of the garment requires them
- To refinish the fabric after manufacturing the garment

## Elaborate

Tell participants it is important to get proper knowledge about, how a product is to be pressed and folded. Tell them about different types of pressing instructions:

- Hot pressing
- Medium pressing
- Light pressing
- Do not press and steam etc.

## Say

There are hundreds of different types of pressing machines on the market because of the variety of garment types produced, each with its own specific pressing requirements.

## Demonstrate

With help of suitable pictures or equipments, tell them about:

- Iron
- Steam Press
- Steam air finisher
- Steam tunnel
- Form finishing machine
- Cabinet press

## Say

Garment packaging is an important part of the apparel manufacturing. Appropriate packages design and production mainly depend on the product types. Sometimes it is also depends on the buyers instructions.

## Elaborate

- Packaging is mainly two types and that based on two different ways they are based on garment packaging and packaging design.
- Explain them ,Stand up pack: Shirt (90° angle), Flat pack: Sport wear/Shirt/Trouser, Hanger pack: Blazer, Coats, Pants, Semi stand up pack: Shirt, Half fold pack: Pant
- Tell them about the function of a Merchandising packaging is to enhance the appeal of the product and to give the artistic value of a package, different color, design and other ingredients that are used to identify, enhance and attract.

- The function of a vacuum packaging is to minimize the shipping bulk of unfinished garments, to reduce the shipping weight of garments shipped, etc.

## Do

- Tell them about Shipment packaging.

## Elaborate

With respect to the protection from shipment packaging may be divided into two classes. Tell them about closed containers carrying garments and Open containers carrying garments.

## Demonstrate

Show them Garments packaging materials:

- |                 |                  |   |
|-----------------|------------------|---|
| • Ball head pin | • Plastic clip   | • Rope  |
| • Butterfly     | • Plastic collar | • Tissue paper                                |
| • Carton        | • Poly bag       | • Thin paper sheets                           |
| • Inner box     | • Scotch tape    | • Wooden Boxes and Crates (For bulky exports) |
| • Paper board   | • Tag pin        |   |

## Do

- Discuss some important functions of packaging with participants.

## Elaborate

### Important functions of packaging

- The main function of packaging usually involves protecting the products from the any environmental hazards and others. It helps to protect the goods from loss, damage and stealing. During transport, handling and storage operations different types of protections are needed. They are two types like Physical and Barrier protection.
- Packaging products must be stored in many different locations. So, to fill up this storage function all the packaging materials and packaging containers are should be checked before packaging the product or garment. The packaging is the important promotional functions to attract the customer's and buyer's attention and to have a positive impact upon the purchasing decision.

## Demonstrate

With the help of suitable examples, show them the Information provided on Packaging

### Specification of poly-bag:

- Poly-bag size: length and width. 12-200 Gauge or 30-50 micron
- Thickness: 100 micron = 1 mm
- Type: Flop, self-seal, tubs etc.
- Print: Warning for suffocation

### Carton and packaging instruction:

How product is to be packed within a carton will vary by pack type and product. The packing specification will be sent to the manufacturer. Normally it represents a single styles/color/size. There are three types garment packing are mostly use in apparel industry.

## Do

- Tell them about carton specifications

## Elaborate

Now discuss Carton specifications:

- Carton dimensions
- Carton material
- Carton marking and labeling

## Do

### Talk about Packing and Packaging Requirements

- Ensure the carton is strong and secure enough to protect the contents in the normal transport and distribution processes according to the standards
- Ensure the contents of the carton are packed as per instructions
- Ensure the labeling/markings are as per requirements
- Eliminate the outer shipper carton where inners are the distribution unit
- Ensure the carton does not display any misleading information or unrelated printed matter, - for example, brands or product names unrelated to the cartons content.

## Tips

### Tell those following points

- Use the correct size carton for the goods you need to pack to minimize free space in carton
- Ensure that packages form a stable unit load
- Ensure that cartons are adequately sealed to support the content
- Do not use brown paper wrapping
- Do not use any form of strapping
- Do not use carton stapling

## Notes for Facilitation

1. Summarize the main points.
2. Ask participants if they have any doubts. Encourage them to ask questions.
3. Answer their queries satisfactorily.
4. Tell participants to complete the questions at the end of the unit.
5. Ensure that every participant answer all the questions.

## Activity

- Divide the class into two equal groups and name them group A and group B.
- Tell group A and B they have to give presentation on Garment Packaging items and packaging requirements respectively.
- Tell them they would be given a time of 30 minute for preparation. The time for presentation for each group should not exceed 20 minutes per group.
- Once the presentations are complete appreciate the efforts made by the group and summarize the highlights of the activity.

Skill Practice	Time	Resources
Presentation on Garment Packaging items and packaging requirements	2 Hours	Charts and Pens, packaging items

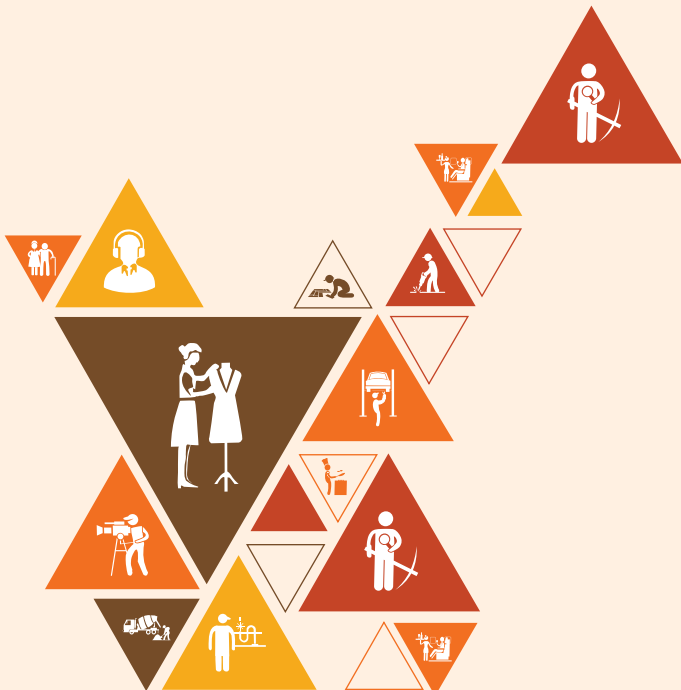




# 3. Plan and Organize Packing Processes

Unit 3.1 - Functions of Packing Department

Unit 3.2 - Inspection



AMH/N2255

## Key Learning Outcomes

**At the end of this module, you will be able to:**

1. Identify process steps in packing department and define sequence of processes.
2. Organize processes or sub processes of packing.
3. Acquire knowledge about packing and its importance.
4. Identify and understand the material required for packing.
5. Learn about methods and equipments used for folding and packing.
6. Acquire knowledge about packing, its importance and types of packaging.
7. Identify Faults in and their quality management.
8. Acquire knowledge about importance of inspection and how is it done.



## UNIT 3.1: Functions of Packing Department

### Unit Objectives

At the end of this module, the students should be able to:

1. Elaborate the objectives of packing.
2. Familiarise with packing process flow.
3. Elaborate functioning of a packing department.

### Resources to be Used

- Available objects such as black or white Board, chalk pieces or white board marker pens, duster
- PC with LCD Projector or Flip Chart
- Copies of handouts, Participants Handbook

### Do

- Greet and welcome the participants to the next session of the program.
- Before starting the session ask them do they have any doubts pertaining to the previous unit.
- Capture their responses on board and share them wherever necessary.
- Tell them that they will learn about Packaging Department Functioning.

### Say

Let's discuss some objectives of packing:

- **Protection of the garment:** Packing is mainly done to ensure that the garment is protected and the quality of the garment is maintained by protecting it from moisture, dust and other natural elements.
- **Identification of product:** In each package, the labelling and tagging is unique and can be remembered.
- **Reduction in costs:** An efficiently packed product can reduce costs for both the manufacturer and the purchasers.
- **Product promotion:** A neatly and attractively packed product adds to the promotional value of the product. The packaging used in packing acts as an advertising medium.
- **Security:** To control the chances of theft, packing plays an integral part.
- **Convince:** Packages can have features that can add convince in distribution, handling, stacking, display, reusing and disposal.
- Reducing the **security risks of shipment.**
- **Information transmission** like how to use, transport, recycle or dispose of the product.

**Do** 

- Discuss important quality check points in packing.
- Elaborate the process flow of packing.
- Explain the types of packaging to the participants.

**Elaborate** **Important quality check points in packing**

Some important quality check points in packing are given below:

- Correct ticketing and placement
- Packing accuracy of quantity, assortment, and folding
- Correct carton selection as per customer requirement
- Packaging, sealing, binding and barcode checking

**Process flow of packing**

*Refer to PH 3.1.3 Process Flow Chart in Packing*

**Demonstrate** 

Packaging are mainly two types and that is based on two different ways which are:

1. Based on garment packaging
2. Based on packaging design

**Based on garment packaging**

According to different garments types, following packaging systems are mostly used in apparel industry.

There are various methods of packing which are followed by the finishing section. The packer has to pack the garment as per the method preferred by the buyer.

Following is the most used packing types:

1. Stand up pack
2. Flat Pack
3. Hanger Pack
4. Dead Man Pack

*Refer to PH 3.1.4 Types of Packaging*

**Do** 

- Demonstrate materials and accessories required for packing.

## Demonstrate

The following are the most popularly used materials and accessories:

- Poly Bag
- Back Support Board
- Inner Collar Band
- Outer Collar Band
- Butterfly
- Plastic Clips
- Pins
- Tissue Paper
- Crepe Paper
- Cello Tape
- Clothes Hanger
- Hand Tags
- Photo-in-lay
- Carton

## Do

- Discuss carton packing types.
- Elaborate the size and types of cartons.
- Explain the information to be on packaging.

## Elaborate

Delivery of garments is done to the buyers, in cartons. As per instruction of the buyer Garments are kept in a carton, in a polybag. Garments are loaded in cartons in a chosen quantity of size and colour. This quantity is called assortment. Sustaining the chosen assortment and categorisation is important. This shows what sizes and colours should go with each carton.

### **The most used carton packing types**

1. Solid colour solid size pack
2. Solid colour assorted size pack
3. Assorted colour solid size pack
4. Assorted colour assorted size pack

### **Types of Cartons**

1. Folding Cartons
2. Rigid Boxes
3. Corrugated Boxes
4. Inner carton
5. Master carton

***Refer to PH 3.1.7 Carton Sizes and Types***

### **Information on Packaging**

***Refer to PH 3.1.8 Information on Packaging***

## **Notes for Facilitation**



1. Summarize the main points.
2. Ask participants if they have any doubts. Encourage them to ask questions.
3. Answer their queries satisfactorily.
4. Tell participants to complete the questions at the end of the unit.
5. Ensure that every participant answer all the questions.

## UNIT 3.2: Inspection

### Unit Objectives

**At the end of this module, the students should be able to:**

1. Define what inspection is and why is it done.
2. Discuss the procedure to carry out inspection.
3. Analyze faults in finishing section and their quality management.

### Resources to be Used

- Available objects such as black or white Board, chalk pieces or white board marker pens, duster
- PC with LCD Projector or Flip Chart
- Copies of handouts, Participants Handbook

### Do

- Greet and welcome the participants to the next unit of the program.
- Before starting the session ask them do they have any doubts pertaining to the previous unit.
- Acknowledge their responses and clear their doubts if any.
- Tell the participants they will learn about Inspection.

### Say

Inspection is the function to judge the quality product. Inspection is the process of measuring the quality of a product or service in terms of established standards.

### Elaborate

- Tell them what the objectives of inspection are:
- To ensure that garments measure the buyer's specifications within the allowed tolerance after pressing.
- To ensure finished garments have to no loose threads or blemishes and are press to give an acceptable appearance according to the customer specifications.
- To ensure the garments are folded and packaged to the customer's specifications.
- To ensure the correct packaging items have been used.

- To ensure the garment is an acceptable appearance after packaging.
- To ensure all inner boxes contain the correct quality per size and color and that the boxes contain the correct number of cartons and display the correct marking.

## Explain

Describe Inspection procedure to participants in detail:

- Select at random from the packaging section a quantity of shirt as per the sample plan.
- Remove the shirt from the polybag and measure to ensure it is the correct folded size and tie-space is the correct width.
- From the P.O or the packaging specification chart, unfold the garment and check that all the packaging items have been used as specified.
- Record on the inspection from any items that are found missing.
- Visually inspect the garment for its overall appearance, giving particular attention to the critical areas, i.e. collar, pocket and also the matching of stripes and plaid.
- If any defect is found a green Q.C sticker must be put on the garment and the details recorded on the inspection form. The defective garment should then be passed to the pressing supervisor for corrective action.
- After have unfolded the garment, measure it to ensure the size tolerance allowed after pressing. It is refer to buyer's specification for the measurement point.
- If a garment is rendered as reject, then a red Q.C sticker must be put on the garment and the garment again passed to the pressing supervisor.
- All details must be recorded on the inspection form.

## Do

- Tell them that procedures for inspection vary for various finishing operations.

## Elaborate

- Discuss with them that Final checking for pressing/ folding includes Checking if there is any burn or scorch mark, Any shine surface, Improperly pressed garment affecting overall appearance, Incorrect folding methods and size, Hanging and loose threads etc.
- Final checking for packaging/labeling includes checking labels against purchase order information, Style/ color, Size, Purchase order number, Quantity etc.

**Do** 

- Discuss some common problems of packaging such as incorrect barcode tickets (hangtags) attach to garments, Incorrect counting of garments, Incorrect loading of garment on to containers.
- Talk about Finished garment defects.

**Explain** 

Broken or defective buttons, snaps, stitches, different shades within the same garment, dropped stitches, exposed notches, fabric defects, holes, faulty zippers, lose or hanging sewing threads, misaligned buttons and holes, missing buttons, needle cuts, pulled or loose yarn, stains, unfinished buttonhole, short zippers, inappropriate trimmings etc. all can lead to the end of a brand name even before its establishment.

**Do** 

- Tell them what quality control is.

**Elaborate** 

Discuss about two methods used for garments quality control - a) Testing b) Inspection

Now tell them about:

- **Process inspection:** Garments are checked process wise in the finishing section to identify defects and pass only the past garments.
- **Two hourly audits:** Every after two-hours audit is done on finishing lot to attain AQL the required AQL.
- **Day's final audit:** At the end of the day accumulated lot of finished garments are statistically audited to attain required AQL.
- **Lot final audit:** On completion of packing of one complete lot of garment, QA manager conduct statistical audit based on required AQL garments. Garments are offered for final inspection by buyer /clients for shipment only when these are through in this audit.

**Notes for Facilitation** 

1. Summarize the main points.
2. Ask participants if they have any doubts. Encourage them to ask questions.
3. Answer their queries satisfactorily.
4. Tell participants to complete the questions at the end of the unit.
5. Ensure that every participant answer all the questions.



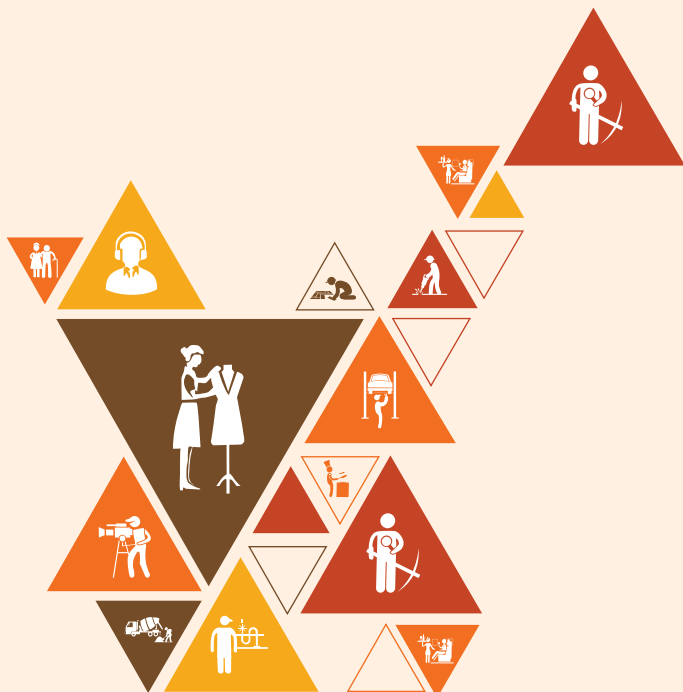




## 4. Carryout the Process of Finishing

Unit 4.1 - Finishing Machines, Tools and Equipment used in Apparel Industry

Unit 4.2 - Documents to be maintained by Finisher



AMH/N2256

## Key Learning Outcomes

**At the end of this module, you will be able to:**

1. Identify tools and equipment's used in finishing
2. Discuss the essential finishing machines, tools and equipment's used in finishing
3. Identify the functions of different tools and equipment
4. Discuss the different finishers used in garment units
5. Discuss about different finishing machines
6. Define what documents are to be maintained by finisher
7. Discuss the Standard Operating Procedure in finishing department

## UNIT 4.1: Finishing Machine, Tools and Equipments in Apparel Industry

### Unit Objectives

**At the end of this module, the students should be able to:**

1. Assess the essential finishing machines, tools and equipment's used in finishing
2. Demonstrate the functions of different tools and equipment's
3. Discuss the different finishers used in garment units
4. Discuss about different finishing machines

### Resources to be Used

- Available objects such as black or white Board, chalk pieces or white board marker pens, duster.
- Job Card/Job description
- Pc with LCD Projector or Flip Chart.
- Participant Manual
- Copies of Handouts.
- Images of essential finishing machines, tools and equipments

### Do

- Greet and welcome the participants to the next unit of the program.
- Before starting the session ask them do they have any doubts pertaining to the previous unit.
- Acknowledge their responses and clear their doubts if any.
- Tell the participants they will learn about Inspection.

### Say

- Before arrange a final inspection, finisher uses some essential finishing machines, tools and equipments in order to complete finishing treatment and produce zero defects of garments.

## Demonstrate

Arrange pictures, if possible and tell participants about some common finishing machines, tools and equipments used in garments industry:

- Bodies dummy
- Boiler
- Button attachment machine
- Carton staple machine
- Compressor
- Final inspection table
- Iron cap
- Iron plate
- Light checking box
- Local iron (For pressing or Ironing)
- Measurement tape
- Normal folding table
- Packing table
- Plastic staple attached
- Re-iron table
- Scissor
- Snap button attachment machine
- Spray gun ( For spot remove)
- Stand-up shirt folding table
- Steam iron (For pressing or Ironing)
- Tag gun
- Thread cutting table
- Thread sucker
- Trimmer
- Vacuum table
- Weight scale

## Do

- Talk about common tools used for finishing.

## Elaborate

Discuss about following in detail:

- **Thread trimmer:** In the sewing process, the operator does not cut thread ends neatly. All untrimmed threads are cut at the finishing stage. Workers use manual thread trimmers to cut thread tails.
- **Thread sucking machine:** The loose threads on the garment must be removed from the garment. For this thread sucking machines are used.
- **Manual thread removing equipment:** In knits garments, loose threads are removed manually by using gum tapes.
- **Garment checking workstation:** At the finishing stage all garments are thoroughly checked. Later garment lots are inspected. For this quality checking workstation is required with adequate light, display board, bins for storing segregated garments.

**Do** 

Talk about following equipments:

- Vacuum pressing table and steam iron: A vacuum pressing table and a steam iron are used to remove creases on garments and to iron garments.
- Spotting gun: This equipment is used to remove stains from garments.
- Kimble gun: Different types of tags, such as hang tags, price tags, and special tags are attached to folded garments, with a Kimble gun.
- Steam boiler: To keep the steam press hot all the time, steam generated in a boiler, is supplied to irons. Boiler with the single pressing workstation is also available.
- Talk about Washing machine, Sewing machine for repair work, Measuring tapes , Mending needles.

**Elaborate** 

Discuss about following in detail:

- **Needle detectors:** This machine is used by garment manufacturers, who make children's garments.
- **Other machines:** Some factories used to do buttoning and buttonholing operations (Kaaj-button) in the finishing section. In that case, these two machines are considered as finishing machines.
- **Draw cord inserting tools:** Factories need to insert draw cords in many garment products.

**Do** 

- Tell participants that there are different Finishers for Different Garments.

