



Facilitator Guide



Sector
Apparel / Made-Up's /
Home Furnishing

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

Occupation
Embroiderer

Reference ID: AMH/Q1001, Version 4.0
NSQF Level: 2

**Hand Embroiderer
(Addawala)**

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Apparel Made-ups & Home Furnishing Sector Skill Council

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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. ”



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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/N1010: Plan Organize and Carry out the process of hand embroidery(addawala)
- AMH/N1011: Embroider decorative designs using a combination of stitches & work styles as per customer requirements
- AMH/N0102: .Maintain workarea, tools and machines and Greening of Job Roles
- AMH/N0103: Maintain health, safety and secure work place with Gender and PwD Sensitization
- AMH/N0104: Comply with industry, regulatory and organizational requirements and Greening of Job roles
- AMH/N1003: Contribute to achieve quality in embroidery work
- DGT/VSQ/N0101: Employability Skills (30 Hours)

The symbols used in this book are described below.

Symbols Used



Table of Content

S. No.	Modules and Units	Page No.
1.	Introduction and Orientation	1
	Unit 1.1 – Introduction to Hand Embroidery and Apparel Sector	3
	Unit 1.2 – Role and Responsibilities of Hand Embroiderer (Addawala)	8
2.	Plan and Organize the Process of Hand Embroidery (Adda) (AMH/N1010)	11
	Unit 2.1 – Introduction of Materials and Equipment Required for Hand Embroidery	13
	Unit 2.2 – Knowledge of Design & Color	17
	Unit 2.3 – Preparation for Embroidery	21
3.	Carry out the process of Hand Embroidery (addawala) (AMH/N1010)	27
	Unit 3.1 – Carrying out Different Types of Stitches – Flat Stitches	29
	Unit 3.2 – Carrying out Different Types of Stitches – Loop Stitches	35
	Unit 3.3- Carrying out Different Types of Stitches – Knotted Stitches	39
	Unit 3.4 – Introduction to Adda Work	42
	Unit 3.5 – Waste Minimization	48
4.	Embroider Decorative Designs using a Combination of Stitches & Work Styles (AMH/N1011)	49
	Unit 4.1 – Use Different Types of Hand Embroidery Techniques	51
	Unit 4.2 – Make Different Types of Edges, Applique Work and Cut Work	57
	Unit 4.3 – Common Embroidery Techniques in India	61
	Unit 4.4 – Embroidery Defects and Their Rectification	67
5.	Contribute to Achieve Quality in Embroidery Work (AMH/1003)	71
	Unit 5.1 – Contribute to Achieve Quality in Embroidery Work	73
6.	Maintaining Work Premises and Tools (AMH/N0102)	79
	Unit 6.1 – Maintain Work Premises and Tools	81
7.	Maintain a Healthy, Safe and Secure Working Environment with Gender and PwD Sensitization (AMH/N0103)	85
	Unit 7.1 – Maintain Health, Safety and Security at Work Place	87
	Unit 7.2 – First Aid & CPR	93
	Unit 7.3 – Sensitivity towards People with Disability and Gender Equality	100
8.	Comply with Industry, Regulatory and Organizational Requirements and Greening of Job Roles (AMH/N0104)	105
	Unit 8.1 – Follow Regulatory and Company's Rules	107



Table of Content

S. No.	Modules and Units	Page No.
9.	Soft Skills	113
	Unit 9.1 – Introduction to the Soft Skills	115
	Unit 9.2 – Effective Communication	116
	Unit 9.3 – Grooming and Hygiene	117
	Unit 9.4 – Development of Interpersonal Skill	118
	Unit 9.5 – Social Interaction	119
	Unit 9.6 – Group Interaction	120
	Unit 9.7 – Time Management	121
	Unit 9.8 – Resume Preparation	122
	Unit 9.9 – Interview Preparation	123
10.	Employability Skills	125
	Unit 10.1 - Employability Skills – 30 Hours	126
		
	https://www.skillindiadigital.gov.in/content/detail/1-afb18fd8-344f-4762-b167-6f491877775a	
11.	Annexure-Resources	127
	Annexure I: Resources	128
	Annexure II: Training Delivery Plan	131

It is recommended that all trainings include the appropriate Employability skills Module.
Content for the same can be accessed at:
<https://www.skillindiadigital.gov.in/content/list>