**Elaborate** 

Discuss about following in detail:

- Universal Finisher is the preferred equipment for small to middle sized laundries and textile care plants. Spin-dry shirts, blouses, smocks or dust coats are finished quickly without creases by the high performance silent hot-air fan.
- Shirt Finisher provides an excellent and complete finish for washed, pre-treated or wet processed shirts. The shirts are placed on hangers, buttoned or unbuttoned prior to the finishing operation.
- Tell them about Form Finisher for Dresses and Shirts.

**Say** 

- Finishing machine for garments is very essential to improve the quality. Factory must have complete department structure with finishing machine comprising of all relevant categories to have smooth operational function.

## Elaborate



Fusing press machine for garments is very much important to maintain the quality of the products. The press machine carries out fusing by holding the fabric and the interlining between the conveyor belts while heating. The pieces are then pressed by rollers at the outlet.

Fusing t shirt heat press machine for garments is very much important to maintain the quality of the products. The press machine carries out fusing by holding the fabric and the fusible interlining between the conveyor belts while heating.

Industrial metal detectors are an aid to prevent metal contamination and are the best way to ensure that needle control procedures are effective, but are not to be used to replace an effective needle replacement policy. Metal detection are being implemented within the production process and used in conjunction with the broken needle procedure.

## Notes for Facilitation



1. Summarize the main points.
2. Ask participants if they have any doubts. Encourage them to ask questions.
3. Answer their queries satisfactorily.
4. Tell participants to complete the questions at the end of the unit.
5. Ensure that every participant answer all the questions.

## Activity



- Divide the class into two equal groups and name them group A and group B.
- Tell group A and B they have to give presentation on finishing equipments and finishing machines respectively.
- Tell them they would be given a time of 30 minute for preparation. The time for presentation for each group should not exceed 20 minutes per group.
- Once the presentations are complete appreciate the efforts made by the group and summarize the highlights of the activity.

Skill Practice	Time	Resources
Presentation on Garment Finishing equipments and Finishing machines	2 Hours	Charts and Pens/ PPT

## UNIT 4.2: Documents to be maintained by Finisher

### Unit Objectives

At the end of this module, the students should be able to:

1. Define the documents to be maintained by finisher
2. SOP in finishing section

### Resources to be Used

- Available objects such as black or white Board, chalk pieces or white board marker pens, duster.
- Job Card/Job description
- Pc with LCD Projector or Flip Chart.
- Participant Manual
- Copies of Handouts.

### Do

- Greet and welcome the participants to the next unit of the program.
- Before starting the session ask them do they have any doubts pertaining to the previous unit.
- Acknowledge their responses and clear their doubts if any.
- Tell the participants they will learn about Documents to be maintained by Finisher.

### Say

- Tell participants that finisher needs to maintain some records in finishing section.

### Elaborate

Now talk about following documents:

- **Production Receiving:** Details to be maintained by finishing department for non-wash garments receiving from Production and Washed garments receiving from Washing.
- **Stores requisition:** For trims and others to be prepared by finishing in charge and have to get approval from Production Manager or Finishing Manager to submit to Stores.

- **Finishing Process – Layout:** To be prepared by Work study department and set targets with the approval from P.M.
- **Hourly production records:** To be maintained to monitor hourly targets. Production recorder has to forward it hourly to Finishing in charge through supervisors.
- **Garment return records / Style reconciliation:** To be maintained and style reconciliation reports to be submit to F.M. on completion of each style

## Do

- Show them an approved trim card that has to be approved by the Merchandiser and certified by Q.A. Manager prior to handing over to Factory. All sections have to follow this for fabric and all trims to be used for particular style.

## Demonstrate

- Show them an Approved Packing Sample that technical department have to provide a complete packing sample with all trims attached to the garment and with approved folding method.
- Tell them about Q.C And Q.I. Instruction. Finishing machine of Q/A In charge has to provide complete instructions about the style/garments checking in finishing, Clock wise/sequence checking of garment, about ZONES of the garment to consider defects to be analyzed and clear instructions to be given to Q.C's and Q.I.'s.

## Elaborate

Discuss about following Finishing Processes:

- Section Q.C. In charge has to set target for Q.I.'s with consultation of I.E. department and has to monitor hourly individual production.
- After Wash Checking: Q.I to be instructed by the Q.C about sequence of checking and zones of the garment. This can be illustrated with sketch or photo attached to the Q.C instruction sheet. Then hourly quality inspection report to be maintained by Q.I.'s, entering the observations/ findings and its quantities. Finishing Q.C and Finishing supervisor have to note defect and rework quantities hourly basis and assure acceptable quality levels are maintained in this points. Each Q.I.'s identification mark to be attached in an invisible place in each passed garment.

## Say

- Finishing Q.C along with finishing supervisor has to give instructions for pressing the garment.
- Waist and inseam of each garment to be measured on table.



## Elaborate

Continue to discuss documentation required.

- **Appearance Check:** Finishing Q.C has to instruct Q.I's to perform this activity in Q.C instruction sheet.
- **A.Q.L. Audit:** Independent auditor has to conduct this audit for the quantity accumulated in each two hour intervals per day.
- **Pre Final Inspection (Internal):** Finishing Q.C in charge has to conduct pre final inspection at A.Q.L 1.5.
- **Final Inspection (Internal):** This inspection to be conducted by Q.A.M at completion of at least 80% of each style before submitting merchandise to buyer's inspection.

## Do

- Tell them finisher needs to submit reports and summary.

## Elaborate

- Finishing in charge has to maintain summaries daily and monthly and submit to Q.A.M. to submit for management review.
- Finishing Defects/Rejects – Daily and Monthly Summary
- Buyer's Final Inspection Result Summary – Monthly

## Say

- Eight reports are being made in the Finishing Section.

## Elaborate

Now discuss in details about these reports.

- Finishing Quality Inspection Report
- Style/ Line OQL Summary
- Hourly Final Audit Report
- Measurement Chart Fit Audit Report (By Q/C)
- Measurement Chart Fit Audit Report (By Auditor)
- Inline/ Final Inspection report
- Weekly Root Cause Analysis chart
- Finishing Q/C, Iron Man and Folding man Counseling report

## Notes for Facilitation

1. Summarize the main points.
2. Ask participants if they have any doubts. Encourage them to ask questions.
3. Answer their queries satisfactorily.
4. Tell participants to complete the questions at the end of the unit.
5. Ensure that every participant answer all the questions.

## Activity

- Ask participants to write down SOP for finishing.
- Tell them they would be given 20 minutes to complete this task.
- After this, ask each participant to exchange their notes with other participant so as to check their performance.
- Now narrate the SOP and ask them to check their fellow participant's notes.
- Once the task is complete appreciate the efforts made by the participants and summarize the highlights of the activity.

Skill Practice	Time	Resources
Notes on SOP for finishing	20 Minutes	Paper and Pen



## Key Learning Outcomes

**At the end of this module, you will be able to:**

1. Identify tools and equipment's used in Packing.
2. Discuss the essential finishing machines, tools and equipment's used in finishing.
3. Identify the functions of different tools and equipment.
4. Discuss the different finishers used in garment units.
5. Discuss about different finishing machines.
6. Define what documents are to be maintained by finisher.
7. Discuss the Standard Operating Procedure in finishing department.
8. Identify different defects in garments.
9. Rectify defects in garments before packing.
10. Understand and identify labels.
11. Use labels appropriately.
12. Familiarize with packing list.
13. Use packing list appropriately.
14. Understand weighing of packed goods.
15. Weigh goods correctly.
16. Prepare for shipment of products.

## UNIT 5.1: Packaging Process

### Unit Objectives

**At the end of this module, the students should be able to:**

1. Identify different defects in garments.
2. Rectify defects in garments before packing.
3. Understand and identify labels.
4. Use labels appropriately.
5. Familiarize with packing list.
6. Use packing list appropriately.
7. Understand weighing.
8. Weigh goods correctly.
9. Prepare for shipment of products.

### Resources to be Used

- Available objects such as black or white Board, chalk pieces or white board marker pens, duster
- PC with LCD Projector or Flip Chart
- Copies of handouts, Participants Handbook

### Do

- Greet and welcome the participants to the next session of the program.
- Before starting the session ask them do they have any doubts pertaining to the previous unit.
- Capture their responses on board and share them wherever necessary.
- Tell them that they will learn about packaging process.

### Say

The packing operation consists of packaging process activities from folding, inner packing, outer packing, labeling, marking, inner layer etc. to finally packed in carton or as special instruction defined by buyer.

He/she should have good interpersonal skills, vigilant and very good eye sight to detect faults as it is the last step before the product. He checks and ensures correct labels, right tagging, suitable inner packaging, appropriate outer package, carton size, sealing of carton etc.

**Do** 

- Tell the participants about the Labels. A garment label is a communicator between the buyer and product. A garment label contains various types of information of that garments, such as buyer name, country of origin, types of fabric, types of yarn, fabric composition, garments size, special instruction about care etc. Without any types of label a garment cannot be sold in the foreign market.
- Also tell the participants about the types of Labels.

**Elaborate** 

There are mainly two types of label and these are:

1. Main Label
2. Sub Label

These are discussed in the below:

**Main Label**

Main label contains the Brand name or Brand logo of buyer such as H&M, American Eagle, Nautica etc. Brand name is the important factor for any product.

**Sub Label**

Sub Label is not a label by itself but it includes different types of label. These are in the following:

- Care Label
- Size Label
- Price Label
- Composition Label
- Special Label
- Flag Label
- Manufacturer Label
- Batch Mark Label

**Do** 

- Tell the participants about the Care instruction on Care Labels.

**Elaborate** 

Followings are the instructions which are written on the care label:

- Special Label
- Flag Label

- Manufacturer Label
- Batch Mark Label

**Trainer's Note:** These are supporting content to the Participant Manual, please adhere to the Participant Manual and explain trainees' the concept.

#### Care instructions on care labels

- Laundering
- Chlorine bleach
- Dry cleaning
- Tumble drying
- Ironing.

**Trainer's Note:** These are supporting content to the Participant Manual, please adhere to the Participant Manual and explain trainees' the concept.

- Japanese care labelling system
- British care labelling system

### Do

- Tell the participants about the Packing List. It is very important for the packing section to pack goods as per the packing list provided by the merchandiser. The packer has to pack the goods as per ratio/assortment and this is then inspected.

### Elaborate

The packing list is then used by the commercial department to make final packing list for forwarding agent and customs dept. to determine the total shipment weight and volume and whether the correct cargo is being shipped. A merchandiser should prepare a clear packing list so that all the purpose could be served.

The sample packing list below will help understand the how a packing list is made.

**Trainer's Note:** These are supporting content to the Participant Manual, please adhere to the Participant Manual and explain trainees' the concept.

### Say

- Tell the participants about the Carton Marking. Carton marking and labeling is necessary and a very important process in preparing for shipping the cartons.
- Also tell the participants about the Carton Marking Guide.

## Elaborate



The buyer usually specifies how the carton has to be labeled and marked to facilitate easy identification by receivers. Exporters normally need to put the following markings on cartons to be shipped:

- Shipper's mark
- Country of origin (U.S.A.)
- Weight marking (in pounds and in kilograms)
- Number of packages and size of cases (in inches and centimeters)
- Handling marks (international pictorial symbols)
- Cautionary markings, such as "This Side Up" or "Use No Hooks" (in English and in the language of the country of destination)
- Port of entry
- Labels for hazardous materials (universal symbols adapted by the International Air Transport Association and the International Maritime Organization)

### Pictorial markings on cartons

Various pictorial marks can also be applied to the carton on the basis of its contents, the carton may be handled by those who do not speak either the language of the country of origin or destination and pictorial markings are very helpful to overcome this.

## Do



- Tell the participants about the weighing of packed goods. The packed cartons have to be weighed and measured in order for it to be prepared for dispatch.

## Elaborate



Equipment's that are used for weighing and measuring packages should bear a stamp of Government approval. This is to ensure that the equipment has been made of a particular standard and also confirms the accuracy of the weight.

Government stamps generally take the form of either:

- A lead plug embedded into the equipment on which is stamped a numbered crown and year
- A series of stickers attached to the equipment

Information plates on some equipment also give other required details.

The packages have to be appropriately marked in the units used in the country that the package will be dispatched to or as specified.

- India uses the Metric system of measurement.
- Britain uses Imperial system of measurement.
- U.S uses United States customary units.



**Do** 

- Now, tell the participants how to calculate net and gross weight.
- **Net weight** is the total weight of an item (gross weight) minus the weight of any containers or packaging also confined within the gross weight. To determine the net weight you must know both the total weight of the object and the tare weight, or the weight of everything except the item you are seeking the net weight for.
- Determine the gross weight of the object of interest by placing the object, including the container or packing, on the scale. Write down the reading on the scale, known as the **gross weight**.

**Elaborate** 

Take away the object to be weighed, from the container or packaging and place aside. Place all of the packaging or the containers on the scale and record the total weight, known as the **tare weight**.

- Deduct the tare weight from the gross weight using a calculator to obtain the net weight.
- In a nutshell, Gross Weight is the total weight of a cargo of goods, including their packaging, like pallets, crates.
- Net Weight is the weight, or mass, of the goods themselves without any packaging.
- Tare is the weight of packaging or a container without the goods.

**Do** 

- Demonstrate the conversion table to the participants.
- Give them some numerical questions related to measurement conversion and ask them to solve.

**Demonstrate** 

The following tables will help you to convert quantities from one standard system to other.

Length	Area	Capacity	Weight
1 mile = 1.609 km	1 sq. mile = 2.59 km <sup>2</sup>	1 gallon = 4.5461 litres	1 ton = 1.016 tonnes
1 yard = 0.9144 m	1 acre = 0.4047 hectares	1 US gallon = 3.785 litres	1 lb. = 0.4536 kg
1 foot = 0.3048 m	1 acre = 4046.86m <sup>2</sup>	1 pint = 0.5683 litres	1 oz. = 7.3495 g
1 inch = 25.4 mm	1 sq. yard = 0.8361 m <sup>2</sup>	1 cu. inch = 16.3871 cm <sup>3</sup>	1 US ton = 0.9072 tonnes
	1 sq. foot = 0.0929 m <sup>2</sup>		
	1 sq. inch = 645.16 mm <sup>2</sup>		

Fig.5.1.30(a): Conversion Tables

Length	Area	Capacity	Weight
1 km = 0.6214 miles	1 km <sup>2</sup> = 0.3861 mile <sup>2</sup>	1 litre = 0.22 gal.	1 tonne = 0.9842 ton
1 m = 1.0936 yards	1 km <sup>2</sup> = 247.105 acres	1 litre = 0.2642 US gal.	1 tonne = 1.1023 US ton
1 m = 3.2808 feet	1 hectares = 2.4711 acres	1 litre = 1.7598 pint	1 kg = 2.2046 lb.

1 mm = 0.0394 inches	1 m <sup>2</sup> = 10.7639 feet <sup>2</sup>	1 m <sup>3</sup> = 219.969 gal.	1 kg = 35.274 oz.
	1 mm <sup>2</sup> = 0.0016 inches <sup>2</sup>	1 m <sup>3</sup> = 35.3147 feet <sup>3</sup>	

Fig.5.1.30(b): Conversion Tables

**Note:** Use the calculator for the conversion of quantities from one standard to the other.

#### Conversion from FPS to CGS - Example

If a man is 6 feet tall, what is his height in centimeters?

- One foot is equal to twelve inches; hence, 6 feet is equal to six times of twelve that is equal to 72 inches.
- As one inch is equal to 2.54 centimeters, 72 inches is equal to 2.54 times of 72 that is equal to 182.88 centimeters.

#### Conversion from CGS to MKS - Example

How many kilograms are in 1563 grams of cement?

- 1000 grams would make one kilogram of cement.
- Hence, 1563 grams of cement has 1.563 kilograms.

#### Conversion from FPS (Cubic Yard) to FPS (Cubic Foot) - Example

How many cubic yards is 54 cubic feet.

- 1 yard is equal to 3 feet.
- Hence, 1 cubic yard is equal to 3x3x3 feet that is equal to 27 cubic feet.
- Hence, 54 cubic feet is equal to 2 times 27, that is, 2 cubic yards.

#### Conversion from FPS to CGS - Example

If distance travelled by you from city A to City B is 50 miles, then calculate the distance in kilometres.

- 1 mile is equal to 1.6 kilometres.
- Hence, 50 mile is equal to 5 X 1.6 that is 80 kilometres.

### Do

- Tell the participants about the Quality. In the garment industry quality control plays a major role right from the initial stage of procuring raw materials to the final finished garment. Quality is based on many aspects. The garment has to be as per order, free of defects and within the given budget and time frame.
- Also tell them about some common factors involved in garment quality.

### Elaborate

Some common factors involved in garment quality are:

- Fabric Quality
- Quality of accessories

- Quality of cutting
- Quality of machines
- Quality of sewing
- Quality of washing
- Quality of finishing
- Quality of Packing

In an organisation, the quality assurance department is responsible for establishment and maintenance of all activities and functions aiming at attaining the required quality.

### Say

- Tell the participants about the Organizational Structure.

### Elaborate

The organizational structure of Quality Department is listed blow:

#### **Quality assurance manager**

- Plays an important role and responsible for assuring that products meet certain standards in quality.

#### **Cutting checker**

- Responsible for checking and inspecting cut parts.

#### **End of line checker**

- Responsible for doing the final inspection on all the sewn garments.

#### **Packer**

- Responsible for checking quality of goods at the time of packing.

**Trainer's Note:** These are supporting content to the Participant Manual, please adhere to the Participant Manual and explain trainees' the concept.

### Say

- Now tell the participants they are going to learn about the Quality Standards. Maintaining quality standards as per the buyer's instructions is very important for every manufacturer. Repeat orders from the buyers will vastly depend on the quality standards set and maintained by the manufacturer.

## Elaborate



People in the quality department have to follow specifications given in the Specification sheets, Trim cards and swatch cards to match the quality standards that the buyer expects from them.

- **Swatch Cards:** The quality and colour of the garment are checked using swatch cards.
- **Specification Sheet:** Contains details of the measurements, the sketch of the garment, fabric details and other important instructions given by the buyer on placing an order.
- **Trim Cards:** Trim cards or sample cards give specifications of the accessories and trim samples that are used in the garments. It helps the buyer to select the trims and accessories he would like on the garment ordered by him.
- **Button Sizes:** Button sizes are an important factor for quality checking. A packer has to ensure that the buttons used in garments are of the size, colour and shape specified in the design specification. In button sizes, ligne(L) is the traditional unit for measuring buttons.

A packer has to ensure that the quality of the garments is according to specification so that high quality material is prepared for shipping.

## Say



- Tell the participants about the packaging defects.

## Elaborate



Some common packaging defects are:

**Trainer's Note:** These are supporting content to the Participant Manual, please adhere to the Participant Manual and explain trainees' the concept.

## Notes for Facilitation



- Summarize the main points.
- Ask participants if they have any doubts. Encourage them to ask questions.
- Answer their queries satisfactorily.
- Tell participants to complete the questions at the end of the unit.
- Ensure that every participant answer all the questions.

## Activity- Compression Moulding Machine



- Divide the class into five equal groups.
- Ask each group to demonstrate one packaging defect.
- Tell them they would be given a time of 20 minute for preparation. The time for completing the presentation should not exceed 20 minutes per group.
- Once the presentation is complete, appreciate the efforts made by the group and summarize the highlights of the activity.

Skill Practice	Time	Resources
• Demonstrate packaging defect	2 Hours	Chart, pen

## Industry Visit

- The purpose of visiting an apparel manufacturing unit is to get hands on knowledge about various processes involved in the work of a packer. During the visit you have to interact with packers and supervisors to understand how packing is done in industry.
- Make sure that participants keep a notebook handy and note down any important points that come up during your interaction at the apparel manufacturing unit. When you go to an apparel manufacturing unit, you should:
  - » Understand quality structure of the organisation.
  - » Know about the common factors involved in garment quality.
  - » Analyse how packers maintain quality while packing.
  - » Ask questions to packers/supervisors if you have any query.





## Key Learning Outcomes

### **At the end of this module, participants will be able to:**

1. Comply with health and safety related instructions applicable to the workplace.
2. Use and maintain personal protective equipment as per protocol.
3. Maintain a healthy lifestyle and guard against dependency on intoxicants.
4. Follow environment management system related procedures.
5. Identify and correct if possible) malfunctions in machinery and equipment.
6. Report any service malfunctions that can not be rectified.
7. Store materials and equipment in line with manufacturer's and organizational requirements.
8. Safely handle and move waste and debris.
9. Minimize health and safety risks to self and others due to own actions.
10. Seek clarifications, from supervisors or other authorized personnel in case of perceived risks.
11. Monitor the workplace and work processes for potential risks and threats.
12. Carryout periodic walk-through to keep work area free from hazards and obstructions, if assigned.
13. Report hazards and potential risks/threats to supervisors or other authorized personnel.
14. Participate in mock drills/ evacuation procedures organized at the workplace.
15. Undertake first aid, fire-fighting and emergency response training, if asked to do so.
16. Take action based on instructions in the event of fire.
17. Follow organization procedures.
18. Analyze the First Aid & CPR.
19. Explain the prevention and management of Corona virus.



## UNIT 6.1: Maintain Health, Safety, and Security at the Workplace

### Unit Objectives

**At the end of the unit, participants will be able to:**

1. Identify methods to be vigilant for potential risks and threats associated with the workplace.
2. Handle tools and equipment in work area.
3. Check the workplace and work processes for risks like fire, electric shocks, etc.
4. Demonstrate the use of personal protective equipment.
5. Analyze sanitary facility in work place.
6. Analyze the work related facilities and benefits.
7. Explain about safety sign in working area.
8. Explain the prevention and management of Corona virus.

### Resources to be Used

- Available objects such as a duster, pen, notebook etc.

### Do

- Introduce the students to the health hazards that they might face in this employment over the long run.
- Explain the potential injuries and illnesses that apparel workers might face.
- Tell them about the environmental standards that should be taken care by them.
- Make them understand the value of daylight and positive health aspects.
- Explain the importance of essential facilities and their presence.
- Explain the importance of proper sanitation facilities.

### Say

- About the good effects of cost effective ventilation.
- About the requirements of light and air in the workplace.
- About the accidents that might take place in the process.
- About the mitigation of the accidents and the safety measures.
- About understanding the safety signals and symbols.

## Elaborate

Ergonomically-designed job ensures that an employee is given comfortably enough space in or near his/her workspace so that the work efficiency is not hindered. The work-place related injuries often start as minor aches and pains but can develop into incapacitating injuries that affect everyday activities.

### Environmental Control Measures

- Hazardous substances in one form or another can be found in almost all small and medium-sized enterprises.
- The garments industry generates a lot of dust from fabrics being cut and sewn.
- There are simple and inexpensive ways to control most of the environmental problems. Improvements often result in cost savings, productivity benefits and increased safety of workers.

### Clean Regularly and Properly - Don't Spread Dust

- Dust originates from fabrics and threads, from cutting and sewing to packing operations.
- It is very common to see small clothing enterprises with ceilings and walls full of dusty cobwebs.
- One low-cost cleaning method is sweeping the floor carefully with an appropriate broom and accompanying dust pan to prevent dust from spreading.
- Spraying water on the floor before sweeping will avoid dust remaining airborne.

### Make Local Ventilation Cost-effective

- Local ventilation should only be considered as a means of reducing chemical hazards when other means have failed.
- There are cost-effective ways of improving ventilation.

### Use proper fans

- Apart from those used for ventilating workstations, fans may be utilized to remove dangerous substances from the workplace.
- Contaminated air can be pushed or blown outside by having more open windows.

### Good Lighting for Quality Products

Good lighting does not mean more light bulbs and more use of electricity. Natural lighting is usually a better option than the bulbs. But if there is a difficulty in arranging for a natural lighting through windows and ventilators, it is important that the bulbs and other elements of artificial lights should be well-maintained.

A good lighting arrangement is directly proportionate to an efficient workforce. Lighting requirements are reliant on three main features:

- The environment of the working area
- The nature of the task
- The sharpness of the worker's eyesight

### Make Full use of Daylight

- If there is too many machinery omitting heat, it isn't a great idea to allow the natural heat to come in and add up to the temperature.
- The higher the window, the more light is in.
- It is important to paint the walls in lighter shades which not just give a sense of space to a room, but the workstation would look illuminated.

### Reporting an Accident and an Incident

Your responsibility requires you to be aware of potential hazards and correct reporting processes. If you notice a potentially hazardous situation, eg: a client expressing violent behavior, it is important that you report it immediately to management and fill out the appropriate forms as legally required of you.

If you are injured at work you must:

- Report the injury to management as soon as possible, and certainly within 24hours.
- Seek proper treatment for your injury.

### Accidents

Always work in a safe manner to prevent accidents from occurring in the first place. Make sure that you have been given adequate information and on-the-job training about the first aid facilities and services available in your workplace, including:

- Where to find first aid kits.
- Location of first aid rooms.
- Complete, up-to-date contact details of trained first aid officers in the workplace procedures for critical accidents – such as who should be responsible for calling.
- The ambulance/doctor/nurse and what is the best method of contact, measures for evacuation of the injured person/s.
- Emergency procedure for the elimination of life-threatening chemicals commonly used in the workplace.
- Universal precautions for the control of infection.
- Who to contact for debriefing/psychological support.

### Mock Drills/ Evacuations

- Fire safety and evacuation plans sketch staff duties and accountabilities in time of emergency.
- Continuing training is required to help safeguard that the employees are conscious of those duties and responsibilities.
- Fire fighting trainings serve as an prospect for staff members to validate, under replicated fire conditions, that they can perform those duties and responsibilities safely and efficiently.

### Low-cost Work-related Welfare Facilities and Benefits

- Work-related welfare conveniences and facilities are never given heed to.
- Who cares about toilets, first-aid kits, lunch rooms or lockers? What do they have to do with the hard authenticities of production? One answer is that workforces care.
- During each working day, workers need to drink water or some other beverage, eat meals and snacks, wash their hands, visit a lavatory, and rest to recover from fatigue.

### Make Sure Essential Facilities Serve Their Purpose

- **Drinking water:**
  - » Drinking water is indispensable for all workers; if this is not provided, they become thirsty and gradually dehydrated.
  - » This greatly increases fatigue and lowers productivity, especially in a hot environment.
  - » Place water vessels near each group of workers, or provide taps or cascades with clean water in a central place.

- **Sanitary Facilities:**
  - » Like water facilities, sanitation facilities are also very important. The importance of proper sanitation facilities increases in the public context as improper facilities or unhygienic conditions can deteriorate the health of the employees by being breeding ground for several diseases.
  - » The toilet bowl must be free from stain or odour and function properly.
  - » The walls of the toilet must be clean and tiles unstained.
  - » The ceiling of the toilet must be free from cobwebs and dust.
  - » Floors must be clean and safe (no broken tiles, nor slippery surface).
  - » Proper illumination must be provided inside the toilet.
  - » Toilets must have a continuous supply of water; in case water is limited in the area, water should be stocked in containers and refilled regularly.
  - » Mirrors and rubbish bins should be provided in the washroom.
  - » Soap and toilet paper should be provided.
  - » The washroom should provide complete privacy to users and should be fully ventilated.
- **Be Ready for Emergencies:** A typical basic kit may include the following items in a dust proof and waterproof box:
  - » Individually wrapped and placed in a dust proof box or bag.
  - » Sufficient quantities of the different sizes should be available at all times to treat small cuts and burns.
  - » Cotton wool for cleaning wounds
  - » Scissors, tweezers (for splinters) and safety pins
  - » An eye bath and eye wash bottle
  - » Ready-to-use antiseptic solution and cream
  - » Simple over-the-counter medicines such as aspirin and antacid
  - » A booklet or leaflet giving advice on first-aid treatment

### Ask

- Ask the participants some random questions from the previous learnings.
- Ask them to demonstrate the body posture at the workplace.
- Ask them how can they make the local ventilation cost effective.

### Do

- Tell them that they will learn some basic prevention from Covid 19 in this unit.
- Get them demonstrate the basic hand hygiene and how to mask the face.

## Say

- Now, let's understand the Covid-19. As we all know a new respiratory disease called COVID-19 is spreading across the world. India has also reported cases from states and the government is trying to contain the spread of the disease. We can play a major role in preventing its spread by follow Covid safety guidelines.

## Elaborate

### Prevention and Management of Corona Virus

COVID-19 spreads mainly by droplets produced as a result of coughing or sneezing of a COVID-19 infected person. To protect yourself from Covid-19, follow below guidelines.

- Maintain a safe distance from others (at least 1 metre), even if they don't appear to be sick.
- Wear a mask in public, especially indoors or when physical distancing is not possible.
- Choose open, well-ventilated spaces over closed ones. Open a window if indoors.
- Clean your hands often. Use soap and water, or an alcohol-based hand rub.
- Get vaccinated when it's your turn. Follow local guidance about vaccination.
- Cover your nose and mouth with your bent elbow or a tissue when you cough or sneeze.
- Stay home if you feel unwell.
- If you have a fever, cough and difficulty breathing, seek medical attention. Call in advance so your healthcare provider can direct you to the right health facility.

**Refer to PH "Fig.6.1.19: Prevention from COVID-19".**

## Field Visit

- Conduct a skill practice activity.
- Ask the participants to assemble together.
- Explain the purpose and duration of the activity.

Skill Practice	Time	Resources
<ul style="list-style-type: none"> <li>• Minimize health and safety risks to self and others due to own actions.</li> <li>• Monitor the workplace and work processes for potential risks and threats.</li> <li>• Carryout periodic walk-through to keep work area free from hazards and obstructions, if assigned.</li> <li>• Report hazards and potential risks/threats to supervisors or other authorized personnel.</li> <li>• Participate in mock drills/ evacuation procedures organized at the workplace.</li> <li>• Undertake first aid, fire-fighting and emergency response training, if asked to do so.</li> <li>• Take action based on instructions in the event of fire.</li> </ul>	2 Hour	PC with LCD Projector or Flip Chart Copies of handouts, Participants Handbook

## Exercise

1. While working at workplace, your waist should be at:
  - a) 30°
  - b) 60°
  - c) 90°
  - d) 120°
1. We receive \_\_\_\_\_ per cent of all information through our eyes.
  - a) 75%
  - b) 60%
  - c) 70%
  - d) 80%
2. In case of fire do not use \_\_\_\_\_.
  - a) Lift
  - b) Stairs
  - c) Ladder
  - d) Window
3. The factors that lead to reduction in injury rates include:
  - a) Empowering workforce
  - b) Following safety protocol
  - c) Good housekeeping practices
  - d) Support from top management
  - e) All of the above
4. Lighting requirements are reliant on:
  - a) The environment of the working area
  - b) The nature of the task
  - c) The sharpness of the worker's eyesight
  - d) All of the above

## UNIT 6.2: First Aid and CPR

### Unit Objectives

**At the end of the unit, participants will be able to:**

1. Apply first aid on an injured person.
2. Interpret the procedure of CPR.

### Resources to be Used

- Available objects such as a duster, pen, notebook etc.

### Do

- Greet and welcome the participants to the next session of the program.
- Before starting the session ask them do they have any doubts pertaining to the previous unit.
- Capture their responses on board and share them wherever necessary.
- Tell them that they will learn about first aid and CPR in this unit.

### Say

- Explain what is first aid
- Explain about splints and aids of torso
- State what id CPR
- Demonstrate how to perform CPR on an adult
- Demonstrate CPR using AED

### Elaborate

First aid is the help given to any individual suffering from an unforeseen illness or injury, with care provided to preserve life, stop the condition from worsening, and/or promote recovery. It includes initial intervention during a serious condition before skilled medical help being accessible, like performing CPR while waiting for the ambulance, also because the complete treatment of minor conditions, such as applying a plaster to a cut. First aid is usually performed by the layman, with many of us trained in providing basic levels of first aid, and others willing to try and do thus from acquired information. Mental health first aid is an extension of the idea of first aid to cover mental health.

While delivering First Aid always remember:

- Prevent deterioration.
- Act swiftly, deliberately and confidently.
- Golden Hour – First 60 minutes following an accident .
- Platinum Period – First 15 minutes following an accident.
- Prevent shock and choking.
- Stop bleeding.
- Loosen victim’s clothes.
- Regulate respiratory system.
- Avoid crowding/over-crowding.
- Arrange to take victim to safe place/hospital.
- Attend to emergencies first with ease and without fear.
- Do not overdo. Remember that the person giving first aid is not a doctor.

Injury	Symptom	Do’s	Don’ts
Fracture	<ul style="list-style-type: none"> <li>• Pain</li> <li>• Swelling</li> <li>• Visible bone</li> </ul>	<ul style="list-style-type: none"> <li>• Immobilise the affected part</li> <li>• Stabilise the affected part</li> <li>• Use a cloth as a sling</li> <li>• Use board as a sling</li> <li>• Carefully Transfer the victim on a stretcher</li> </ul>	<ul style="list-style-type: none"> <li>• Do not move the affected part</li> <li>• Do not wash or probe the injured area</li> </ul>
Burns (see Degrees of Burn table)	<ul style="list-style-type: none"> <li>• Redness of skin</li> <li>• Blistered skin</li> <li>• Injury marks</li> <li>• Headache/ seizures</li> </ul>	<ul style="list-style-type: none"> <li>• In case of electrical burn, cut-off the power supply</li> <li>• In case of fire, put out fire with blanket/coat</li> <li>• Use water to douse the flames</li> <li>• Remove any jewellery from the affected area</li> <li>• Wash the burn with water</li> </ul>	<ul style="list-style-type: none"> <li>• Do not pull off any clothing stuck to the burnt skin</li> <li>• Do not place ice on the burn</li> <li>• Do not use cotton to cover the burn</li> </ul>
Bleeding	<ul style="list-style-type: none"> <li>• Bruises</li> <li>• Visible blood loss from body</li> <li>• Coughing blood</li> <li>• Wound/Injury marks</li> <li>• Unconsciousness due to blood loss</li> <li>• Dizziness</li> </ul>	<ul style="list-style-type: none"> <li>• Check victim’s breathing</li> <li>• Elevate the wound above heart level</li> <li>• Apply direct pressure to the wound with a clean cloth or hands</li> <li>• Remove any visible objects from the wounds</li> <li>• Apply bandage once the bleeding stops</li> </ul>	<ul style="list-style-type: none"> <li>• Do not clean the wound from out to in direction</li> <li>• Do not apply too much pressure (not more than 15 mins)</li> <li>• Do not give water to the victim</li> </ul>



Heat Stroke/Sun Stoke	<ul style="list-style-type: none"> <li>• High body temperature</li> <li>• Headache</li> <li>• Hot and dry skin</li> <li>• Nausea/Vomiting</li> <li>• Unconsciousness</li> </ul>	<ul style="list-style-type: none"> <li>• Move the victim to a cool, shady place</li> <li>• Wet the victim's skin with a sponge</li> <li>• If possible apply ice packs to victim's neck, back and armpits</li> <li>• Remove any jewellery from the affected area</li> <li>• Wash the burn with water</li> </ul>	<ul style="list-style-type: none"> <li>• Do not let people crowd around the victim</li> <li>• Do not give any hot drinks to the victim</li> </ul>
Unconsciousness	<ul style="list-style-type: none"> <li>• No movement of limbs</li> <li>• No verbal response or gestures</li> <li>• Pale skin</li> </ul>	<ul style="list-style-type: none"> <li>• Loosen clothing around neck, waist and chest</li> <li>• Check for breathing</li> <li>• Place the victim's legs above the level of heart</li> <li>• If victim is not breathing, perform CPR</li> </ul>	<ul style="list-style-type: none"> <li>• Do not throw water or slap the victim</li> <li>• Do not force feed anything</li> <li>• Do not raise the head high as it may block the airway</li> </ul>

Fig.6.2.1: First Aid for different types of injuries

1st Degree Burn	2nd Degree Burn	3rd Degree Burn	4th Degree Burn
Will recover itself in a few days. <b>Action Required:</b> Place under running water.	Serious but recovers in a few weeks. <b>Action Required:</b> Place clean wet cloth over the burnt area.	Very Serious and will require skin grafting. <b>Action Required:</b> Place a clean dry cloth over the burnt area.	Extremely Serious and requires many years with repeated plastic surgery and skin grafting, is life threatening. <b>Action Required:</b> Leave open and prevent infection.

Fig.6.2.2: Degree of Burns

## Demonstrate

### When using rigid material

Always use long enough pieces to reach the joints beyond the break. For example, when splinting a forearm, the material should be long enough to touch both the wrist and the elbow. This helps keep the material in place and prevents too much pressure from being applied to the wound.

- Always place cushioning between the rigid material and the body to stay the victim comfy. Tie knots between the rigid material and the body (in mid-air) once doable. This makes them easier to untie. If this can be impossible, tie knots over the rigid material.
- To splint the forearm, surround the split with rigid material and snugly bandage it to the arm with wide cloth strips. A newspaper or magazine, curled into a "U" form, works alright.
- Splint the wrist joint within the same approach. The whole forearm needs to be immobilized.

- To splint the elbow, use enough rigid material to travel from the armpit to the hand. The entire arm ought to be immobilized. Don't plan to straighten or bend the elbow; splint it in position.
- To splint the upper leg, use long items of rigid material which will reach from the ankle joint to the armpit. On top of the hips, tie long straps round the torso to carry the top of the splint in place.
- To splint the lower leg, use rigid material long enough to travel from the knee to the foot. The foot ought to be immobilized and unable to turn. Make sure to use a lot of cushioning, particularly round the ankle.

## Elaborate

Basic life support (BLS) is a level of medical care which is used for victims of life-threatening illnesses or injuries until they can be given full medical care at a hospital. First aid is as easy as ABC – airway, breathing and CPR (cardiopulmonary resuscitation). In any situation, apply the DRSABCD Action Plan .

### DRSABCD stands for:

- **Danger:** Always check the danger to you, any bystanders and then the injured or ill person. Make sure you do not put yourself in danger when going to the assistance of another person.
- **Response:** Is the person conscious? Do they respond when you talk to them, touch their hands or squeeze their shoulder?
- **Send for help:** Call ambulance.
- **Airway:** Is the person's airway clear? Is the person breathing? If the person is responding, they are conscious and their airway is clear, assess how you can help them with any injury.
- **Breathing:** Check for breathing by looking for chest movements (up and down). Listen by putting your ear near to their mouth and nose. Feel for breathing by putting your hand on the lower part of their chest. If the person is unconscious but breathing, turn them onto their side, carefully ensuring that you keep their head, neck and spine in alignment. Monitor their breathing until you hand over to the ambulance officers.
- **CPR (cardiopulmonary resuscitation):** if an adult is unconscious and not breathing, make sure they are flat on their back and then place the heel of one hand in the centre of their chest and your other hand on top. Press down firmly and smoothly (compressing to one third of their chest depth) 30 times. Give two breaths. To get the breath in, tilt their head back gently by lifting their chin. Pinch their nostrils closed, place your open mouth firmly over their open mouth and blow firmly into their mouth. Keep going with the 30 compressions and two breaths at the speed of approximately five repeats in two minutes until you hand over to the ambulance officers or another trained person, or until the person you are resuscitating responds.
- **Defibrillator:** For unconscious adults who are not breathing, an automated external defibrillator (AED) is applied. An AED is a machine that delivers an electrical shock to cancel any irregular heart beat (arrhythmia), in an effort get the normal heart beating to re-establish itself.

### Airway

Once you have assessed the patient's level of consciousness, evaluate the patient's airway. Remember, if the patient is alert and talking, the airway is open. For a patient who is unresponsive, make sure that he or she is in a supine (face-up) position to effectively evaluate the airway. If the patient is face-down, you must roll the patient onto his or her back, taking care not to create or worsen an injury. If the patient is unresponsive and his or her airway is not open, you need to open the airway. Head-tilt/chin-lift technique can be used to open the airway.

### Head-tilt/chin-lift technique

To perform the head-tilt/chin lift technique on an adult:

- Press down on the forehead while pulling up on the bony part of the chin with two to three fingers of the other hand.
- Tilt the head past a neutral position to open the airway while avoiding hyperextension of the neck.

### Cardiopulmonary resuscitation

Cardiopulmonary resuscitation circulates blood that contains oxygen to the vital organs of a patient in cardiac arrest when the heart and breathing have stopped. It includes chest compressions and ventilations as well as the use of an automated external defibrillator.