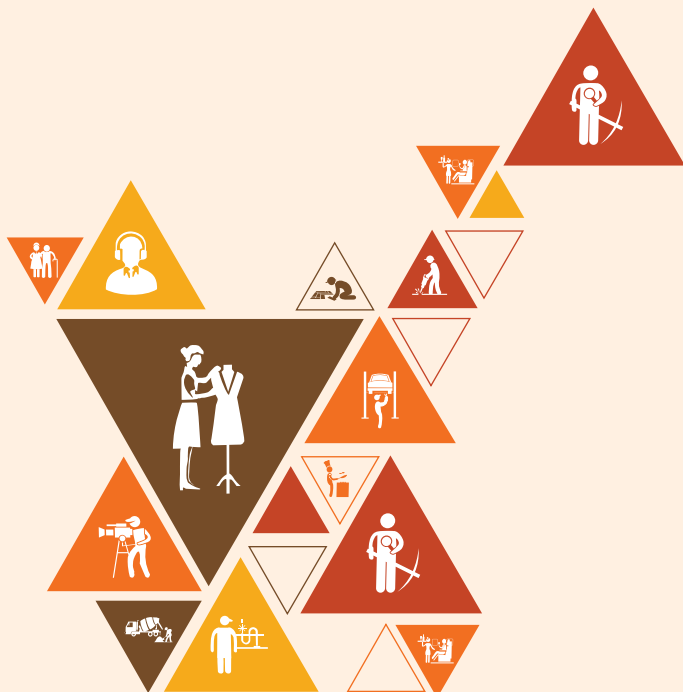




1. Introduction and Orientation

Unit 1.1 – Introduction to Hand Embroidery and Apparel Sector

Unit 1.2 – Role and Responsibilities of Hand Embroiderer (Addawala)



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 a hand embroiderer (Addawala).

UNIT 1.1: Introduction to Hand Embroidery and Apparel Sector

Unit Objectives

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

1. Familiarise with Apparel Industry.
2. Familiarise with Embroidery and Hand Embroidery in India.

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.



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:

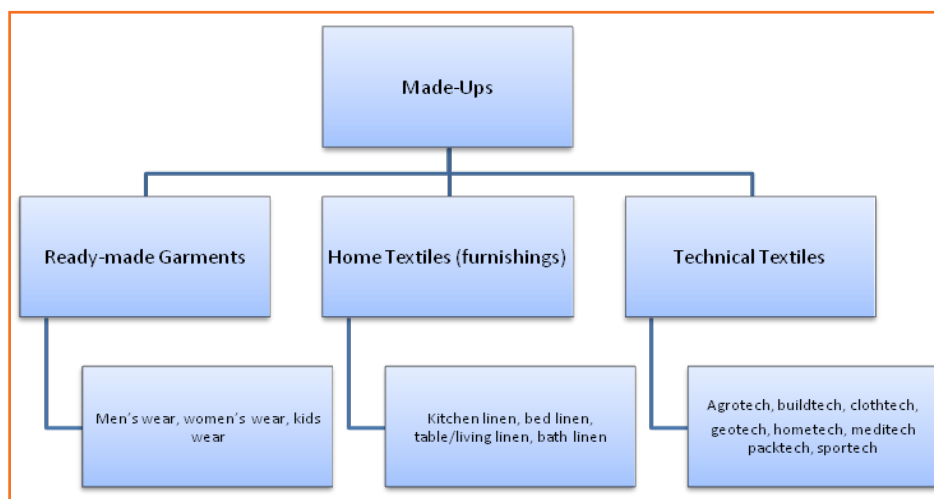


Fig.1.1.3: Made-ups and Home Furnishing Sub-sector

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 Embroidery and Hand Embroidery to the participants.
- Discuss and demonstrate different types of embroidery.

Say

Embroidery is the art of decorating a fabric's surface making stitches in a pattern with the help of needle and thread. It can be described as a kind of a painting with needle and thread. One of the major advantages of using embroidery design is the style it adds to a garment, enhancing its beauty. Embroidery enhances the look of a wide range of garments and cloth material like caps, hats, gloves and other clothing goods, as well as bed sheets and blankets etc.

Demonstrate**Different types of embroidery**

- Crewel embroidery of Kashmir Crewel / Aari
- Sozni embroidery of Kashmir Sozni
- Chamba Rumal of Himachal Pradesh
- Phulkari of Punjab
- Zardozi of Uttar Pradesh
- Chikankari of Lucknow
- Kantha embroidery of West Bengal
- Sujani Embroidery of Bihar
- Pipli of Orissa
- Kasuti

Refer to PH "1.1.4 Introduction to Embroidery and Hand Embroidery"

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
• Give the students the idea of how hand embroidery can be seen as a new dimension of developing skill along with understanding their potentials when they introduce themselves. • Make the students aware of the rising scope of the Apparel industry in India.	1 Hour	PC with LCD Projector or Flip Chart Copies of handouts, Participants Handbook

UNIT 1.2: Roles and Responsibilities of Hand Embroiderer

Unit Objectives

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

1. Explain who is a Hand Embroiderer (Addawala).
2. Describe the roles and responsibilities of a Hand Embroiderer (Addawala).

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

Hand Embroiderer (Addawala) - Job Description

A Hand Embroiderer (Addawala) embroiders decorative designs on fabric and other materials using needle and thread. The hand embroiderer uses various techniques to create variety of embroidery stitches and effects such as Bullion knot stitch, Cross stitch, English Hand Embroiderercking, French knot stitch, Applique work, Shade work etc. The hand embroiderer should have the skills to stitch a variety of Loop stitches, Flat stitches and Knotted stitches.

The key attributes of a Hand Embroiderer (Addawala) are:

- Good eyesight
- Hand-eye coordination
- Motor skills
- Vision which includes distance and near vision, colour vision, depth perceptions, peripheral vision, and the capability to change focus.