- **Compressions:** One component of CPR is chest compressions. To ensure optimal patient outcomes, high-quality CPR must be performed. You can ensure high-quality CPR by providing high-quality chest compressions, making sure that the:
  - » Patient is on a firm, flat surface to allow for adequate compression. In a non- healthcare setting this would typically be on the floor or ground, while in a healthcare setting this may be on a stretcher or bed.
  - » The chest is exposed to ensure proper hand placement and the ability to visualize chest recoil.
  - » Hands are correctly positioned with the heel of one hand in the center of the chest on the lower half of sternum with the other hand on top. Most rescuers find that interlacing their fingers makes it easier to provide compressions while keeping the fingers off the chest.
  - » Arms are as straight as possible, with the shoulders directly over the hands to promote effective compressions. Locking elbows will help maintain straight arms.
  - » Compressions are given at the correct rate of at least 100 per minute to a maximum of 120 per minute, and at the proper depth of at least 2 inches for an adult to promote adequate circulation.
  - » The chest must be allowed to fully recoil between each compression to allow blood to flow back into the heart following the compression.
  - » For adult co-workers, CPR consists of 30 chest compressions followed by 2 ventilations.
- **Ventilations:** Ventilations supply oxygen to a patient who is not breathing. They may be given via several methods including:

#### Mouth-to-Mouth

- » Open the airway past a neutral position using the head-tilt/chin-lift technique.
- » Pinch the nose shut and make a complete seal over the patient's mouth with your mouth.
- » Give ventilations by blowing into the patient's mouth. Ventilations should be given one at a time. Take a break between breaths by breaking the seal slightly between ventilations and then taking a breath before re-sealing over the mouth.

#### Pocket mask

CPR breathing barriers, such as pocket masks, create a barrier between your mouth and the patient's mouth and nose. This barrier can help to protect you from contact with a patient's blood, vomitus and saliva, and from breathing the air that the patient exhales.

- » Assemble the mask and valve.
- » Open the airway past the neutral position using the head-tilt/chin-lift technique from the patient's side when alone.

- » Place the mask over the mouth and nose of the patient starting from the bridge of the nose, then place the bottom of the mask below the mouth to the chin (the mask should not extend past the chin).
- » Seal the mask by placing the “webbing” between your index finger and thumb on the top of the mask above the valve while placing your remaining fingers on the side of the patient’s face. With your other hand (the hand closest to the patient’s chest), place your thumb along the base of the mask while placing your bent index finger under the patient’s chin, lifting the face into the mask.

## Demonstrate

### Performing CPR for an Adult

- **Step 1: Check the scene for immediate danger:** Make sure that you are not compromising your own safety by administering CPR to someone else. Is there a fire? Is the person lying on a roadway? It is important to do whatever is necessary to move yourself and carry the other person to safety.
- **Step 2: Assess the victim’s consciousness:** Gently tap his or her on their shoulder and ask, "Are you OK?" If the person responds in affirmative in a loud or clear voice, CPR is not required. Instead, one should undertake basic first aid and take measures to prevent or treat shock and assess whether there is a need to contact emergency services. If the victim is not responsive, the following steps should be undertaken.
- **Step 3: Do not check for a pulse:** Unless you’re a trained medical professional, odds are you’ll spend too much valuable time looking for a pulse when you should be doing compressions.
- **Step 4: Check for breathing:** Make sure that the airway is not blocked. If the mouth is closed, press with your thumb and forefinger on both cheeks at the end of the teeth and then look inside. Remove any visible obstacle that is in your reach but never push your fingers inside too far. Put your ear close to the victim’s nose and mouth, and listen for slight breathing. If the victim is coughing or breathing normally, do not perform CPR.
- **Step 5: Place the victim on his or her back:** Make sure he or she is lying as flat as possible-this will prevent injury while you’re doing chest compressions. Tilt their head back by using your palm against their forehead and a push against their chin.
- **Step 6:** Place the heel of one hand on the victim’s breastbone, 2 finger-widths above the meeting area of the lower ribs, exactly in the middle of the chest.
- **Step 7:** Place your second hand on top of the first hand, Palms-down, interlock the fingers of the second hand between the first.
- **Step 8:** Position your body directly over your hands, so that your arms are straight and somewhat rigid. Don’t flex the arms to push, but sort of lock your elbows, and use your upper body strength to push.
- **Step 9:** Perform 30 chest compressions. Press down with both hands directly over the breastbone to perform a compression, which helps the heart beat.
- **Step 10:** Minimize pauses in chest compression that occur when changing providers or preparing for a shock. Attempt to limit interruptions to less than 10 seconds.
- **Step 11:** Make sure the airway is open. Place your hand on the victim’s forehead and two fingers on their chin and tilt the head back to open the airway.
- **Step 12:** Give two rescue breaths (optional). If you are trained in CPR and totally confident, give two rescue breaths after your 30 chest compressions.
- **Step 13:** Repeat the cycle of 30 chest compressions. If you’re also doing rescue breaths, keep doing a cycle of 30 chest compressions, and then 2 rescue breaths; repeat the 30 compressions and 2 more breaths.

### CPR Using AED

- **Step 1:** Use an AED (automated external defibrillator). If an AED is available in the immediate area, use it as soon as possible to jump-start the victim's heart. Make sure there are no puddles or standing water in the immediate area.
- **Step 2:** Fully expose the victim's chest. Remove any metal necklaces or underwire bras. Check for any body piercings, or evidence that the victim has a pacemaker or implantable cardioverter defibrillator (should be indicated by a medical bracelet) to avoid shocking too close to those spots.
- **Step 3:** Attach the sticky pads with electrodes to the victim's chest. Follow the instructions on the AED for placement. Move the pads at least 1 inch (2.5 cm) away from any metal piercings or implanted devices. Make sure no one is touching the person, when you apply the shock.
- **Step 4:** Press analyse on the AED machine. If a shock is needed for the patient, the machine will notify you. If you do shock the victim, make sure no one is touching him or her.
- **Step 5:** Do not remove pads from the victim and resume CPR for another 5 cycles before using the AED again. Stick on adhesive electrode pads are intended to be left in place.

### Chain of Survival

Chain of Survival is a sequential process for providing treatment to victims of SCA outside of a hospital setting. More people can survive SCA if the following steps occur in rapid succession:

- Cardiac arrest is immediately recognized and the emergency response system is activated
- Early cardiopulmonary resuscitation (CPR) is started with an emphasis on chest compression
- Rapid defibrillation occurs. Effective advanced life support is begun. Integrated post-cardiac arrest care is provided
- Quick execution of each step is critical because the chances of survival decrease 7 to 10 percent with each passing minute.

### Notes for Facilitation

- Tell participants to complete the questions at the end of the sub unit.
- Ask participants if they have any doubts. Encourage them to ask questions.
- Answer their queries satisfactorily.

## UNIT: 6.3: Sensitivity towards People with Disability and Gender Equality

### Unit Objectives

At the end of the unit, participants will be able to:

1. Elaborate the details about PwD Sensitization.
2. Explain gender sensitization and equality.

### Resources to be Used

- Available objects such as a duster, pen, notebook etc.

### Do

- Greet and welcome the participants to the next session of the program.
- Before starting the session ask them do they have any doubts pertaining to the previous unit.
- Capture their responses on board and share them wherever necessary.
- Tell them that they will learn about Sensitivity towards People with disability and Gender Equality in this unit.

### Say

- Dear participants, in this unit we are going to learn about PwD, gender sensitization and equality. We learn so many virtues from disabled people like patience, courage, positive thinking etc. Hence; this gives us all the more reasons to have a developmental approach towards them. With so many technological breakthroughs happening all over the world, the Governments have spent in Research and development and innovations which would make the life of disabled people happier and easier.

### Elaborate

#### Sensitization

The process of becoming highly sensitive to specific events or situations (especially emotional events or situations) Sensitization doesn't always mean feeling the same pain the other person is feeling. It means knowing that the pain exists and there is a different way of living. Despite how the person lives, he or she has a right to exist in a society. It's an attitudinal change and very much required in current time.

#### Sensitivity to People with Disability

According to the Oxford Dictionary, a disability could be described as an impairment which can be Intellectual, limitations, cognitive, improvement, sensory, exercise or the mixture of all these. Incapacity impacts a person's activities and may happen at birth. Sometimes, it could happen in adulthood. In the medical model, individuals with certain physical, intellectual, psychological and mental impairments are taken as disabled.

*Please refer to PH "6.3.1 What is sensitization?"*

**Do** 

- Tell the participants that in this session, they will learn about myths about sensitization, people's first language and gender sensitivity.

**Say** 

We are all individuals with commonalities and differences and that is true for persons with disabilities as well. As an instructor, it is important to remember to not show pity or put an individual up on a pedestal – everyone should be treated as equals regardless of one's abilities. When working with people with disabilities, it is important to avoid stereotypes.

Positive language empowers people and helps them feel respected and important. When writing or speaking about people who have a disability, it is important to put the person first, usually addressing them by name or including them as a member of a group, such as a student or co-worker.

**Explain** **Myths and Stereotypes**

To debunk common stereotypes and myths, below are some key items to note about persons with disabilities:

- Persons with disabilities are all ages, come from diverse cultures and financial backgrounds.
- People with disabilities work.
- People with disabilities have families.
- Not all persons with disabilities are on or receive benefits such as ESI, Medicaid, etc.
- People with disabilities have goals and dreams.
- All people with disabilities do not necessarily want or need assistance.
- People who are blind or have low vision may wear glasses.
- People who are deaf may use their voice and may be able to read lips, but not all.
- Not all people who use wheelchairs are completely paralyzed – some may be able to walk short distances.
- Delayed or slow speech is not necessarily a sign of a slowed mental process.
- Persons with learning disabilities can be highly intelligent individuals; they simply have a different way of learning.

**People's first language**

Here are some general tips to keep in mind:

- **Offer to shake hands when introduced.** People with limited hand use or an artificial limb can usually shake hands and offering the left hand is an acceptable greeting.
- **Treat adults as adults!** Address people with disabilities by their first names only when extending that same familiarity to all others.
- **Ask First.** If you offer assistance (always ask before assisting someone), then wait until the offer is accepted. Then ask the individual with a disability for instructions on how you may assist them.

- **Relax.** Don't be embarrassed if you happen to use common expressions such as, "See you later" or "Did you hear about this?", that seem to relate to a person's disability
- **Give them respect** as any other individual.

### **What is Gender?**

The socially constructed and culturally defined roles, responsibilities, attributes, and entitlements assigned to people based on their sex assigned at birth in a given setting, along with the power relations between and among the assigned groups.

### **What is Gender Bias?**

- Gender bias is the tendency to make decisions or take actions based on preconceived notions of capability according to gender. People with disabilities have families.
- Not all persons with disabilities are on or receive benefits such as ESI, Medicaid, etc.

### **Need for Gender Sensitivity**

Gender equality is the concept that all human beings, irrespective of their sex or gender identity, are free to develop their personal abilities and make choices without the limitations set by stereotypes, rigid gender roles, or discrimination. This is required for:

1. Couple communication and decision-making
2. Access to opportunities and resources
3. Social, cultural and gender norms

### **How to stop gender bias**

- Education that helps create attitudinal shifts towards gender bias and activities to spread awareness.
- Continuous efforts towards breaking myths and stereotypes around gender.
- Ensuring State accountability to implement various schemes, policies, laws, constitutional guarantees and international commitments.
- Institutionalizing gender sensitive processes within various systems such as law and programmes.
- Encouraging community ownership in preventing violations based on gender discrimination.

***Please refer to PH "6.3.2.1 Need for Gender Sensitivity"***



## Exercise

1. Heart rate of a healthy person should be:
  - a) 40-60 beats per minute
  - b) 70-110 beats per minute
  - c) 80-100 beats per minute
  - d) 60-100 beats per minute
2. What is not in Four A's of First Aid:
  - a) Awareness
  - b) Assessment
  - c) Action
  - d) Attitude
3. The symptoms of fracture:
  - a) Pain
  - b) Swelling
  - c) Visible bone
  - d) All of the above
4. Which degree of burn is explained as; Extremely Serious and requires many years with repeated plastic surgery and skin grafting to heal?
  - a) 1st Degree Burn
  - b) 2st Degree Burn
  - c) 3st Degree Burn
  - d) 4st Degree Burn
5. .... is a level of medical care which is used for victims of life-threatening illnesses or injuries until they can be given full medical care at a hospital.
  - a) Basic life support (BLS)
  - b) CPR
  - c) ABC
  - d) All of the above





# 7. Maintain Work-Area, Tools and Machines

Unit 7.1 - Maintain Work Area, Tools and Machines



AMH/N0102

## Key Learning Outcomes

**At the end of the module, participants will be able to:**

1. Practice the machine safety and maintain machines properly.
2. Carry out basic maintenance of machine.
3. Maintain tools and equipments and handle them safely.
4. Use materials to minimize waste.
5. Carryout running maintenance within agreed schedules.
6. Carry out maintenance and/or cleaning within one's responsibility.
7. Work in a comfort position with the correct posture.
8. Use cleaning equipment and methods appropriate for the work to be carried out.
9. Dispose of waste safely in the designated location.
10. Store cleaning equipment safely after use.
11. Carryout cleaning according to schedules and limits of responsibility.
12. Realise the importance of safe working practices and code of conduct (COC) and Social Accountability standards followed by the garment industry.

## UNIT 7.1: Maintain Work Area, Tools and Machines

### Unit Objectives

**At the end of this unit, participants will be able to:**

1. Practice the machine safety and maintain machines properly.
2. Carry out basic maintenance of machine.
3. Maintain tools and equipments and handle them safely.
4. Use materials to minimize waste.
5. Carryout running maintenance within agreed schedules.
6. Carry out maintenance and/or cleaning within one's responsibility.
7. Work in a comfortable position with the correct posture.
8. Use cleaning substances equipments, and methods appropriate for the work to be carried out.
9. Dispose of waste safely in the designated location.
10. Store cleaning equipment safely after use.
11. Carryout cleaning according to schedules and limits of responsibility.
12. Maintain Hazard Free Work Environment.
13. Follow safe work practices.

### 7.1.1 Introduction

Machines are essential to modern production. However, along with accrued productivity, they have brought hazards into the workplace. Proper management of machine hazards has traditionally been seen as expensive and a constraint on productivity. In general, the garment manufacturing trade is considered to be less dangerous than alternative industrial sectors and, therefore, safety policy is a low priority in several enterprises. For example, it has been ascertained that some workers remove guards protective belts from sewing machines, and manual cutting machines are operated with naked hands.

Machine breakdown is a common reason behind production delay affecting delivery schedules. Considering the importance of meeting delivery dates, a competitive enterprise cannot afford penalties for delay due to machine breakdown therefore, proper maintenance of machines to prolong their economic life, reduce breakdowns, prevent defective outputs and guarantee safe operation ought to be additional importance. Protective staff against pollution from the frequent use of solvents for cleaning and the existence of cotton or other fibers within the surroundings ought to also be taken into consideration. Maintenance and safety measures to eliminate these hazards and increase machine productivity, beside affordable techniques for environmental control, are mentioned below.

#### **Carry out basic maintenance of machine**

It is important to carryout basic maintenance of own machine and surroundings. While operating a sewing machine we can keep a check of these two maintenances by keeping an eye on the needle point i.e.:

- Must check the needle point and stitch quality while working.

- Be attentive and look for any kind of oil leakage is found, replace (or inform) immediately.
- For hazard free environment, always keep the hook area clean and tidy.

#### Routine Maintenance

This covers sub kinds of maintenance:

**Daily maintenance of the machinery:** While carrying out the daily maintenance one must look for whether the machine and its area is clean, look for threading of the machine, quality and quantity of the oil. Make sure to switch off the machines after operation this is one of the most important part of daily maintenance. Keep a check on needle tip and needle bend it should not be dull or rusty at all.

**Weekly maintenance:** Consists of checking up the oil level and oil color in the machine. Make sure to remove the presser foot, throat plate and the feed dog too and clean them all thoroughly. Hook timing and clearance is also adjusted weekly so that the machine can work efficiently.

**Monthly maintenance:** While keeping an eye on monthly maintenance of the machinery it is very important check oil flow in the pipeline, refill the oil up to its maximum level for efficient and flawless performance.

### 7.1.2 Maintain Machines and Equipment Properly

A poorly maintained machine is inefficient, if not dangerous. It will also have frequent breakdowns and quality issues. Proper maintenance isn't lost production time; it's an investment for higher productivity and lower repair prices. Nonetheless in several corporations, machines are maintained only if they break down. This can be as a result of a number of reasons:

- Machines are owned by the contractors or they're leased.
- No maintenance personnel are available.
- No time to maintain machines is allotted under production time.
- There is a powerful belief that maintenance means cost.
- Some machines are not simple to maintain.

Machine down-time affects production and causes delays. Defects are also produced causing quality and productivity problems. Machine maintenance should, therefore, be planned and coordinated with supervisors and workers.

### 7.1.3 Maintaining Hazard Free Work Environment

Effective maintenance of work premises or housekeeping can eliminate some workplace hazards and help get a job done safely and properly. Poor housekeeping can frequently contribute to accidents by hiding hazards that cause injuries. If the sight of paper, threads, broken parts, debris, clutter and spills is accepted as normal, then other more serious health and safety hazards may be taken for granted.

Housekeeping is not just cleanliness. It includes keeping work areas neat and orderly; maintaining halls and floors free of slip and trip hazards; and removing of waste materials (e.g., paper, threads, pieces of fabric etc.) and other fire hazards from work areas. It also requires paying attention to important details such as the layout of the whole workplace, aisle marking, the adequacy of storage facilities, and maintenance. Good housekeeping is also a basic part of accident and fire prevention.

Effective housekeeping is a continuous process: it is not a hit-and-miss clean-up done occasionally. Periodic "panic" clean-ups are costly and ineffective in reducing accidents.

### 7.1.3.1 Purpose and Benefits of Maintaining Hazard-free Workplace

Poor housekeeping or ill-maintained workplace can result in accidents like:

- Tripping over loose objects on floors, stairs and platforms
- Being hit by falling objects
- Slipping on greasy, wet or dirty surfaces
- Striking against projecting, poorly stacked items or misplaced material
- Cutting, puncturing, or tearing the skin of hands or other parts of the body on projecting needles, wire or steel strapping

To avoid these hazards, a workplace must "maintain" order throughout a workday. Although this effort requires a great deal of management and planning, the benefits are many

Few benefits of maintaining hazard-free work place are:

- Reduced handling to ease the flow of materials
- Fewer tripping and slipping accidents in clutter-free and spill-free work areas
- Decreased fire hazards
- Lower worker exposures to hazardous substances (e.g. broken needles, dusts, vapours)
- Better control of tools and materials, including inventory and supplies
- More efficient equipment clean-up and maintenance
- Better hygienic conditions leading to improved health
- More effective use of space
- Reduced property damage by improving preventive maintenance
- Improved morale
- Improved productivity (tools and materials will be easy to find)

### 7.1.3.2 Planning Workplace Maintenance

A good maintenance program plans and manages the orderly storage and movement of materials from point of entry to exit. It includes a material flow plan to ensure minimal handling. The plan also ensures that work areas are not used as storage areas by having workers move materials to and from work areas as needed. Part of the plan could include investing in extra bins and more frequent disposal.

Housekeeping order is "maintained" not "achieved." Cleaning and organization must be done regularly, not just at the end of the shift. Integrating housekeeping into jobs can help ensure this is done. A good housekeeping program identifies and assigns responsibilities for the following:

- Clean up during the shift
- Day-to-day clean-up
- Waste disposal
- Removal of unused materials
- Inspection to ensure clean-up is complete

### 7.1.4 Maintaining Tools and Equipment

The best quality tools and equipment cannot last long if not properly taken care of. Few key points in tool and equipment maintenance are:

- **Proper Storage:** All tools and equipment should be stored properly in their designated places. Good organization is not just about saving time when you're looking for the proper tool, or even just about saving space in your garage or shed. Good organization can go a long way toward keeping tools in proper working order for longer. Do not leave tools like needles, scissors, hoops scattered around or lying on the work station. After finishing the work, all tools and equipment should be placed in their designated places
- **Regular Maintenance:** All tools that require lubricant should be regularly lubricated like scissors and hoop locks. Also, regular checks should be done to ensure the tools are working properly and if required repairs should be carried out
- **Correct Usage:** Most tools are designed to perform specific functions. Using the wrong tool for a job can pose a safety hazard to you and those around you. By using your equipment incorrectly, you can make the tool less effective for its intended use. For instance, proper needles should be used for embroidering depending on the type of stitches and fabrics used
- **Cleaning tools after use:** Tools like needles, scissors, hoops etc. should be properly cleaned after every use. This can be simply done by wiping them with a clean piece of cloth.

### 7.1.5 Garment Waste

**"The two shocking facts about garments"**

- Over 70% of the world's population use second hand clothes.
- The average lifetime of a garment is about three years.

**What is Waste?**

- Waste is an unwanted or undesired material or substance.
- It is also referred to as rubbish, trash, garbage, or junk depending upon the type of material and the regional terminology.
- In living organisms, waste relates to unwanted substances or toxins that are expelled from them.

**Waste Management**

- This the human control of the collection, treatment and disposal of different wastes. This is in order to reduce the negative impacts waste has on environment and society.
- Waste is directly linked to the human development, both technologically and socially.
- The compositions of different wastes have varied over time and location, with industrial development and innovation being directly linked to waste materials.
- Examples of this include plastics and nuclear technology. Some components of waste have economical value and can be recycled once correctly recovered.

**Biodegradable Waste**

- Such as food waste or sewage, is broken down naturally by microorganisms either aerobically or an aerobically.
- If the disposal of biodegradable waste is not controlled it can cause a number of wider problems including contributing to the release of greenhouse gases and can impact upon human health via encouragement of pathogens.



- It is difficult to define specifically what a waste is. Items that some people discard have value to others.
- It is widely recognized that waste materials are a valuable resource, whilst there is debate as to how this value is best realized.
- Governments need to define what waste is in order that it can be safely and legally managed.
- Different definitions need to be combined in order to ensure the safe and legal disposal of the waste.

#### Negative Impact on Environment

- Waste pollution is considered a serious threat by many and can broadly be defined as any pollution associated with waste and waste management practices.
- Typical materials that are found in household waste, and which have specific environmental impacts, include biodegradable wastes, batteries, aerosols, oils, acids and fluorescent tubes.

#### Source of Garment Waste

- Although the majority of textile waste originates from household sources, waste textiles also arise during yarn and fabric manufacture, garment-making processes and from the retail industry.
- These are termed post-industrial waste, as opposed to the post-consumer waste which goes to jumble sales and charity shops.
- Together they provide a vast potential for recovery and recycling.

#### History on recycling of garment wastes

- Textile recycling originated in the Yorkshire Dales about 200 years ago.
- These days the 'rag and bone' men are textile reclamation businesses, which collect textiles for reuse (often abroad), and send material to the 'wiping' and 'flocking' industry and fibers to be reclaimed to make new garments.
- Textiles made from both natural and man-made fibers can be recycled.
- It is estimated that more than 1 million tones of textiles are thrown away every year, with most of this coming from household sources. Textiles make up about 3% by weight of a household bin. At least 50% of the textiles we throw away are recyclable.

#### Recycling of Garment Waste

- Recycling of waste raw materials left by garment factories has emerged as a good income generating source for many people in recent times.
- As the informal sector requires small investment, it attracts a good number of investors who are employing thousands of people, mostly from under-privileged classes.
- The garment leftovers, called **Jhoot** by the people involved in the trade, are virtually turned into useful materials.
- Every bit and pieces of waste raw materials starting from cut-pieces of clothes, zippers, buttons, thread, elastic fasteners, used plastic packets, broken cloth hangers, empty bobbins to rejected pants, shirts and t-shirts are sold from the garment factories.

#### Stages of recycling

- First stage of recycling starts with sorting, which is usually done by colors, type of fabric and its condition.
- The usable clothes are bought by small garment factories with one or two machines reproducing clothes with it. Children's frocks, skirts, shirts, pyjamas, pillow cases are produced with this usable portion of the wastage.
- These reproduced items are mostly sold in street side stalls all around the city. "Because of the **Jhoot** trade the poor segment of the society can buy clothes at cheaper prices."

**Use of garment wastes**

- The unusable parts and extremely shredded clothes are recycled into waste cotton.
- Mattress, pillows, cushions, seat stuffing and padding in cars, public buses and rickshaws are usually done with these recycled clothes and processed cotton.
- Even bandages are being reproduced with leftover white cotton fabrics.
- While buttons, zippers, elastic fastener, hangers and plastic bags are resold to mini garment accessory sellers.
- Buttons, zipper, elastics fasteners are mostly purchased by local tailors, said an accessory seller.

**Environmental and Economic benefits of Garment Recycling**

- Reduces the need for landfill space.
- Textiles present particular problems in landfill as synthetic (man-made fibres) products will not decompose, while woolen garments do decompose and produce methane, which contributes to global warming.
- Reduces pressure on virgin resources.
- Aids the balance of payments as we import fewer materials for our needs.
- Results in less pollution and energy savings, as fibres do not have to be transported from abroad.

## 7.1.6 Common Cleaning Products

Cleaning substances are substances (usually liquids, powders, sprays, or granules) used to remove dirt, including dust, stains, bad smells, and clutter on surfaces. Purposes of cleaning agents include health, beauty, removing offensive odour, and avoiding the spread of dirt and contaminants to oneself and others. Some cleaning agents can kill bacteria and clean at the same time.

**Common types of cleaning products are detailed below:**

**Acidic:** Acidic cleaning agents are mainly used for removal of inorganic deposits like scaling. The active ingredients are normally strong mineral acids and chelants. Often, surfactants and corrosion inhibitors are added to the acid. Hydrochloric acid (also called muriatic acid) is a common mineral acid typically used for concrete. Vinegar can also be used to clean hard surfaces and remove calcium deposits. Sulfuric acid is used in acidic drain cleaners to unblock clogged pipes by dissolving greases, proteins

**Alkaline:** Alkaline cleaning agents contain strong bases like sodium hydroxide or potassium hydroxide. Bleach (pH 12) and ammonia (pH 11) are common alkaline cleaning agents. Often, dispersants, to prevent re-deposition of dissolved dirt, and to attack rust, are added to the alkaline agent. Alkaline cleaners can dissolve fats (including grease), oils, and protein-based substance

**Neutral:** Neutral washing agents are pH-neutral and based on non-ionic surfactants that disperse different types of dirt.

**Degreaser:** Cleaning agents specially made for removal of grease are called degreasers. These may be solvent-based or solvent-containing and may also have surfactants as active ingredients. The solvents have a dissolving action on grease and similar dirt. The solvent-containing degreaser may have an alkaline washing agent added to a solvent to promote further degreasing. Degreasing agents may also be made solvent-free based on alkaline chemicals and/or surfactants.

### 7.1.6.1 Commonly used Cleaning Substances

It is imperative to use the correct cleaning products and equipment on various surfaces. Cleaning chemicals and detergents should always be used conferring to the manufacturer's guidelines. Cleaning substances can be divided into four categories:

**Detergents:** Detergents are probably the most common cleaning substance used in the home and vary from floor cleaners, dish washing cleaners, washing powders, hand soaps and so on. These products are used to remove dirt and grease from a number of surfaces. Detergents should be diluted according to the manufacturer's instruction. A detergent will clean a surface it is applied to.

**Sanitizers:** Apart from general cleaning detergents, sanitizers are also commonly used cleaning agents used in the various kinds of fabrics even at home. This is because they are so convenient to use. Sanitizers comprise cleaning chemicals which are good at disinfecting and cleaning at the same time, therefore they contain a detergent as well as a sterilising agent or disinfectant.

**Sterilising Agents:** Sterilising agents are similar to disinfectants, but are generally used for specialised areas where sterile surfaces and objects are a precondition. These cleaning chemicals are able to kill bacteria spores, viruses and germs that may be resistant to the chemicals found in disinfectants. In order to ensure surfaces and objects are sterile, sterilising chemicals are used with other cleaning methods such as steam or heating when absolute sterility is a crucial.

**Disinfectants:** Though disinfectants are not able to kill all bacteria spores, it is considered to be a good cleansing agent. In order to apply a disinfectant to an area, it must first be cleaned thoroughly with other cleaning chemicals, such as a detergent. This is done in order to first remove any dirt or grime on surfaces before applying a disinfectant.



Fig.7.1.1: Type of Cleaning Substance

## Resources



Scan the QR codes or click on the link to watch the related videos.

Descriptions	QR Codes
Wastes in garments factory	 <a href="https://youtu.be/2ybCDqMITug">https://youtu.be/2ybCDqMITug</a>

## Industry Visit

The purpose of visiting an apparel manufacturing unit is to get hands on knowledge about various processes involved in the work of a finisher and packer. During the visit you have to interact with finishers and packers and supervisors to understand how finishing and packing is done in industry. Make sure that you keep a notebook handy and note down any important points that come up during your interaction at the apparel manufacturing unit. When you go to an apparel manufacturing unit, you should:

- Know about the packing system.
- Understand the tools and equipment safety and maintenance rules of industry.
- Analyze how packers:
  - » Maintain tools and equipments and handle them safely and use materials to minimize waste.
  - » Work in a comfortable position with the correct posture.
  - » Dispose of waste safely in the designated location.
  - » Store cleaning equipment safely after use.
- Ask questions to Packers/supervisors if you have any query.

## Exercise

1. Machine down-time doesn't affect production and causes delays.
  - a) True
  - b) False
2. Poor housekeeping or ill-maintained workplace can result which of the following accidents?
  - a) **Slipping on greasy, wet or dirty surfaces**
  - b) **Being hit by falling objects**
  - c) **Cutting hand**
  - d) **All the above**

3. How will you maintain tools and equipment for their long life?

.....

.....

.....

.....

4. What is garment waste?

.....

.....

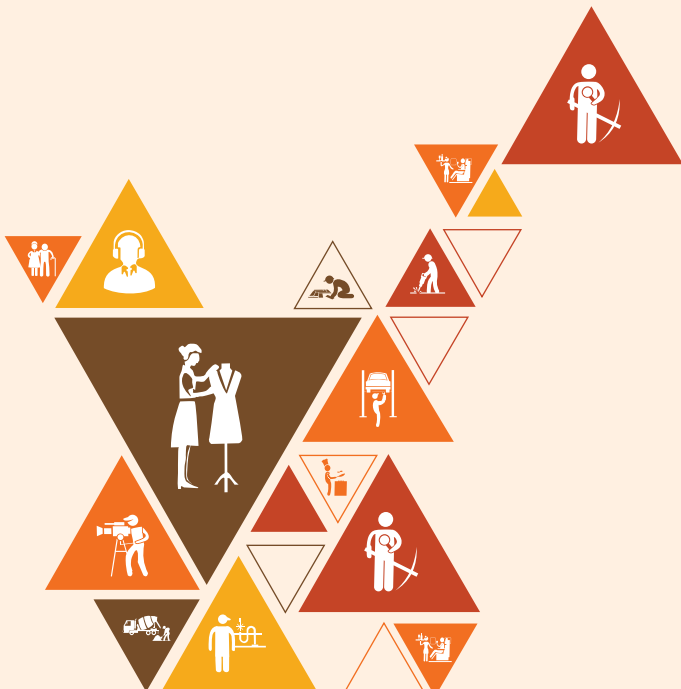
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# 8. Follow Regulatory and Company's Rules and Greening of Job Roles

Unit 8.1 - Follow Regulatory and Company's Rules



AMH/N0104

## Key Learning Outcomes

**At the end of this module, participants will be able to:**

1. Carryout work functions in accordance with legislation and regulations, organizational guidelines and procedures.
2. Seek and obtain clarifications on policies and procedures, from your supervisor or other authorized personnel.
3. Apply and follow these policies and procedures within your work practices.
4. Provide support to your supervisor and team members in enforcing these considerations.
5. Identify and report any possible deviation to these requirements.
6. Know the effect and importance of Greening of Job roles.

## UNIT 8.1: Comply with Industry, Regulatory and Organizational Requirements

### Unit Objectives

**At the end of the unit, participants will be able to:**

1. Carryout work functions in accordance with legislation and regulations, organizational guidelines and procedures.
2. Seek and obtain clarifications on policies and procedures, from your supervisor or other authorized personnel.
3. Apply and follow these policies and procedures within your work practices.
4. Provide support to your supervisor and team members in enforcing these considerations.
5. Identify and report any possible deviation to these requirements.
6. Explain the effect and importance of Greening of Job roles.

### Resources to be Used

- Available objects such as a duster, pen, notebook etc.

### Do

- Greet and welcome the participants to the next session of the program.
- Before starting the session ask them do they have any doubts pertaining to the previous unit.
- Capture their responses on board and share them wherever necessary.
- Tell them that they will learn about industry, regulatory and organisational essentials in this unit.

### Say

- The clear and crisp definition of compliance.
- Explain the significance of compliance in Indian Garment Industry.
- Enlighten them about the core labor standards of India.
- Explain the role played by AEPC in the Garment Industry in India.
- Talk about the social responsibility towards this end.
- Explain the importance of ethics.
- State the labour laws and tell them about their rights, compensations and duties.
- Health and safety compliance should be explained.
- State the codes of practices which are needed to be noted.

## Elaborate

### Defining Compliance for Your Organization

According to *Merriam Webster* the dictionary definition of compliance is as follows:

1. The act or process of complying to a desire, demand, proposal, or regimen, or to coercion.
2. Conformity in fulfilling official requirements.
3. A disposition to yield to others.
4. The ability of an object to yield elastically when a force is applied.

Supervisory compliance for industries, world- wide falls under the second definition. There are many managers, general councils, and policy officers that would consent in agreement at any of the other definitions as well.

Let's discuss, what is compliance? Whether an organization is confronting an external regulatory compliance from a government agency, or seeks to comply with its own organizational mandates, policies or procedures, compliance in actuality means conforming to requirements and a proof that your organization has done so. This is usually attained by the scheming and development of managerial policies that will map out the projected code of conduct.

### Significance of Compliance in Indian Garment Industry

Compliance is the standard for the product which ensures that it is aligned to its industry's qualitative demands. This also includes audits and inspections which are crucial to a proper and formal work environment. Compliance and its demand is rapidly growing in today's industrial scene since globalization of manufacturing standards has also created a demand for ethically created products. This standard of compliance is crucial because of the increase in export of garments from India.

**Compliance Audit:** Risk Management Programs, Process Safety Management and Process Security Management are all controlled and provided by audits and assessments. Compliance and its verification is carried out with audits that focus particularly on these policies and procedures. The design and implementation of these audits ensures this compliance. Additionally, all sorts of deficiencies can be addressed and solved through corrective action.

There are three main phases of compliance audit in India:

1. **Pre-audit:** It includes planning and organising the audit; establishing the audit objectives, scope and etiquette; and reviewing the design of the program by inspecting documentation
2. **On-site audit:** It includes conducting personnel interviews, reviewing records, and making observations to assess program implementation
3. **Post-audit:** It includes briefing the management on audit findings, and preparing a final report

### Core Labour Standards

- International labour standards have grown into a wide-ranging system of gadgets on work and social policy, backed by a administrative system intended to address all sorts of complications in their submission at the national level.

### India Adopting Universal Standards on Child Labour

- To ensure that all standards are being complied with, the big international companies, mindful of their branding, often generate and follow their own compliance standards.
- Numerous U.S. companies have incorporated "child labour" in their code of conduct, due to tenacious signal of child exploitation in the industry.



### Common Compliance Code

The Indian apparel export industry has been indisputable to implement zero tolerance on child labour and cleanse the supply chain.

### Role of AEPC in Indian Garment Industry

AEPC in its unceasing efforts to make India a preferred sourcing end point plans to undertake a series of activities to reinforce the compliance code volume in the Indian export garment industry.

### Indian Garment Industry and Social Responsibility

- The apparel industry of India, is one of the biggest segments among the various industries existing.
- It is also one of the oldest and an eminent industry in terms of output, investment and employment.
- A sector which has a global market share and has earned reputation for its permanence, worth and magnificence.

### International Labour Standards

The improved density from international apparel buyers to comply with labour principles and rights in Indian garment factories has resulted into a vast number of labels and code of conduct.

### Corporate Social Responsibility

- Corporate social responsibility (CSR) fundamentally connotes that the establishment should work in a principled way.
- It should work in the best interest of the parties associated with it.
- The notion of social accountability and responsibilities in Indian apparel sector is fastening acceptance.

### Social Responsibility in the Garment Industry

A garment factory can fulfil its social responsibility in the following manner:

- By creating and providing a challenging environment to the workforce.
- Creation and provision of fair book of policies for any kind of employee dispute, if any.
- Affirm a safe and positive working environment for the employees.
- Prohibit child labour and abolish any kind of child abuse.

### Why Code of Ethics is Required

The code of ethics is concerned with the quality of the products and services from the workstations along with the working environment that should meet the provisions of audits and assessments.

### Working Hour & Wage Rate Compliance

- Garment workshops should ensure a confirmation that employees should get minimum wages as per the domestic law and according to their working hours spent by them in the industry.
- Employer should confirm an equal wages to both men and women employees who are performing the same work or work of a similar nature.
- Workforce employed for more than nine hours on any day or for more than 48 hours in any week, shall be qualified to wages at premium legal rates for such overtime work.
- Every employee must be entitled to one holiday in a week.

### **Workplace & Work Environment Compliance**

- Businesses units should see that they are providing a proper clean, hygienic, well-ventilation, sufficient light and air to provide the workforce with standard work environment. A comfortable workstation with a clean and neat workplace is a mandate.

### **Non-discrimination Compliance**

- Under federal and state laws, it is in contradiction of the law for proprietors to differentiate staffs and job applicants and/or harassment to occur with their organizations.
- It is also against the law to treat people unethically or bother them because of the age, disability, homosexuality, marital or domestic status, race, sex or transgender status of any relative, friend or colleague of a job applicant or employee

### **Social Compliance in India**

- All the terms and conditions of employment should be based on a person's ability to do the job.
- One can accomplish a dynamic and vigorous compliance system only when the workforce is provided with an equal stand to voice their concern and have consultative instrument at the workplace.

### **Health and Safety Compliance in Indian Garment Industry**

- Numerous overseas countries have established various international compliance standards on safety and health compliance.
- Exporters should follow these codes to live on in the global market.
- One should not under-estimate the benefits drawn from regular drilling of compliance codes of conduct which can bring higher price of yields, less employee turnover rate, smooth trade relation as well as global image & status

### **Need for Compliance Codes**

- The Indian apparel industry needs to be hard-hitting on compliance rather than opposing with other developing countries manufacturing low-cost garments.

### **Compliance Code Guidelines**

Apparel factories ought to contemplate the below mentioned guidelines when complying with safety and health compliance code standards:

- Trades should comply with international standard code, such as ISO or importing countries standard code to become competitive in international markets.
- It is necessary for workers involved in loading and unloading operations.
- Young adults (between 15 to 18 years) are not allowed to work on any dangerous machine without sufficient training and supervision.
- Ear plugs or muffs should be given in places with excessive sound such as generator rooms and embroidery rooms.
- Factories should have effective fire extinguisher with proper usage instructions.
- Eye-wear and face shields should be a must, providing in areas with danger of flying objects, sparks, glare, hazardous liquids and excessive dust.

### **Role of Apparel Export Promotion Council in India**

- The Apparel Export Promotion Council (AEPC) is committed to legal compliance and ethical business practices and encourages members/exporters to comply with all applicable laws and regulations of the country to meet international compliance standards.

- The council has designed a garment factory compliance program 'Disha' (Driving Industry towards Sustainable Human Capital Advancement).

#### **Compliance Code Guidelines for Indian Garment Industry**

- Countries like Europe and USA that are the biggest markets for Indian apparel countries have been insisting upon compliance to certain social, environmental and safety standards and norms by the production units involved in export business.
- Some of the common Indian Garment industry compliance code guidelines are:
  - There shall be no differences in workers remuneration for work of equal value on the basis of gender, race, religion, age, disability, sexual orientation, nationality, political opinion, or social or ethnic origin.
  - Exporters shall ensure that proper ventilation systems are installed within their premises to prevent airborne exposures which may affect the health of workers.
  - Workers shall be entitled to at least 24 consecutive hours of rest in every seven-day period. If workers must work on a rest day, an alternative consecutive 24 hours rest day must be provided.
  - Exporters shall pay workers at least the legal minimum wage or the prevailing industry wage, whichever is higher.
  - Exporters shall not unreasonably restrain the freedom of movement of workers, including movement in canteen during breaks, using toilets, accessing water, etc.
  - Garment exporters must ensure that the minimum age requirement to non-hazardous employment shall not be less than 14 years.
  - Exporters shall not threaten female workers with dismissal or any other employment decision that negatively affects their employment status in order to prevent them from getting married or becoming pregnant.