Role and Responsibilities

The key roles and duties of a Hand Embroiderer (Addawala) are:

- Comprehensiveness and aptitude to use various methods of embroidery to create needlework stitches and impacts.
- Understanding of numerous fabrics and cloth materials on which embroidery is to be finished.
- Confirming that all resources required for the task are as per the specification.
- Analysing & construing the given design which needs to be embroidered and the type of embroidery that is essential.
- Tracing design of fabric or other material to be embroidered.
- Understanding to choose appropriate needles and threads for the chore at hand.
- Carrying out flat, loop and knotted stitches, as required (like Back stitch, stem stitch, cross stitch, chain stitch, button hole stitch, bullion knot stitch, French knot etc.)
- Combining various embroidery techniques to create decorative designs like Tapestry stitch, Shadow work, Mirror Work, English Hand Embroiderercking etc.
- Ensuring that embroidered fabric/other material meets quality standards specified
- Ensuring minimum wastage of raw material
- Reporting faults in jobs and tools to supervisor
- Understanding of various types of defects
- Maintaining documentation for tasks allocated and tasks completed
- Understanding of safe working practices and procedures
- Understanding of Health and Safety policies of the work place
- Maintaining tools and equipment

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.

AMH/N1010

Key Learning Outcomes

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

1. Learn the different tools required for embroidery.
2. Differentiate the threads used in embroidery.
3. Identify the types of fabric and their selection for embroidery.
4. Analyze different needles and their selection.
5. Describe the function of embroidery hoops/frames.
6. Learn about other tools used in embroidery.
7. Explain design and design concepts.
8. Familiar with the elements and principles of design.
9. Elaborate the color wheel and characteristics of color.
10. Do preparation prior to embroidery.
11. Recognize different embroideries.
12. Identify the techniques and motifs for these embroideries.
13. Elaborate methods for transferring design on fabric.
14. Practice how to adjust fabric on frame.
15. Demonstrate how to work with thread.

UNIT 2.1: Introduction of Materials and Equipment Required for Hand Embroidery

Unit Objectives

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

1. Identify the needles and their selection.
2. Discuss about different threads used in embroidery.
3. Recognize and learn about other tools used in embroidery.
4. Discuss about different types of fabric and their selection for embroidery.
5. Describe about embroidery hoops/frames.

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 Materials and Equipment Required for Hand Embroidery.

Say

Hand Embroidery requires a number of tools and equipment to carry out the stitching/embroidering work. It is essential to recognise the tools and use the correct tool for a given task.

We are going to learn about the key tools and equipment used in hand embroidery.

Do

- Demonstrate the key tools and equipment used in hand embroidery.

Demonstrate

Needles

The most commonly used embroidery needles are detailed below:

- Crewel or Embroidery Needle
- Tapestry Needle
- Chenille Needle
- Milliner Needle
- Ballpoint Needle
- Beading Needle
- Quilting Needles
- Easy Thread Needle
- Aari Needle

Embroidery Threads

Commonly used Embroidery Threads are:

Embroidery Floss

Pearl Cotton

Silk Thread

Metallic Thread

Satin and Rayon Threads

Wool Thread

Novelty Thread

Wired Threads

Zari Thread

Refer to PH " 2.1.1 Tools and Equipment in Hand Embroidery"

Do

- Demonstrate the other tools used in embroidery.

Demonstrate

Other commonly used embroidery tools and equipment are detailed below:

- | | |
|------------------|------------------|
| • Scissors | • Sewing Needles |
| • Rotary cutter | • Pins |
| • Measuring tape | • Pincushion |

- Iron and Ironing Board
- Seam ripper
- Pinking Shears
- Cutting Table
- Sewing Gauge
- Hem Gauge
- Yardstick/Meterstick
- Tailor's Chalk
- Novelty Yarns
- Masking tape
- Hand Needle
- Punch Needle
- Round Frame
- Pattern making paper
- Tracing paper
- Adda Embroidery Tracing Pinning Pen Machine for Embroidery
- Hand held thread trimmer
- Bent neck, metallic Tweezer
- Pencils (HB, 2B, 4B)
- Pick glass
- Needle threader
- Nonwoven Non-fusible Backing Paper
- Fabric Glue
- Surface ornamentation material (Beads, Sequins)
- Buttons
- Hooks
- Adda Frame
- Embroidery frames/Hoops
- Lace
- Tracing Powder or Pounce
- Greyscale
- Thimble
- Adda (wooden frame)

Refer to PH "2.1.2 Other Tools used in Embroidery"

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
Recognition of different tools and equipment being used in the hand embroidery	2 hour	Thread, Accessories, Needles, and other materials.

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 different tools and equipment being used in the hand embroidery.

UNIT 2.2: Knowledge of Design & Color

Unit Objectives

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

1. Familiar with - what is a design.
2. Describe the elements and principles of design.
3. Familiar with color wheel and characteristics of color.

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 Knowledge of Design & Color.

Say

A design is created with elements – point, line, shape, colour and texture – that are put together using principles – unity, variety, emphasis, balance and scale. The elements of design are the pieces, the components, the building blocks of design.

Elaborate

The elements of design include line, shape, colour, value and texture. Put together skilfully, they create effective visual communication. The elements are components or parts which can be isolated and defined in any visual design or work of art. They are the structure of the work, and can carry a wide variety of messages.

Refer to PH "2.2.1 Elements of Design"

Do

- Explain and demonstrate the principles of design to the participants.
- Demonstrate them the Colour Wheel Concept.

Demonstrate

Principles of Design

Pattern A regular arrangement of alternated or repeated elements or (shapes, line, colors) or motifs.	
Contrast To highlight differences between different elements of design such as values or rough and smooth texture	
Emphasis Special attention given to one part of work of art	
Balance To create impression of equality in weight or importance. The elements can be arranged symmetrically or asymmetrically	
Proportion /scale The relationship between objects with respect to size, number etc.	
Harmony The arrangement of elements of design to give the feeling that all parts of the piece form a coherent whole.	
Rhythm/Movement The use of recurring elements to direct the movement of the eye through the artwork. Movement can be directed by means of shape and color	

Colour Wheel Concept

Characteristic of colour

- **Hue:** Refers to the name of the color e.g. red, orange, blue etc.
- **Value:** Refers to the lightness or darkness of a hue. By adding white to a hue a lighter color can be obtained. It is called tint. By adding black to a hue a darker color can be obtained. It is called shade or tone. Tints and tones are especially useful when embroidering a natural design.
- **Intensity:** Intensity refers to the brightness or dullness of a color. If all the colors used in embroidery are bright or dull a balanced look will not be created. Both dull and bright colors must be used in the correct

proportions, for example red and golden yellow flowers can be balanced by tints of green leaves and brown stems. To increase the intensity of a color, place the complementary colors next to each other. This kind of placement produces very bright color schemes, for example, red and parrot green.

- **Monochromatic color:** A Monochromatic color means a single color. It consists of tints and shades of the same color e.g. on a pale blue kurta you may embroider sky-blue, dark blue and navy blue motifs or Lucknow chikankari where white motifs are embroidered on white fabric. This kind of scheme is quite restful, easiest to produce and is always successful.