#### **India Complying with International Standards on Child Labour**

- Child labour superfluities under many conditions such as discernment (based on gender, ethnic, or religious issues), inaccessibility of educational and other substitutes, weak enforcement of child labour laws, etc.
- Large global firms, conscious of their image, often set up their own compliance standards for the exporters to ensure that all standards are being complied with.

#### **Code of Conduct for Garment Exporters**

- Garment exporters must safeguard that the bottom limit of the age requirement to non-hazardous employment should not be less than 14 years.
- The trainees or occupational students shall not be under the legal age for employment (as provided under the applicable laws).
- A proper process is followed for checking the age of the workers.

#### **Green Jobs**

*“Green jobs’ are defined as jobs that reduce the environmental impact of enterprises and economic sectors, ultimately to levels that are sustainable.”*

Green jobs can produce goods or provide services that reduce environmental impact, such as green buildings or clean technology adoption. An important section of green jobs lies in sustainable or clean manufacturing. India has already begun preparation towards a green transition by institutionalizing capacity buildings for green jobs through jobs, including legal regulations and skill mapping. The country is accelerating the expansion of green jobs in large industries like automotive, textile, brick manufacturing, power sector, and green buildings. It is gradually expanding its coverage to hard-to-abate sectors such as steel, thermal power plants, and manufacturing SMEs.

**Refer to PH "8.1.9 Green Jobs" and "Fig.8.1.3: Diversified green jobs"**

## Notes for Facilitation

- Tell participants to complete the questions at the end of the sub unit.
- Ask participants if they have any doubts. Encourage them to ask questions.
- Answer their queries satisfactorily.

## Exercise

### 1. What are the three main phases of compliance audits in India?

There are three main phases of compliance audit in India:

- Pre-audit: It includes planning and organising the audit; establishing the audit objectives, scope and etiquette; and reviewing the design of the program by inspecting documentation
- On-site audit: It includes conducting personnel interviews, reviewing records, and making observations to assess program implementation
- Post-audit: It includes briefing the management on audit findings, and preparing a final report.

### 2. The compliance level of garment factory is ..... for Indian exporters.

- Very high
- Very low
- Unstable
- All of the above

### 3. What is the full meaning of (AEPC)?

Apparel Export Promotion Council

### 4. Describe about India's compliance with International standards on Child Labour.

Child labour has been a grave crime in India. It still exists. Children are in poverty, ignorance, and corruption due to illiteracy. Child labour superfluous under many conditions such as discernment (based on gender, ethnic, or religious issues), inaccessibility of educational and other substitutes, weak enforcement of child labour laws, etc.



## Key Learning Outcomes

### **At the end of this module, participants will be able to:**

1. Interpret the basic meaning of Soft Skills, their components and their benefits.
2. Interpret Work Readiness and its significance.
3. Explain communication process.
4. Explain about verbal and non- verbal communication.
5. Explain about the barriers in communication process.
6. Maintain cleanliness and hygiene.
7. Identify specific uniform guidelines
8. Maintain positive body language while speaking.
9. Interpret good eating habit and their impact on health.
10. Develop a positive attitude and behavior.
11. Explain team dynamics.
12. Explain how to manage relations.
13. Learn about Stress and anger management skills.
14. Learn to develop leadership qualities.
15. Explain about what is social interaction and what are social interaction behaviors.
16. Practice Self introduction in public.
17. Participate in group discussions in the class.
18. Identify the importance of team building and team work.
19. Explain about the time management.
20. Develop time management skills.
21. Learn about effective time planning.
22. Interpret the importance of resume.
23. Learn how to prepare a resume.
24. Explain the procedure of interview.
25. Practice mock interview.
26. Identify how to present themselves during an interview.

## UNIT 9.1: Introduction to the Soft Skills

### Unit Objectives

At the end of the unit, participants will be able to:

1. Interpret basic soft skills.
2. Explain the work readiness.

### Resources to be Used

- Available objects such as a duster, pen, notebook etc.

### Do

- Greet and welcome the participants to the next session of the program.
- Before starting the session ask them do they have any doubts pertaining to the previous unit.
- Capture their responses on board and share them wherever necessary.
- Tell them that they will learn about soft skills in this unit.

### Say

- Tell about soft skill
- The benefits of soft skills
- Necessity of soft skills

### Notes for Facilitation

- Tell participants to complete the questions at the end of the sub unit.
- Ask participants if they have any doubts.
- Encourage them to ask questions.
- Answer their queries satisfactorily.

## UNIT 9.2: Effective Communication

### Unit Objectives

**At the end of the unit, participants will be able to:**

1. Analyze the communication process.
2. Explain the communication barriers.

### Resources to be Used

- Available objects such as a duster, pen, notebook etc.

### Do

- Greet and welcome the participants to the next session of the program.
- Before starting the session ask them do they have any doubts pertaining to the previous unit.
- Capture their responses on board and share them wherever necessary.
- Tell them that they will learn about effective communication in this unit.

### Say

- Explain the communication process
- Tell about the importance of verbal and non-verbal communication
- Give tips on active listening

### Notes for Facilitation

- Tell participants to complete the questions at the end of the sub unit.
- Ask participants if they have any doubts. Encourage them to ask questions.
- Answer their queries satisfactorily.



## UNIT 9.3: Grooming and Hygiene

### Unit Objectives

**At the end of the unit, participants will be able to:**

1. Identify and follow personal grooming and hygiene.
2. Explain Specific Uniform Guideline.
3. Maintain personal hygiene in work place.
4. Follow good eating habit.

### Resources to be Used

- Available objects such as a duster, pen, notebook etc.

### Do

- Greet and welcome the participants to the next session of the program.
- Before starting the session ask them do they have any doubts pertaining to the previous unit.
- Capture their responses on board and share them wherever necessary.
- Tell them that they will learn about grooming and hygiene in this unit.

### Say

- Enlighten students about necessity of personal grooming
- Tell the importance of body posture
- Explain the necessity of proper hygiene
- Tell them about healthy living and healthy food habits
- Create awareness about HIV/AIDS

### Notes for Facilitation

- Tell participants to complete the questions at the end of the sub unit.
- Ask participants if they have any doubts. Encourage them to ask questions.
- Answer their queries satisfactorily.

## UNIT 9.4: Development of Interpersonal Skill

### Unit Objectives

At the end of the unit, participants will be able to:

1. Analyze positive attitude and behavior.
2. Interact effectively in a group.
3. Explain the qualities of a leadership.

### Resources to be Used

- Available objects such as a duster, pen, notebook etc.

### Do

- Greet and welcome the participants to the next session of the program.
- Before starting the session ask them do they have any doubts pertaining to the previous unit.
- Capture their responses on board and share them wherever necessary.
- Tell them that they will learn about the development of interpersonal skills in this unit.

### Say

- Tell the importance of maintaining positive attitude
- Give examples of successful people
- Tell the importance of goal setting
- Explain importance of team work
- Enlighten about the importance of etiquettes
- Say about stress and anger management
- Speak about leadership skills

### Notes for Facilitation

- Tell participants to complete the questions at the end of the sub unit.
- Ask participants if they have any doubts. Encourage them to ask questions.
- Answer their queries satisfactorily.

## UNIT 9.5: Social Interaction

### Unit Objectives

**At the end of the unit, participants will be able to:**

1. Understand what social interaction is and what social interaction behaviours are.
2. Give a brief description about himself/herself in public.
3. Follow daily duties.
4. Cooperate with peers, family and other members in society.

### Resources to be Used

- Available objects such as a duster, pen, notebook etc.

### Do

- Greet and welcome the participants to the next session of the program.
- Before starting the session ask them do they have any doubts pertaining to the previous unit.
- Capture their responses on board and share them wherever necessary.
- Tell them that they will learn about social interaction in this unit.

### Say

- Tell about duties and responsibilities
- Enlighten people about the necessity of cooperation

### Notes for Facilitation

- Tell participants to complete the questions at the end of the sub unit.
- Ask participants if they have any doubts. Encourage them to ask questions.
- Answer their queries satisfactorily.

## UNIT 9.6: Group Interaction

### Unit Objectives

**At the end of the unit, participants will be able to:**

1. Define the effectiveness of group interaction.
2. Effectiveness of the team work.

### Resources to be Used

- Available objects such as a duster, pen, notebook etc.

### Do

- Greet and welcome the participants to the next session of the program.
- Before starting the session ask them do they have any doubts pertaining to the previous unit.
- Capture their responses on board and share them wherever necessary.
- Tell them that they will learn about group discussion in this unit.

### Say

- Teach about importance of group interaction.
- Show why is team work necessary

### Notes for Facilitation

- Tell participants to complete the questions at the end of the sub unit.
- Ask participants if they have any doubts. Encourage them to ask questions.
- Answer their queries satisfactorily.

## UNIT 9.7: Time Management

### Unit Objectives

At the end of the unit, participants will be able to:

1. Manage time effectively.
2. Define management skill.

### Resources to be Used

- Available objects such as a duster, pen, notebook etc.

### Do

- Greet and welcome the participants to the next session of the program.
- Before starting the session ask them do they have any doubts pertaining to the previous unit.
- Capture their responses on board and share them wherever necessary.
- Tell them that they will learn about time management in this unit.

### Say

- Tell the importance of maintaining positive attitude
- Give examples of successful people
- Tell the importance of goal setting
- Explain importance of team work
- Enlighten about the importance of etiquettes
- Say about stress and anger management
- Speak about leadership skills

### Notes for Facilitation

- Tell participants to complete the questions at the end of the sub unit.
- Ask participants if they have any doubts. Encourage them to ask questions.
- Answer their queries satisfactorily.

## UNIT 9.8: Resume Preparation

### Unit Objectives

**At the end of the unit, participants will be able to:**

1. Explain the importance of resume.
2. Discuss basic steps for the preparation of a resume.

### Resources to be Used

- Available objects such as a duster, pen, notebook etc.

### Do

- Greet and welcome the participants to the next session of the program.
- Before starting the session ask them do they have any doubts pertaining to the previous unit.
- Capture their responses on board and share them wherever necessary.
- Tell them that they will learn about resume preparation in this unit.

### Say

- Tell the importance of maintaining positive attitude
- Give examples of successful people
- Tell the importance of goal setting
- Explain importance of team work
- Enlighten about the importance of etiquettes
- Say about stress and anger management
- Speak about leadership skills

### Notes for Facilitation

- Tell participants to complete the questions at the end of the sub unit.
- Ask participants if they have any doubts. Encourage them to ask questions.
- Answer their queries satisfactorily.

## UNIT 9.9: Interview Preparation

### Unit Objectives

**At the end of the unit, participants will be able to:**

1. Explain the procedure of an interview.
2. Prepare for interview.

### Resources to be Used

- Available objects such as a duster, pen, notebook etc.

### Do

- Greet and welcome the participants to the next session of the program.
- Before starting the session ask them do they have any doubts pertaining to the previous unit.
- Capture their responses on board and share them wherever necessary.
- Tell them that they will learn about interview preparation in this unit.

### Say

- Tell the importance of maintaining positive attitude
- Give examples of successful people
- Tell the importance of goal setting
- Explain importance of team work
- Enlighten about the importance of etiquettes
- Say about stress and anger management
- Speak about leadership skills

### Notes for Facilitation

- Tell participants to complete the questions at the end of the sub unit.
- Ask participants if they have any doubts. Encourage them to ask questions.
- Answer their queries satisfactorily.

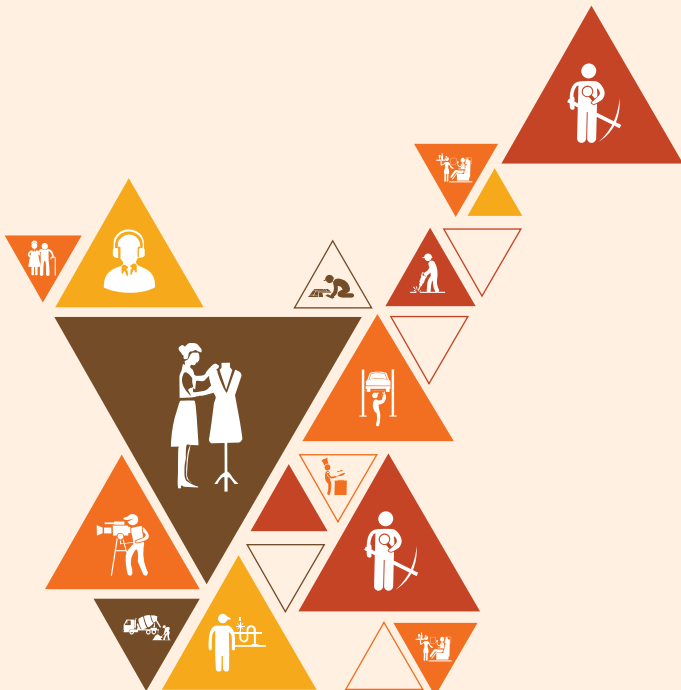






# 10. Employability Skills

Unit 10.1 - Employability Skills – 30 Hours



## UNIT 10.1: Employability Skills – 60 Hours

To read the e-book on Employability Skills scan the QR Code below.



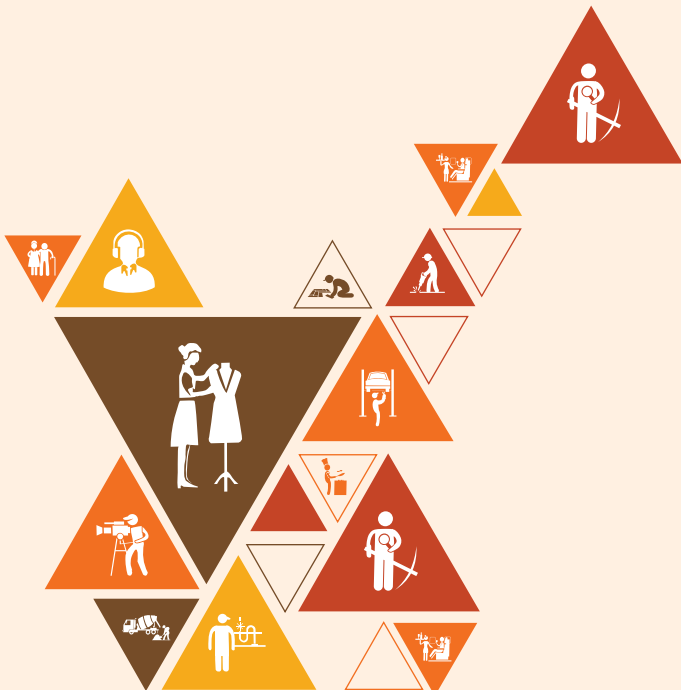
<https://www.skillindiadigital.gov.in/content/detail/1-10d218cd-31f0-41d0-a276-b41ec3b52013>



# 11. Annexure






Annexure I: Resources

Annexure II: Training Delivery Plan



## Annexure II: Resources

Module No.	Unit No.	Name of Subject	URL	QR Code
1. Introduction and Orientation to Finisher and Packer	Unit 1.1 - Introduction to Sewing and Apparel Sector	Apparel industry in India	<a href="https://youtu.be/tN5oLGSjepQ">https://youtu.be/tN5oLGSjepQ</a>	
1. Introduction and Orientation to Finisher and Packer	Unit 1.2 - Roles and Responsibilities of Finisher & Packer	Role and Responsibilities of a finisher packer	<a href="https://youtu.be/xJOKX1uHZ6k">https://youtu.be/xJOKX1uHZ6k</a>	
3. Plan and Organize Packing Processes	Unit 2.1 - Functions of Finishing Department	Unit 3.1 - Functions of Packing Department	<a href="https://youtu.be/WKNM3ruHIGs">https://youtu.be/WKNM3ruHIGs</a>	
3. Plan and Organize Packing Processes	Unit 3.2 - Packaging	Garments Packaging	<a href="https://youtu.be/gyF5xX8ZiH4">https://youtu.be/gyF5xX8ZiH4</a>	
3. Plan and Organize Packing Processes	Unit 3.3 - Inspection	Garments Inspection Method	<a href="https://youtu.be/jOYh5oP4-IQ">https://youtu.be/jOYh5oP4-IQ</a>	
3. Plan and Organize Packing Processes	Unit 3.3 - Inspection	Categorization of garment defects	<a href="https://youtu.be/SPtD6mAZ0GU">https://youtu.be/SPtD6mAZ0GU</a>	
4. Carryout the Process of Finishing	Unit 4.1 - Finishing Machines, Tools and Equipment used in Apparel Industry	Garment Labels	<a href="https://youtu.be/wSf_AcUyv0M">https://youtu.be/wSf_AcUyv0M</a>	

5. Carryout the Process of Packaging Operations	Unit 5.1 - Packaging Process	Garments Size	<a href="https://youtu.be/WjIKMrSsCeE">https://youtu.be/WjIKMrSsCeE</a>	
6. Maintain health, Safety and Security in the Finishing Department with Gender & PwD Sensitization	Unit 6.1 – Maintain Health, Safety and Security at Work Place	Potential risks and threats associated with the workplace in garment industry	<a href="https://youtu.be/POIQ27GQZp0">https://youtu.be/POIQ27GQZp0</a>	
6. Maintain health, Safety and Security in the Finishing Department with Gender & PwD Sensitization	Unit 6.2 – First Aid & CPR	First Aid & CPR	<a href="https://youtu.be/DQ7JPNgU8Wg">https://youtu.be/DQ7JPNgU8Wg</a>	
6. Maintain health, Safety and Security in the Finishing Department with Gender & PwD Sensitization	Unit 6.3 – Sensitivity towards People with disability and Gender Equality	What is sensitization	<a href="https://youtu.be/Wi1exdO1lig">https://youtu.be/Wi1exdO1lig</a>	
7. Maintain Work-Area, Tools and Machines	Unit 7.1 - Maintain Work Area, Tools and Machines	Wastes in garments factory	<a href="https://youtu.be/2ybCDqMITug">https://youtu.be/2ybCDqMITug</a>	

## Annexure II

## Training Delivery Plan

Training Delivery Plan			
<b>Program Name:</b>	Sewing Machine Operator		
<b>Qualification Pack Name &amp; Ref. ID</b>	AMH/Q0301		
<b>Version No.</b>	2.0	<b>Version Update Date</b>	11/01/22
<b>Pre-requisites to Training</b>	5th Standard		
<b>Training Outcomes</b>	<p>By the end of this program, the participants will be able to:</p> <ol style="list-style-type: none"> <li>1. Carry out stitching activities using machine or by hand.</li> <li>2. Contribute to achieve product quality in stitching operations.</li> <li>3. Maintain work area, tools and machines.</li> <li>4. Maintain health, safety, security in tailoring shop with Gender &amp; PwD Sensitization.</li> <li>5. Maintain work area, tools and machines.</li> <li>6. Comply with industry, regulatory and organizational requirements and Greening of Job roles.</li> </ol>		

Sl. No.	Module Name	Session Name	Session Objectives	NOS Reference	Methodology	Training Tools/ Aids	Duration
1.	Introduction and Orientation	Introduction to Sewing and Apparel Sector	<b>Theory</b> <ul style="list-style-type: none"> <li>Introduce each other.</li> <li>Build rapport with fellow students and the trainer.</li> <li>Introduce the students to the art of sewing.</li> <li>To familiarize with Apparel Industry.</li> </ul>		<ul style="list-style-type: none"> <li>Facilitator-led – Discussion</li> </ul>	PPT, Handbooks, Audio Visual Clips	1:00 hrs.
		Roles and responsibilities of Sewing Machine Operator	<b>Theory</b> <ul style="list-style-type: none"> <li>Job Description of an SMO</li> <li>Roles and responsibilities of SMO</li> </ul>		<ul style="list-style-type: none"> <li>Power-point presentation</li> <li>Facilitator-led - discussion</li> <li>Audio-visuals Images</li> </ul>	PPT, Handbooks, Audio Visual Clips	1:00 hrs.
2.	Carry out Stitching activities using machine or by hand	Prepare for stitching operations	<b>Theory</b> <ul style="list-style-type: none"> <li>Parts of a Sewing Machine</li> <li>Different types of Sewing Machine</li> </ul>	AMH/N0301	<ul style="list-style-type: none"> <li>Facilitator-led – Discussion</li> <li>Use images and description given in the Participant's Handbook</li> </ul>	PPT, Participant Handbook, Audio Visual Clips, Sewing Machine	2:00 hrs.
			<b>Practical</b> <ul style="list-style-type: none"> <li>Identification of Different Machine Parts</li> <li>Precautions to be taken while setting and using a sewing machine</li> </ul>	AMH/N0301	<ul style="list-style-type: none"> <li>Facilitator-led questions answer sessions</li> <li>Demonstration using a sewing machine</li> </ul>	PPT, Participant Handbook, Audio Visual Clips, Sewing Machine	1:00 hrs.
			<b>Theory</b> <ul style="list-style-type: none"> <li>Machine Feed Mechanism</li> </ul>	AMH/N0301	<ul style="list-style-type: none"> <li>Facilitator-led – Discussion</li> <li>Use images and description given in the Participant's Handbook</li> </ul>	PPT, Participant Handbook, Audio Visual Clips, Sewing Machine	2:00 hrs.
			<b>Practical</b> <ul style="list-style-type: none"> <li>Create an understanding of how the machine works</li> </ul>	AMH/N0301	<ul style="list-style-type: none"> <li>Demonstration using a sewing machine</li> </ul>	PPT, Participant Handbook, Audio Visual Clips, Sewing Machine	2:00 hrs.
			<b>Theory</b> <ul style="list-style-type: none"> <li>Tools used in Sewing Processes</li> </ul>	AMH/N0301	<ul style="list-style-type: none"> <li>Facilitator-led – Discussion</li> <li>Use images and description given in the Participant's Handbook</li> <li>Use the tool bank to draw parallels</li> </ul>	PPT, Participant Handbook, Audio Visual Clips, Sewing Tool Kit	2:00 hrs
		Stitch components to produce apparels	<b>Theory</b> <ul style="list-style-type: none"> <li>Type of Needle &amp; Threads</li> </ul>	AMH/N0301	<ul style="list-style-type: none"> <li>Facilitator led discussions</li> <li>Demonstrate what happen when wrong thread-fabric-needle combination is used</li> </ul>	PPT, Participant Handbook, Audio Visual Clips, Fabric Swatches, different thickness of thread, different thread	2:00 hrs.