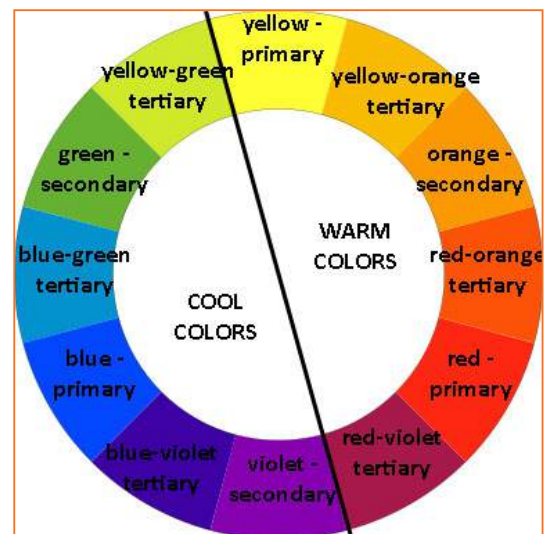


Fig.2.2.7: Warm colors and cool colors

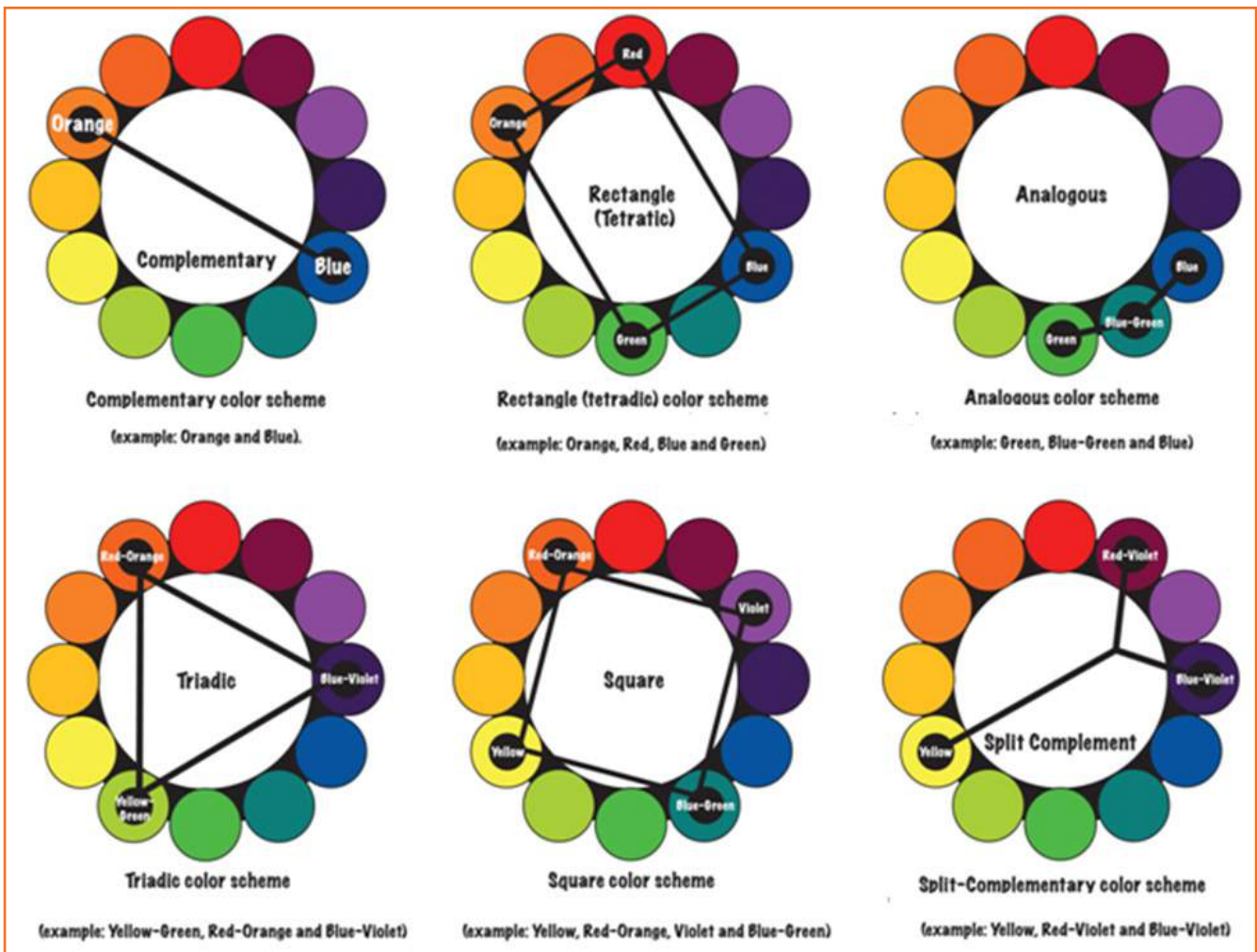


Fig.22.8: Different types of color schemes

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 Note) As per students give practical questions of your choice to understand the student's outcome.

UNIT 2.3: Preparation for Embroidery

Unit Objectives

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

1. Select fabric as per the embroidery.
2. Analyse design for embroidery.
3. Elaborate methods for transferring design on fabric.
4. Select appropriate needle and thread.
5. Learn how to adjust fabric on frame.
6. Analyse how to work with thread.

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 Preparation for Embroidery.

Say

Fabrics used for embroidery are available in cotton, blends and linen. They are also available in different thread counts. The selection of a fabric for embroidery is dependent on what you are planning to make as well as the embroidery technique that will be used.

Elaborate

Types of Fabrics

1. Woven fabric
2. Knitted fabric

Selection of Fabric for Embroidery

Commonly used fabrics in embroidery are detailed below:

1. Evenweave Fabrics
2. Aida Cloth
3. Hardanger Fabric
4. Linen Fabric

Selecting Fabric for Embroidery Work

Fabric	Counts	Use
Aida	11-22	Cross stitch, Blackwork
Hardanger	22	Cross stitch, Blackwork, Hardanger
Linen	25-36	Cross stitch, Blackwork, Hardanger, Pulled work, Bargello, Petit Point
Evenweaves	18-32	Cross stitch, Blackwork, Hardanger, Pulled Work, Bargello, Petit Point

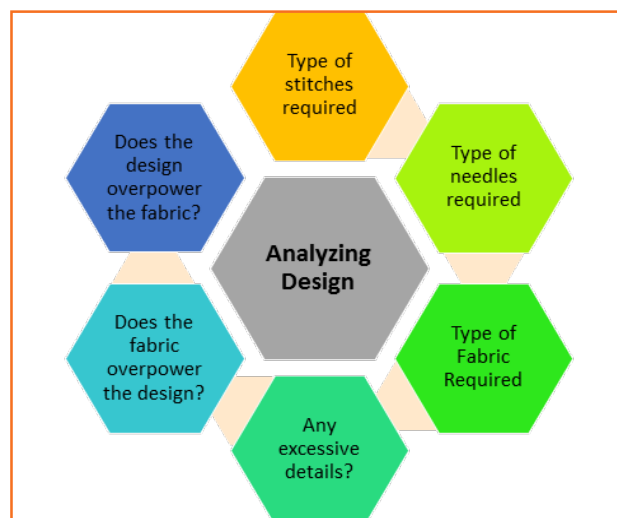
Refer to PH "2.3.1 Embroidery Fabrics and their Selection"

Say

Let's talk about analysis of designs. Once the supervisor gives the design that is to be embroidered, it has to be analysed and interpreted in order to ensure that the design is perfectly replicated on the fabric. The process of analysing design is illustrated here.

Analysing the design is an important role of Hand Embroiderer, as only after careful analysis a fault free design can be embroidered on the desired fabric.

Demonstrate



Do

- Demonstrate how to trace design on fabric/material.

Demonstrate

There are several different ways of marking/tracing an embroidery design on fabric. The techniques often depend on the weight or type or colour of fabric being used. Detailed below are few commonly used tracing methods:

Tracing with Heat

Heat transfer pencils or pens are used for marking an embroidery design on fabric, and works on light weight as well as heavier fabrics. The ink of transfer pencil or pen is heat activated. These pencils are permanent therefore the traced lines should be covered completely with embroidery so they are not visible.

Tracing with Light

If fabric is fairly thin, the transfer/tracing of the designs can be done directly on the fabric with help of a light source like a window or light box. The outline is then marked using marking pencil.

Tracing with Tracing Paper

Designs can be traced/transferred to thicker fabrics using transfer paper(carbon- or wax-based). This paper is also known as dressmakers' carbon paper. The lightweight tracing paper is coated with a powdery, colored ink on one side.

Tracing with Pouncing

Pouncing is one of the earliest methods of tracing designs on the fabric, and is rarely used these days. In this method, a paper pattern is pierced with a pin. The pattern is then attached to the fabric and tracing powder is used on the holes using a soft fabric pad.

Other tracing methods are:

- Back Tracing
- Using Butter Paper
- Using a Template
- Using Carbon Paper

Refer to PH "2.3.3 Tracing Design on Fabric/Material"

Say

While selecting the appropriate thread and needle for the task at hand, following point should be kept in mind :

- There should be no real fight in the fabric when pulling the eye of the needle. If there's resistance – if the fabric is pulling and denting, and you really have to fight to get the needle through – that's a sign you should be using a larger needle. The hole the needle makes should be large enough for the thread to pass through, but not any larger. The needle should not leave a visible hole around the thread.
- Choosing the right thread hinge on on the type of design that is to be embroidered, the needle selected for
- the job and the type stitches that are required.

Activity

- Ask students to make an art work (painting/sketch/glass painting, etc.)
- Each student should carry on the work individually.
- At the end of 30mins., examine the creativity of the students.
- Ensure that they use the right type of products required for carrying out their task (for eg. An appropriate HB pencil for sketching, use of fabric colours for creating a design on fabric).

Do

- Show the students various raw materials like needles-some defected and some quality tested.
- Ask them to judge the outcomes of the defected raw materials.
- Also ask them to judge between a fabric that has not been created as per quality because of faulty materials that were not recognized at the time of creation.

Say

It is important to go through and inspect every material required for embroidery. Any material or accessory be it fabric, thread or needle, should be checked to ensure that the material about to be used is fault-free.

Parameter Check
Buyer Approved Sample or Artwork Wise Bulk Sample Print & Embroidery Design Check.
Durability of Needle
Size Wise Approved Pattern Placement Check.
As per Sample Wise Print Design, Colour & Quality Check.
Bundle & Size Wise Print/Embroidery Check.
Fabric Top Side in Side Check.
Print / Embroidery Pattern Placement Check.
As Per Sample Wise Print/Embroidery Design, Thread Colour Quality Check.
Thread strength and texture Check
Durability of accessories like frame/hoop Check
Size of accessory (frame, hoop) as per design

Explain

- Discuss with students whether they have ever bought a defected product by mistake. What were the outcomes of such a purchase?

Do

- Demonstrate how to attach fabric to Frame /Hoop.
- Demonstrate working with threads.

Demonstrate **Procedure to attach fabric to frame**

Procedure to attach fabric to frame is given below:

1. Place your fabric over the smaller hoop, then push the larger, or top, hoop down around the bottom one. This sandwiches the fabric and holds it taut.
2. Tighten the nut while pulling the fabric to straighten it.
3. Adjust the fabric and nut as you embroider to maintain the tightness of the fabric.

Working with Thread

1. Cut a length of thread about 18 inches long. (Breaking the thread leaves fuzzy ends and may damage the thread. Broken threads do not go through the needle eye easily.)
2. Cut the thread on a slant for easier threading.
3. Grasp the needle between your thumb and forefinger.
4. Hold the thread in the other hand and guide to the needle hole.
5. Push the thread through the hole.

Securing Thread

Thread “ends” and “beginnings” should always be firmly secured and inconspicuous. This can be achieved in a number of ways. As you begin a hand stitch, the thread “beginning” should be secured by one of these three methods:

1. Tying a knot
2. Taking a couple of very small stitches in the same location

Taking a stitch and locking it by looping the thread around the needle and pulling it secure.

Tie a Knot

When a knot is tied to begin a line of stitching, it should be very small, secure, and neat. To do this:

1. Moisten forefinger and grasp the thread near the end.
2. Wrap one end of the thread around the forefinger.
3. Allow about ¼-inch lap-over of thread.
4. With the thumb and forefinger, "roll" these threads together and off the finger.
5. With loop between thumb and forefinger, pull knot to the end of the thread to tighten.

Fasten Ends of Hand Stitching

To end the stitching, threads are usually secured by:

1. Taking a couple of very small stitches in the same location

2. Taking a stitch and locking it by looping the thread around the needle. This technique is done by taking a very small stitch and inserting your needle through the loop. Pull securely.

Sliding the needle between the layers of fabric (or behind a seam allowance) approximately ½-inch to hide the thread ends. Bring the needle out to the surface of the fabric and snip thread close to the surface.

Refer to PH "2.3.7 Working with Thread"

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 Note) As per students give practical questions of your choice to understand the student's outcome.

Key Learning Outcomes

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

1. Know techniques and carry out and application of basic stitches.
2. Carry out various flat stitches like back stitch, stem stitch, Kashmiri stitch etc.
3. Carry out various loop stitches like chain stitch, button hole stitch, fishbone stitch etc.
4. Carry out various knotted stitches like French knot, double knot, bullion knot stitch etc.
5. Describe the adda work.
6. Explain the history for Aari Work.
7. Analyse the raw materials and tools used for adda work.
8. Demonstrate the setting of adda.
9. Elaborate the basic stitches in Aari/adda work.
10. Understand waste management.

Unit 3.1: Carrying out Different types of Stitches - Flat Stitches

Unit Objectives

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

1. Recognise Flat Stitches
2. Carry out different flat stitches like Running stitch, stem stitch, Kashmiri Stitch, cross stitch etc.