			<p><b>Theory</b></p> <ul style="list-style-type: none"> <li>Familiarize with different fabrics and their stitch compatibility</li> </ul>	AMH/N0301	<ul style="list-style-type: none"> <li>Facilitator led discussions</li> <li>Demonstrate what happen when wrong thread-fabric-needle combination is used</li> </ul>	PPT, Participant Handbook, Audio Visual Clips, Fabric Swatches, different thickness of thread, different thread	2:00 hrs.
			<p><b>Practical</b></p> <ul style="list-style-type: none"> <li>How to use bobbin winder</li> <li>Replacing a Needle</li> <li>Threading the machine</li> </ul>	AMH/N0301	<ul style="list-style-type: none"> <li>Demonstration using sewing machine</li> </ul>	PPT, Facilitator Guide, Audio Visual Clips, Bobbin, Bobbin case, Needle, Thread	2:00 hrs.
			<p><b>Theory</b></p> <ul style="list-style-type: none"> <li>Create an understanding of Product Specification and expected outcomes</li> </ul>	AMH/N0301	<ul style="list-style-type: none"> <li>Trainer led discussion</li> </ul>	PPT, Handbooks, Audio Visual Clips	2:00 hrs.
			<p><b>Theory</b></p> <ul style="list-style-type: none"> <li>Garment &amp; its parts</li> </ul>	AMH/N0301	<ul style="list-style-type: none"> <li>Trainer led discussion</li> <li>Identification of garment parts using a garment</li> </ul>	PPT, Participant Handbook, Audio Visual Clips, Various Garments (Trouser, shirt etc)	2:00 hrs.
			<p><b>Practical</b></p> <ul style="list-style-type: none"> <li>Learning to control machine speed</li> <li>Learning to start and stop the stitch at specified location</li> </ul>	AMH/N0301	<ul style="list-style-type: none"> <li>Practical Lab</li> <li>(Paper exercise without thread)</li> </ul>	Paper, Pen, sewing machine, needle	6:00 hrs.
			<p><b>Practical</b></p> <ul style="list-style-type: none"> <li>Learning to sew in short and long straight lines</li> </ul>	AMH/N0301	<ul style="list-style-type: none"> <li>Paper exercise without thread)</li> </ul>	Paper, Pen, sewing machine, needle	6:00 hrs.
			<p><b>Theory</b></p> <ul style="list-style-type: none"> <li>Know the different types of stitching and seam.</li> </ul>	AMH/N0301	<ul style="list-style-type: none"> <li>Power-point presentation</li> <li>Facilitator-led - discussion</li> <li>Audio-visuals Clips</li> </ul>	PPT, Computer, Projector	2:00 hrs.
			<p><b>Theory</b></p> <ul style="list-style-type: none"> <li>Create and understanding of the steps involved in lockstitch</li> </ul>	AMH/N0301	<ul style="list-style-type: none"> <li>Power-point presentation</li> <li>Facilitator-led - discussion</li> <li>Audio-visuals Clips</li> </ul>	PPT, Facilitator Guide, Computer, Projector	2:00 hrs.
			<p><b>Practical</b></p> <ul style="list-style-type: none"> <li>Perform test run for lock stitch on Paper</li> </ul>	AMH/N0301	<ul style="list-style-type: none"> <li>Practical Lab</li> <li>Paper exercise with thread, Use straight line exercise</li> </ul>	Facilitator Guide, Paper, Pen, sewing machine, thread, needle, Bobbin, Bobbin case	6:00 hrs
			<p><b>Practical</b></p> <ul style="list-style-type: none"> <li>Practice to stitch on Fabric at an acceptable speed</li> <li>Learning fabric handling while stitching</li> </ul>	AMH/N0301	<ul style="list-style-type: none"> <li>Practical Lab</li> <li>Use straight line exercise</li> <li>Demonstrate what can happen if fabric is not handled correctly</li> </ul>	Fabric ,Pencil, Pen, sewing machine, thread, needle, bobbin, bobbin case, Handbooks	6:00 hrs.
			<p><b>Practical</b></p> <ul style="list-style-type: none"> <li>Practice Corner Stitch</li> </ul>	AMH/N0301	<ul style="list-style-type: none"> <li>Practical Lab</li> <li>Demonstrate and let the learner's practice</li> </ul>	Fabric ,Pencil, Pen, sewing machine, thread, needle, bobbin, bobbin case, Handbooks	6:00 hrs.



			<b>Practical</b> <ul style="list-style-type: none"> <li>Practice Curved Stitch</li> </ul>	AMH/N0301	<ul style="list-style-type: none"> <li>Practical Lab</li> <li>Demonstrate and let the learner's practice</li> </ul>	Fabric ,Pencil, Pen, sewing machine, thread, needle, bobbin, bobbin case, Handbooks	6:00 hrs.
			<b>Theory</b> <ul style="list-style-type: none"> <li>Different types of Seams and where are they used</li> </ul>	AMH/N0301	<ul style="list-style-type: none"> <li>Trainer led discussion</li> </ul>	PPT, Handbook, ea Examples	2:00 hrs.
			<b>Practical</b> <ul style="list-style-type: none"> <li>Aligning fabric panels together</li> <li>Practice different seams</li> </ul>	AMH/N0301	<ul style="list-style-type: none"> <li>Demonstrate the stitching procedure of various seams</li> <li>Demonstrate the shortfalls of improperly aligned seams</li> </ul>	Fabric ,Pencil, Pen, sewing machine, thread, needle, bobbin, bobbin case, Handbooks, Pins	6:00 hrs.
		Stitching a Trouser	<b>Theory</b> <ul style="list-style-type: none"> <li>Familiarize with Trousers</li> <li>Components in a Trouser</li> </ul>	AMH/N0301	<ul style="list-style-type: none"> <li>Trainer Led Discussion</li> </ul>	PPT, Participant Handbook, Pen , Pencil, Trouser	2:00 hrs
			<b>Theory</b> <ul style="list-style-type: none"> <li>Types of Trousers</li> <li>Seams in a Trouser</li> </ul>	AMH/N0301	<ul style="list-style-type: none"> <li>Trainer Led Discussion</li> </ul>	PPT, Participant Handbook, Pen , Pencil, Trouser	2:00 hrs
			<b>Theory</b> <ul style="list-style-type: none"> <li>Trims used in Trouser</li> </ul>	AMH/N0301	<ul style="list-style-type: none"> <li>Trainer Led Discussion</li> </ul>	PPT, Pen , Pencil, Trouser	2:00 hrs.
			<b>Theory</b> <ul style="list-style-type: none"> <li>How is a Trouser Sewn (Stitching Sequence)</li> </ul>	AMH/N0301	<ul style="list-style-type: none"> <li>Trainer Led Discussion</li> </ul>	PPT, Participant Handbook/Facilitator Guide, Pen , Pencil, Trouser	2:00 hrs.
			<b>Practical</b> <ul style="list-style-type: none"> <li>Preparation and attachment of Front Pocket</li> </ul>	AMH/N0301	<ul style="list-style-type: none"> <li>Stitching Procedure Demonstrations</li> <li>Ask the learner to think about sewing defects that can arise</li> </ul>	Fabric ,Pencil, Pen, sewing machine, thread, needle, bobbin, bobbin case, Participant Handbook/Facilitator Guide	5:00 hrs.
			<b>Practical</b> <ul style="list-style-type: none"> <li>Preparation and attachment of Back Pocket</li> </ul>	AMH/N0301	<ul style="list-style-type: none"> <li>Stitching Procedure Demonstrations</li> <li>Ask the learner to think about sewing defects that can arise</li> </ul>	Fabric ,Pencil, Pen, sewing machine, thread, needle, bobbin, bobbin case, Participant Handbook/Facilitator Guide	6:00 hrs.
			<b>Practical</b> <ul style="list-style-type: none"> <li>Preparation and sewing of Trouser Fly with Zipper</li> </ul>	AMH/N0301	<ul style="list-style-type: none"> <li>Stitching Procedure Demonstrations</li> <li>Ask the learner to think about sewing defects that can arise</li> </ul>	Fabric ,Pencil, Pen, sewing machine, thread, needle, bobbin, bobbin case, Participant Handbook/Facilitator Guide	6:00 hrs.

			<p><b>Practical</b></p> <ul style="list-style-type: none"> <li>• Waistband Preparation and attachment</li> <li>• Belt loop making and attachment</li> <li>• Bottom Hemming</li> </ul>	AMH/N0301	<ul style="list-style-type: none"> <li>• Stitching Procedure Demonstrations</li> <li>• Ask the learner to think about sewing defects that can arise</li> </ul>	Fabric ,Pencil, Pen, sewing machine, thread, needle, bobbin, bobbin case, Participant Handbook/Facilitator Guide	2:00 hrs.
		Stitching a Shirt	<p><b>Theory</b></p> <ul style="list-style-type: none"> <li>• Familiarize with Shirt</li> <li>• Components in a Shirt</li> </ul>	AMH/N0301	<ul style="list-style-type: none"> <li>• Power-point presentation</li> <li>• Facilitator-led - discussion</li> <li>• Audio-visuals/Images</li> </ul>	Available Objects such as a book, pen, duster, white board, marker, Computer, Projector, etc.	2:00 hrs.
			<p><b>Theory</b></p> <ul style="list-style-type: none"> <li>• Seams in a Shirt</li> <li>• Fits of a Shirt</li> <li>• Trims used in Shirt</li> </ul>	AMH/N0301	<ul style="list-style-type: none"> <li>• Trainer Led Discussion</li> </ul>	PPT, Handbook, Pen , Pencil, Shirt	3:00 hrs.
			<p><b>Theory</b></p> <ul style="list-style-type: none"> <li>• Types of Plackets, Pockets, Cuffs etc</li> </ul>	AMH/N0301	<ul style="list-style-type: none"> <li>• Trainer Led Discussion</li> </ul>	PPT, Handbook, Pen , Pencil, Shirt	2:00 hrs.
			<p><b>Theory</b></p> <ul style="list-style-type: none"> <li>• How is a Shirt Sewn (Stitching Sequence)</li> </ul>	AMH/N0301	<ul style="list-style-type: none"> <li>• Trainer Led Discussion</li> </ul>	PPT, Handbook, Pen , Pencil, Shirt	3:00 hrs.
			<p><b>Practical</b></p> <ul style="list-style-type: none"> <li>• Stitching different Shirt Placket</li> </ul>	AMH/N0301	<ul style="list-style-type: none"> <li>• Stitching Procedure Demonstrations</li> <li>• Ask the learner to think about sewing defects that can arise</li> </ul>	Fabric ,Pencil, Pen, sewing machine, thread, needle, bobbin, bobbin case, Participant Handbook/Facilitator Guide	4:00 hrs.
			<p><b>Practical</b></p> <ul style="list-style-type: none"> <li>• Pocket Making &amp; Stitching it on the Shirt(different shapes)</li> </ul>	AMH/N0301	<ul style="list-style-type: none"> <li>• Stitching Procedure Demonstrations</li> <li>• Ask the learner to think about sewing defects that can arise</li> </ul>	Fabric ,Pencil, Pen, sewing machine, thread, needle, bobbin, bobbin case, Participant Handbook/Facilitator Guide	4:00 hrs.
			<p><b>Practical</b></p> <ul style="list-style-type: none"> <li>• Preparation and sewing of Sleeve Placket</li> </ul>	AMH/N0301	<ul style="list-style-type: none"> <li>• Stitching Procedure Demonstrations</li> <li>• Ask the learner to think about sewing defects that can arise</li> </ul>	Fabric ,Pencil, Pen, sewing machine, thread, needle, bobbin, bobbin case, Participant Handbook/Facilitator Guide	6:00 hrs.
			<p><b>Practical</b></p> <ul style="list-style-type: none"> <li>• Attaching Sleeve to a Shirt</li> <li>• Sewing Yoke, Front &amp; Back of Shirt</li> </ul>	AMH/N0301	<ul style="list-style-type: none"> <li>• Stitching Procedure Demonstrations</li> <li>• Ask the learner to think about sewing defects that can arise</li> </ul>	Fabric ,Pencil, Pen, sewing machine, thread, needle, bobbin, bobbin case, Participant Handbook/Facilitator Guide	6:00 hrs.
			<p><b>Practical</b></p> <ul style="list-style-type: none"> <li>• Preparation of Collar-Collar Band and its attachment to the Shirt</li> </ul>	AMH/N0301	<ul style="list-style-type: none"> <li>• Stitching Procedure Demonstrations</li> <li>• Ask the learner to think about sewing defects that can arise</li> </ul>	Fabric ,Pencil, Pen, sewing machine, thread, needle, bobbin, bobbin case, Participant Handbook/Facilitator Guide	6:00 hrs.
			<p><b>Practical</b></p> <ul style="list-style-type: none"> <li>• Preparation and attachment of Shirt cuff (Different Shapes)</li> </ul>	AMH/N0301	<ul style="list-style-type: none"> <li>• Stitching Procedure Demonstrations</li> <li>• Ask the learner to think about sewing defects that can arise</li> </ul>	Fabric ,Pencil, Pen, sewing machine, thread, needle, bobbin, bobbin case, Participant Handbook/Facilitator Guide	4:00 hrs

			<p><b>Practical</b></p> <ul style="list-style-type: none"> <li>Assembling all garment components together (Shirt/ Trouser)</li> </ul>	AMH/N0301	<ul style="list-style-type: none"> <li>Stitching Procedure Demonstrations</li> <li>Ask the learner to think about sewing defects that can arise</li> </ul>	Fabric ,Pencil, Pen, sewing machine, thread, needle, bobbin, bobbin case, Participant Handbook/Facilitator Guide	4:00 hrs.
			<ul style="list-style-type: none"> <li>Ensure learning confirmation</li> </ul>	AMH/N0301	<ul style="list-style-type: none"> <li>Facilitator led question-answer session</li> <li>Gauge the learner for their understanding &amp; proficiency of the module</li> <li>Process based gauging to map learning curve</li> </ul>	Notepad, Fabric ,Pencil, Pen, sewing machine, thread, needle, bobbin, bobbin case, Participant Handbook/Facilitator Guide	
3.	Contribute to achieve product quality in stitching operations	Contribute to achieve product quality in stitching operations	<p><b>Theory</b></p> <ul style="list-style-type: none"> <li>Create an understanding of Product Quality and guidelines provided</li> </ul>	AMH/N0302	<ul style="list-style-type: none"> <li>Power-point presentation</li> <li>Facilitator-led - discussion</li> <li>Audio-visuals Clips</li> </ul>	Available Objects such as a book, pen, duster, white board, marker, Computer, Projector, etc.	2:00 hrs.
			<p><b>Theory</b></p> <ul style="list-style-type: none"> <li>Understanding of Sewing Production Flow</li> </ul>	AMH/N0302	<ul style="list-style-type: none"> <li>Power-point presentation</li> <li>Facilitator-led - discussion</li> <li>Audio-visuals Clips</li> </ul>	Available Objects such as a book, pen, duster, white board, marker, Computer, Projector, etc.	2:00 hrs.
			<p><b>Theory</b></p> <ul style="list-style-type: none"> <li>Expected quality in stitching</li> </ul>	AMH/N0302	<ul style="list-style-type: none"> <li>Power-point presentation</li> <li>Facilitator-led - discussion</li> <li>Audio-visuals Clips</li> </ul>	Available Objects such as a book, pen, duster, white board, marker, Computer, Projector, etc.	2:00 hrs.
			<p><b>Theory</b></p> <ul style="list-style-type: none"> <li>Importance of having effective communication</li> </ul>	AMH/N0302	<ul style="list-style-type: none"> <li>Power-point presentation</li> <li>Facilitator-led - discussion</li> <li>Audio-visuals Clips</li> </ul>	Available Objects such as a book, pen, duster, white board, marker, Computer, Projector, etc.	2:00 hrs.
			<p><b>Practical</b></p> <ul style="list-style-type: none"> <li>Demonstration of Sewing process flow and its importance</li> </ul>	AMH/N0302	<ul style="list-style-type: none"> <li>Practical Lab</li> </ul>	Note Pad, Pen, charts	4:00 hrs.
			<p><b>Theory</b></p> <ul style="list-style-type: none"> <li>Frequently occurring defects</li> <li>Inspection stitched products against specifications</li> </ul>	AMH/N0302	<ul style="list-style-type: none"> <li>Power-point presentation</li> <li>Facilitator-led - discussion</li> <li>Audio-visuals Images</li> </ul>	Available Objects such as a book, pen, duster, white board, marker, Computer, Projector, etc.	2:00 hrs.
			<p><b>Theory</b></p> <ul style="list-style-type: none"> <li>Familiarize with the quality department and its role in production.</li> <li>Learn about the fabric defects</li> </ul>	AMH/N0302	<ul style="list-style-type: none"> <li>Power-point presentation</li> <li>Facilitator-led - discussion</li> <li>Audio-visuals Images</li> </ul>	Available Objects such as a book, pen, duster, white board, marker, Computer, Projector, etc.	2:00 hrs.
			<p><b>Theory</b></p> <ul style="list-style-type: none"> <li>Learn about common woven &amp; knit fabric defects</li> <li>Learn about accessories defect</li> </ul>	AMH/N0302	<ul style="list-style-type: none"> <li>Power-point presentation</li> <li>Facilitator-led - discussion</li> <li>Audio-visuals Images</li> </ul>	Available Objects such as a book, pen, duster, white board, marker, Computer, Projector, etc.	1:00 hrs.