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 Carrying out Different types of Stitches - Flat Stitches.

Say

- Flat stitches are simple embroidery stitches in which individual stitches are made without crossing or looping the thread.
- These stitches are used to form broken or unbroken lines or starbursts, fill shapes and create geometric designs
- Commonly used types of Flat Stitches are :
 - » Running Stitch
 - » Back Stitch
 - » Stem Stitch
 - » Satin Stitch
 - » Kashmiri Stitch
 - » Couching Stitch
 - » Cross Stitch
 - » Herringbone Stitch

Demonstrate

This stitch can be worked in straight or curved lines, or for assembly when finishing an embroidery project. The stitch is worked by taking the needle in and out of the fabric. These stitches are of varying length, but more thread is visible on the top than below.

- **Step 1:** Work from right to left of the fabric and insert your needle through the back side of the fabric at your starting point
- **Step 2:** Bring thread up at 1 then down at 2, up at 3 and down at 4 and continue
- **Step 3:** The spaces between the stitches can be the same length as the stitches or shorter for a different look.

Explain

- Discuss the different situations in which running stitch can be used.

Say

- This type of stitch is used to outline shapes that will be filled with satin stitch, or to stitch fabric pieces together.
- It is a basic embroidery and sewing stitch which is also used to produce a thin line of stitching.

Demonstrate

The back stitch is a basic embroidery and sewing stitch used to produce a thin line of stitching, to outline shapes that will be filled with satin stitch, or to stitch fabric pieces together.

Trainer's Note:

- These are supporting content to the Participant Manual, please adhere to the Participant Manual and Explain the trainees' the concept.

Activity

- Ask the students to sit individually.
- Assign them the task of carrying out back stitch.

Say

- Embroidery is not only used to replicate shapes and form patterns, sometimes it can also be used to give an illusion of an object. Stem stitch serves this purpose.
- It creates a rope like appearance.

Demonstrate

The back stitch is a basic embroidery and sewing stitch used to produce a thin line of stitching, to outline shapes that will be filled with satin stitch, or to stitch fabric pieces together.

Stem stitch, and its variations, are worked as a thin line and can be used to outline embroidered shapes, stitch lines and curves, embroider letters. This stitch creates a rope like appearance

Trainer's Note:

- These are supporting content to the Participant Manual, please adhere to the Participant Manual and Explain the trainees' the concept.

Activity

- Ask the students to sit in 2 lines.
- A student should start holding a coloured handkerchief and run and hand it to any student of the other line. This other student should tie his handkerchief with the 1st one and run to pass it to someone else.
- The idea is to pass the handkerchief to students in such a way that no two same coloured handkerchiefs are tied together.
- By the end a very long rope like structure would be formed.
- This can be used creatively for decorating the classroom.

Say

- Ever wondered how the monogram on a school uniform seems so perfect that all the pieces form a particular shape so precisely? For this work, satin stitches turn out to be useful.

Demonstrate

This stitch is primarily used for Solid filling for shapes and monogram. Often, a satin stitch is outlined using one of the straight stitches like, the split stitch, the outline stitch, back stitch, chain stitch, or any other similar stitches. This helps in containing the satin stitch within the parameters of the pattern/design easily.

Trainer's Note:

- These are supporting content to the Participant Manual, please adhere to the Participant Manual and Explain the trainees' the concept.

Activity

- Show to the students 10 different monograms- varying from having a simple shape to complex shape.
- Call out students randomly and ask them to assess how filling has been carried out.
- Also ask them how difference exists in different types of monograms.

Say

- All the stitches are not carried out using a single thread.
- It is usually used to make outlines, or layers of this stitch can be made to fill in patterns.

Demonstrate

This stitch is usually used to make outlines, or layers of this stitch can be made to fill in patterns. This stitch involves two threads: a thicker foundation thread, (also called the laid thread) and a thinner thread (called the couching thread).

Trainer's Note:

- These are supporting content to the Participant Manual, please adhere to the Participant Manual and Explain the trainees' the concept.

Activity

- Ask students to carry out different types of couching stitches.
- Encourage them to experiment in terms of colour combinations.
- Ask them to try to form new patterns.
- Offer them help, if needed.

Say

- As the name indicates, this stitch forms a cross like shape.
- It is used for borders and filling.
- It can be worked in adjacent rows to create patterns.

Demonstrate

This stitch is used for borders and filling if worked in adjacent rows.

Trainer's Note:

- These are supporting content to the Participant Manual, please adhere to the Participant Manual and Explain the trainees' the concept.

Activity

- Ask the students to sit forming a circle.
- Each student should hold a colourful handkerchief.
- On blowing the whistle, a student should start running and find a person having the same colour handkerchief immediately after the whistle is blown again.
- If the person fails to find a person with the same colour handkerchief 2sec. after the whistle is blown for the second time, a cross ribbon would be put on the person's shirt.
- He could then order another person as to which colour handkerchief he should look for.
- The aim is to create such a situation that other people collect get maximum number of cross (as the person who would get a cross would get a chance of ordering unless he finds someone to replace him).

Say

- This type of stitch is done along parallel lines on an evenweave fabric.