			<p><b>Theory</b></p> <ul style="list-style-type: none"> <li>Learn about stitch &amp; Seam defects</li> </ul>	AMH/N0302	<ul style="list-style-type: none"> <li>Power-point presentation</li> <li>Facilitator-led - discussion</li> <li>Audio-visuals Clips</li> </ul>	Available Objects such as a book, pen, duster, white board, marker, Computer, Projector, etc.	2:00 hrs.
			<p><b>Practical</b></p> <ul style="list-style-type: none"> <li>Rectify stitch &amp; seam defects</li> </ul>	AMH/N0302	<ul style="list-style-type: none"> <li>Practical Lab</li> </ul>	Note Pad, Pen, charts	3:00 hrs.
			<p><b>Practical</b></p> <ul style="list-style-type: none"> <li>Identify and perform alterations</li> </ul>	AMH/N0302	<ul style="list-style-type: none"> <li>Use previously stitched components</li> </ul>	Pre-sewed components ,Pencil, Pen, sewing machine, thread, needle, bobbin, bobbin case, Participant Handbook/Facilitator Guide	3:00 hrs.
			<p><b>Practical</b></p> <ul style="list-style-type: none"> <li>Practice sewing in straight lines to achieve desired quality &amp; speed</li> </ul>	AMH/N0302	<ul style="list-style-type: none"> <li>Facilitator led Practice Sessions</li> </ul>	Fabric ,Pencil, Pen, sewing machine, thread, needle, bobbin, bobbin case, Participant Handbook/Facilitator Guide	7:00 hrs.
			<p><b>Practical</b></p> <ul style="list-style-type: none"> <li>Practice sewing in curved lines to achieve desired quality &amp; speed</li> </ul>	AMH/N0302	<ul style="list-style-type: none"> <li>Facilitator led Practice Sessions</li> </ul>	Fabric ,Pencil, Pen, sewing machine, thread, needle, bobbin, bobbin case, Participant Handbook/Facilitator Guide	8:00 hrs.
			<p><b>Practical</b></p> <ul style="list-style-type: none"> <li>Practice different seams to achieve desired quality &amp; speed</li> </ul>	AMH/N0302	<ul style="list-style-type: none"> <li>Facilitator led Practice Sessions</li> </ul>	Fabric ,Pencil, Pen, sewing machine, thread, needle, bobbin, bobbin case, Participant Handbook/Facilitator Guide	8:00 hrs.
			<p><b>Practical</b></p> <ul style="list-style-type: none"> <li>Practice sewing on different Shirt Components to achieve desired quality &amp; speed</li> </ul>	AMH/N0302	<ul style="list-style-type: none"> <li>Facilitator led Practice Sessions</li> </ul>	Fabric ,Pencil, Pen, sewing machine, thread, needle, bobbin, bobbin case, Participant Handbook/Facilitator Guide	6:00 hrs.
			<p><b>Practical</b></p> <ul style="list-style-type: none"> <li>Practice sewing on different Trouser Components to achieve desired quality &amp; speed</li> </ul>	AMH/N0302	<ul style="list-style-type: none"> <li>Facilitator led Practice Sessions</li> </ul>	Fabric ,Pencil, Pen, sewing machine, thread, needle, bobbin, bobbin case, Participant Handbook/Facilitator Guide	6:00 hrs.
			<ul style="list-style-type: none"> <li>Ensure learning confirmation</li> </ul>	AMH/N0302	<ul style="list-style-type: none"> <li>Facilitator led question-answer session</li> <li>Gauge the learner for their understanding &amp; proficiency of the module</li> <li>Process based gauging to map learning curve</li> </ul>	Notepad, Fabric ,Pencil, Pen, sewing machine, thread, needle, bobbin, bobbin case, Participant Handbook/Facilitator Guide	

4.	Maintain Work Area, Tools and Machines	Maintain Work Area, Tools and Machines	<p><b>Theory</b></p> <ul style="list-style-type: none"> <li>Importance of machine cleanliness and maintenance</li> </ul>	AMH/N0102	<ul style="list-style-type: none"> <li>Facilitator-led - discussion</li> </ul>	Handbook/Facilitator Guide	3:00 hrs.
			<p><b>Theory</b></p> <ul style="list-style-type: none"> <li>Importance of Preventive &amp; Running maintenance of machine &amp; tools</li> </ul>	AMH/N0102	<ul style="list-style-type: none"> <li>Facilitator-led - discussion</li> </ul>	Handbook/Facilitator Guide	3:00 hrs.
			<p><b>Theory</b></p> <ul style="list-style-type: none"> <li>Minimization of waste</li> <li>Safe waste disposal in the designated location</li> </ul>	AMH/N0102	<ul style="list-style-type: none"> <li>Facilitator-led - discussion</li> </ul>	Handbook/Facilitator Guide	2:00 hrs
			<p><b>Theory</b></p> <ul style="list-style-type: none"> <li>Work in a comfortable position with the correct posture and maintain personal health safety measures</li> </ul>	AMH/N0102	<ul style="list-style-type: none"> <li>Facilitator-led - discussion</li> </ul>	Handbook/Facilitator Guide	2:00 hrs.
			<p><b>Practical</b></p> <ul style="list-style-type: none"> <li>Steps of cleaning the bobbin area</li> <li>Steps of cleaning the tension assembly</li> <li>Cleaning the feed dog assembly</li> </ul>	AMH/N0102	<ul style="list-style-type: none"> <li>Practical Lab</li> </ul>	Note Pad, Pen, sewing machine	4:00 hrs.
			<p><b>Practical</b></p> <ul style="list-style-type: none"> <li>Change needle guard</li> <li>Maintain machine after work is done</li> </ul>	AMH/N0102	<ul style="list-style-type: none"> <li>Practical Lab</li> </ul>	Note Pad, Pen, sewing machine	4:00 hrs.
			<p><b>Practical</b></p> <ul style="list-style-type: none"> <li>Maintain machine after work is done</li> </ul>	AMH/N0102	<ul style="list-style-type: none"> <li>Practical Lab</li> </ul>	Note Pad, Pen, sewing machine	4:00 hrs.
			<p><b>Practical</b></p> <ul style="list-style-type: none"> <li>Steps in lubricating Machine</li> </ul>	AMH/N0102	<ul style="list-style-type: none"> <li>Practical Lab</li> </ul>	Note Pad, Pen, sewing machine, Oil	4:00 hrs.
			<p><b>Practical</b></p> <ul style="list-style-type: none"> <li>Machine guards</li> <li>Sewing machine safety tips</li> </ul>	AMH/N0102	<ul style="list-style-type: none"> <li>Practical Lab</li> </ul>	Note Pad, Pen, sewing machine	4:00 hrs.
			<ul style="list-style-type: none"> <li>Ensure learning confirmation</li> </ul>	AMH/N0102	<ul style="list-style-type: none"> <li>Facilitator led question-answer session</li> <li>Gauge the learner for their understanding &amp; proficiency of the module</li> <li>Process based gauging to map learning curve</li> </ul>	Notepad, Fabric ,Pencil, Pen, sewing machine, thread, needle, bobbin, bobbin case, Participant Handbook/Facilitator Guide	
5.	Maintain a Healthy, Safe and Secure Working Environment with Gender and PwD Sensitization	Maintaining Health, Safety and Security at Workplace	<ul style="list-style-type: none"> <li>Elaborate on health &amp; safety related instructions at the workplace</li> </ul>	AMH/N1223 PC1-PC5 , KA1 KB1-KB3	<ul style="list-style-type: none"> <li>Facilitator-led - discussion</li> </ul>	Charts of good personal health practices, note pad, audio-visual clips	1:00 hrs.
			<ul style="list-style-type: none"> <li>Identify the personal protective equipments</li> </ul>	AMH/N1223 PC2	<ul style="list-style-type: none"> <li>Facilitator-led - discussion</li> </ul>	Chart for PPE, note pad, , audio-visual clips	1:00 hrs.

			<ul style="list-style-type: none"> <li>Build an understanding of importance of ergonomics at the workplace</li> </ul>	AMH/N1223 PC2, PC3	<ul style="list-style-type: none"> <li>Facilitator-led - discussion</li> </ul>	Audio-visual clips. Various posture charts	2:00 hrs.
			<ul style="list-style-type: none"> <li>Elaborate on probable hazards at the workplace and handling them</li> </ul>	AMH/N1223 PC1	<ul style="list-style-type: none"> <li>Facilitator-led - discussion</li> </ul>	Audio-visual clips, Process charts	1:00 hrs.
			<ul style="list-style-type: none"> <li>Summarize probable machine/ equipment malfunctions</li> </ul>	AMH/N1223 PC1	<ul style="list-style-type: none"> <li>Facilitator-led - discussion</li> </ul>	Diagrams, charts etc.	1:00 hrs.
			<ul style="list-style-type: none"> <li>Discuss first aid &amp; its application</li> </ul>	AMH/N1223 PC5	<ul style="list-style-type: none"> <li>Facilitator-led - discussion</li> </ul>	Chart for First Aid materials, , First Aid Box	1:00 hrs.
			<ul style="list-style-type: none"> <li>Demonstrate wearing and taking off PPE</li> </ul>	AMH/N1223 PC2	<ul style="list-style-type: none"> <li>Practical Lab</li> </ul>	Process charts, flow charts, Various PPEs	2:00 hrs.
			<ul style="list-style-type: none"> <li>Take part in mock drills / evacuation</li> <li>Make use of first aid</li> </ul>	AMH/N1223 PC4	<ul style="list-style-type: none"> <li>Practical Lab</li> </ul>	Mock drill video, mock drill charts, first aid box	2:00 hrs.
			<ul style="list-style-type: none"> <li>Take part in periodic walk through for hazard identification</li> </ul>	AMH/N1223 PC3, KB1-KB3	<ul style="list-style-type: none"> <li>Practical Lab</li> </ul>	Tools & equipments, documents, charts etc.	2:00 hrs.
			<ul style="list-style-type: none"> <li>Apply emergency preparedness &amp; response</li> <li>Identify safety signs at workplace</li> </ul>	AMH/N1223 PC5, KA1	<ul style="list-style-type: none"> <li>Practical Lab</li> </ul>	Mock drill video, mock drill charts, first aid box	2:00 hrs.
		First Aid and CPR	<p><b>Practical</b></p> <ul style="list-style-type: none"> <li>Apply first aid on an injured person.</li> <li>Understand the procedures of doing CPR.</li> </ul>		<ul style="list-style-type: none"> <li>Power-point presentation</li> <li>Facilitator- led - discussion</li> <li>Audio- visuals Images</li> </ul>	Available Objects such as a book, pen, duster, white board, marker, Computer, Projector etc.	5:00 hrs.
		Sensitivity towards People with disability and Gender Equality	<p><b>Theory:</b></p> <ul style="list-style-type: none"> <li>Develop an Elaborate the details about PWD Sensitization.</li> <li>Explain gender sensitization and equality.</li> </ul>	AMH/N2204	<ul style="list-style-type: none"> <li>Facilitator-led - session and discussion</li> </ul>	Process chart, schematic diagram, pen & paper exercise, charts and images	2:00 hrs.
6.	Follow Regulatory and Company's Rules and Greening of Job Roles	Follow Regulatory and Company's Rules	<p><b>Theory:</b></p> <ul style="list-style-type: none"> <li>Elaborate general policies and regulations in the Apparel Industry</li> </ul>	AMH/N1705	<ul style="list-style-type: none"> <li>Facilitator-led – discussion</li> </ul>	Illustration, images, etc.	2:00 hrs.
			<p><b>Theory:</b></p> <ul style="list-style-type: none"> <li>Support to supervisors and team members</li> </ul>	AMH/N1705	<ul style="list-style-type: none"> <li>Facilitator-led – discussion</li> </ul>	Illustration, images, process charts, pen & paper exercise, etc.	2:00 hrs.
			<p><b>Practical:</b></p> <ul style="list-style-type: none"> <li>Identify and report any policy deviation</li> </ul>	AMH/N1705	<ul style="list-style-type: none"> <li>Role Plays/ team Work</li> </ul>	Illustration, images, process charts, pen & paper exercise, etc.	7:00 hrs.
			<p><b>Practical:</b></p> <ul style="list-style-type: none"> <li>Demonstrate skills to work in a team</li> </ul>	AMH/N1705	<ul style="list-style-type: none"> <li>Role Plays/ team Work</li> </ul>	Team building exercises and games, documents, charts, etc.	4:00 hrs.

			<p><b>Theory:</b></p> <ul style="list-style-type: none"> <li>Explain the role of APEC in Indian Garment Industry</li> </ul>	AMH/N1705	<ul style="list-style-type: none"> <li>Facilitator-led – discussion</li> </ul>	Apparel industry structure charts, documents, etc.	2:00 hrs.
			<p><b>Theory:</b></p> <ul style="list-style-type: none"> <li>Examine the significance of compliance in Indian Garment Industry</li> </ul>	AMH/N1705	<ul style="list-style-type: none"> <li>Facilitator-led – discussion</li> </ul>	Apparel industry structure charts, documents, etc.	2:00 hrs.
			<p><b>Theory:</b></p> <ul style="list-style-type: none"> <li>Explain the effect and importance of Greening of Job roles.</li> </ul>	AMH/N1705	<ul style="list-style-type: none"> <li>Facilitator-led – discussion</li> </ul>	Apparel industry structure charts, documents, etc.	2:00 hrs.
		Establishing Learner's Understanding	<ul style="list-style-type: none"> <li>Analyze and examine learning confirmation</li> </ul>	AMH/N1705	<ul style="list-style-type: none"> <li>Facilitator led question- answer session</li> <li>Evaluate the learner for their understanding &amp; proficiency of the module</li> <li>Process based evaluation</li> </ul>	Pen & paper exercise, question answer session, Process charts, schematic diagrams, illustrations, charts and images	2:00 hrs.
7.	Soft Skills	Soft Skills	<p><b>Theory:</b></p> <ul style="list-style-type: none"> <li>Explain body language and non verbal communication</li> <li>Discuss about conducting self in interview</li> <li>Explain anger and conflict management</li> </ul>	Bridge Module	<ul style="list-style-type: none"> <li>Facilitator-led - session and discussion</li> </ul>	Presentation, Audi-visual clips and Role plays	1:00 hr.
			<p><b>Theory:</b></p> <ul style="list-style-type: none"> <li>Explain towards managing job related stress effectively</li> <li>Build an understanding about work ethics</li> </ul>	Bridge Module	<ul style="list-style-type: none"> <li>Facilitator-led - session and discussion</li> </ul>	Presentation, Audi-visual clips and Role plays	1:00 hr.
			<p><b>Theory:</b></p> <ul style="list-style-type: none"> <li>Develop awareness towards AIDS</li> <li>Discuss the importance of health and hygiene</li> <li>Develop awareness about ill effects of alcohol and tobacco.</li> </ul>	Bridge Module	<ul style="list-style-type: none"> <li>Facilitator-led - session and discussion</li> </ul>	Presentation, Audi-visual clips and Role plays	1:00 hr.

			<p><b>Practical:</b></p> <ul style="list-style-type: none"> <li>• Demonstrate grooming and hygiene</li> <li>• Apply time management skills</li> <li>• Apply resume preparation skills</li> <li>• Demonstrate for Interview preparation skills</li> </ul>	Bridge Module	<ul style="list-style-type: none"> <li>• Facilitator-led - session and discussion</li> </ul>	Grooming videos, grooming charts, resume templates, documents, charts, etc.	2:00 hrs.
		Establishing Learner's Understanding	<ul style="list-style-type: none"> <li>• Analyze and examine learning confirmation</li> </ul>	Bridge Module	<ul style="list-style-type: none"> <li>• Facilitator led question- answer session</li> <li>• Evaluate the learner for their understanding &amp; proficiency of the module</li> <li>• Process based evaluation</li> </ul>	Pen & paper exercise, question answer session, Process charts, schematic diagrams, illustrations, charts and images	
8.	Employability and Entrepreneurship skills	Personal Strengths & Value Systems	<p><b>Theory</b></p> <ul style="list-style-type: none"> <li>• Awareness towards maintain health &amp; hygiene</li> <li>• Familiarise with life skills</li> <li>• Self analysis &amp; self motivation</li> <li>• Stress &amp; Anger Management</li> <li>• Qualities of a successful Entrepreneur</li> <li>• Conducting self in workplace</li> <li>• Work ethics</li> </ul>	Bridge Module	<ul style="list-style-type: none"> <li>• Power-point presentation</li> <li>• Facilitator-led – discussion</li> <li>• Audio-visuals Clips</li> </ul>	Available Objects such as Participant Handbook / Facilitator's Guide, pen, duster, white board, marker, Computer, Projector, etc.	
		Digital Literacy: A Recap	<p><b>Theory</b></p> <ul style="list-style-type: none"> <li>• Basic parts of computer &amp; computer peripherals</li> <li>• Basic computer terminology</li> <li>• Basic computer application (MS office, Outlook, Internet)</li> <li>• Basic features of using e-commerce</li> </ul>	Bridge Module	<ul style="list-style-type: none"> <li>• Power-point presentation</li> <li>• Facilitator-led – discussion</li> <li>• Audio-visuals Clips</li> </ul>	Available Objects such as Participant Handbook / Facilitator's Guide, pen, duster, white board, marker, Computer, Projector, etc.	
		Money Matters	<p><b>Theory</b></p> <ul style="list-style-type: none"> <li>• Opening and operating a bank account</li> <li>• Importance and methods of savings</li> <li>• Investment options</li> <li>• Insurance products</li> <li>• Cost of Operations</li> <li>• Types of Fund Transfer</li> </ul>	Bridge Module	<ul style="list-style-type: none"> <li>• Power-point presentation</li> <li>• Facilitator-led – discussion</li> <li>• Audio-visuals Clips</li> </ul>	Available Objects such as Participant Handbook / Facilitator's Guide, pen, duster, white board, marker, Computer, Projector, etc.	



		Preparing for Employment and Self Employment	<p><b>Theory</b></p> <ul style="list-style-type: none"> <li>• Discuss the steps to prepare for an interview</li> <li>• Discuss the steps to create an effective Resume</li> <li>• Discuss the most frequently asked interview questions</li> <li>• Discuss how to answer the most frequently asked interview questions</li> <li>• Discuss basic workplace terminology</li> </ul>	Bridge Module	<ul style="list-style-type: none"> <li>• Power-point presentation</li> <li>• Facilitator-led – discussion</li> <li>• Audio-visuals Clips</li> </ul>	Available Objects such as Participant Handbook / Facilitator’s Guide, pen, duster, white board, marker, Computer, Projector, etc.	
		Understanding Entrepreneurship	<p><b>Theory</b></p> <ul style="list-style-type: none"> <li>• Discuss the concept and characteristics of entrepreneurship</li> <li>• Describe the different types of enterprises</li> <li>• Establishing effective leadership</li> <li>• Team Work</li> <li>• Importance of effective communication</li> <li>• Discuss about Negotiation Skills and Conflict Resolution</li> <li>• Entrepreneurship ecosystem in India</li> </ul>	Bridge Module	<ul style="list-style-type: none"> <li>• Power-point presentation</li> <li>• Facilitator-led – discussion</li> <li>• Audio-visuals Clips</li> </ul>	Available Objects such as Participant Handbook / Facilitator’s Guide, pen, duster, white board, marker, Computer, Projector, etc.	
		Preparing to be an Entrepreneur	<p><b>Theory</b></p> <ul style="list-style-type: none"> <li>• Basic Marketing Skills</li> <li>• Recall basic business terminology</li> <li>• CRM and its importance</li> <li>• Setting and achieving goals</li> <li>• Making a Business Plan</li> <li>• Carrying out a market research</li> <li>• CRM and its importance</li> <li>• Business &amp; Financial Planning Process</li> <li>• Managing a enterprise</li> </ul>	Bridge Module	<ul style="list-style-type: none"> <li>• Power-point presentation</li> <li>• Facilitator-led – discussion</li> <li>• Audio-visuals Clips</li> </ul>	Available Objects such as Participant Handbook / Facilitator’s Guide, pen, duster, white board, marker, Computer, Projector, etc.	
			<ul style="list-style-type: none"> <li>• Ensure learning confirmation</li> </ul>	Bridge Module	<ul style="list-style-type: none"> <li>• Facilitator led question-answer session</li> <li>• Gauge the learner for their understanding &amp; proficiency of the module</li> <li>• Process based gauging to map learning curve</li> </ul>	Notepad, Fabric ,Pencil, Pen, sewing machine, thread, needle, bobbin, bobbin case, Participant Handbook/Facilitator Guide	





Department of Empowerment of Persons with Disabilities (Dyragjan)  
Ministry of Social Justice & Empowerment



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Skill Council for Persons with Disability

### Skill Council for Persons with Disability

Sector Skill Council Contact Details:

**Address:** 501, City Centre, Plot No. 5 Sector 12 Dwarka New Delhi - 110075

**Website:** [www.scpwd.in](http://www.scpwd.in)

**Phone:** 01120892791

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