Demonstrate

This type of stitch is used to create border, edging, can be stitched over a ribbon or braid to hold it down. It is ked along parallel lines on an evenweave fabric

Trainer's Note:

- These are supporting content to the Participant Manual, please adhere to the Participant Manual and Explain the trainees' the concept.

Activity

- Ask the students to sit in a circle.
- Each student should be given the task of carrying out a different type of stitch.
- For eg. One student is asked to carry out cross titch, the next one herringbone stitch and so on.
- It should be taken care of that no two students sitting together get to do the same type of stitch.

Notes for Facilitation

Suggestive Question to ask students:

- Ask discussed topic relevant Questions as per the unit from the students to check the learning outcomes.

UNIT 3.2: Carrying out Different Types of Stitches - Loop Stitches

Unit Objectives

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

1. Recognise Loop Stitches.
2. Carry out different loop stitches like chain stitch, button-hole stitch, blanket Stitch, fish bone stitch etc.

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 Carrying out Different Types of Stitches - Loop Stitches.

Explain

- Give the students a flashback of the basic nature of loop stitches.
- Also, discuss with them the need of different types of loop stitches

Say

- Now let us know about another type of stitches-loop stitches. Loop stitch are named so because of the long loops it leaves behind. Commonly used types of Loop Stitches and their techniques are:
 - » Chain stitch
 - » Button-hole stitch
 - » Blanket Stitch
 - » Fishbone stitch
 - » Feather Stitch
 - » Fly Stitch

Say

- The chain stitch is a circled stitch which can be worked along a straight or curved line.
- Variations of this stitch are the single or detached chain, lazy daisy, feathered chain, square chain, cable chain, heavy chain, zigzag Chain etc.
- This stitch is usually used for outlining, straight and curved lines, filling if rows are stitched closely together.

Demonstrate

- Bring the students closer.
- Demonstrate each step of stitching practically.

Explain

- Discuss the different situations according to which the variations are chosen.

Say

- Buttonhole stitch is a very beautiful type of stitch.
- In comparison to other stitches, it gives a different look to the cloth –due to its unusual shape.
- This stitch is used to secure the edges of buttonholes as it gives a much sturdier stitch due to the knots it makes.

Demonstrate

This stitch is used to secure the edges of buttonholes as it gives a much sturdier stitch due to the knots it makes.

Trainer's Note:

- These are supporting content to the Participant Manual, please adhere to the Participant Manual and Explain the trainees' the concept.

Explain

- Discuss the need for button hole stitch.

Say

- Another type of specific stitch is blanket hole stitch.
- This stitch is called blanket stitch as traditionally it is used to stitch the edges of blankets.
- It is used to create straight and gently curved lines, borders and finishing edges.

Demonstrate

Step 1: Bring the needle out through A. Take the needle in through B. Take it out through C, a point in the same stitch line as A. Loop the thread under the needle

Trainer's Note:

- These are supporting content to the Participant Manual, please adhere to the Participant Manual and Explain the trainees' the concept.

Explain

- Discuss why a different stitch known as blanket hole stitch is needed for stitching the corners of a blanket.

Say

- Stitches are not only in general for forming general designs.
- Some stitches are good for being used for forming certain shapes. Fishbone stitch is one of them.
- This stitch is a type of filling stitch and is used for making leaves and feathers.

Demonstrate

This stitch is a type of filling stitch and is used for making leaves and feathers

Trainer's Note:

- These are supporting content to the Participant Manual, please adhere to the Participant Manual and Explain the trainees' the concept.

Demonstrate

Feather stitch is a decorative stitch, usually, used to accompany it with embellishments or other forms of stitches like the French knot. It can be used to make borders, horizontal or vertical fillings, or designs with curves. It looks like a series of interconnected 'V's.

Trainer's Note:

- These are supporting content to the Participant Manual, please adhere to the Participant Manual and Explain the trainees' the concept.

Explain

- Discuss with the students the variations in which feather stitch can be carried out.

Demonstrate

This stitch is done in rows for edging or singly for accents, plants and foliage, decorative lines, interesting filling

Trainer's Note:

- These are supporting content to the Participant Manual, please adhere to the Participant Manual and Explain the trainees' the concept.

Activity

- Ask the students to come closer.
- Ask each student to carry out fly stitch.
- They should carry it out and make patterns using it in a time span of 20mins.

Notes for Facilitation

Suggestive Question to ask students:

- Ask discussed topic relevant Questions as per the unit from the students to check the learning outcomes.

UNIT 3.3: Carrying out Different Types of Stitches - Knotted Stitches

Unit Objectives

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

1. Recognise Knotted Stitches
2. Carry out different knotted stitches like French Knot, Double Knot, Bullion knot etc.

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 Carrying out Different Types of Stitches - Knotted Stitches.

Say

- A knotted stitch is any embroidery technique in which the yarn or thread is knotted around itself.
- Knotted edgings are used as decorative trims, and can also be used to fill open spaces in cutwork and in needle-lace .
- Commonly used types of Loop Stitches and their techniques are-
 - » French Knot
 - » Double Knot
 - » Bullion Knot

Explain

- Discuss the situations in which knotted stitches are used.

Say

- A bullion knot is very similar to the French Knot, but here the loop is eased around the needle more times, producing a worm of a knot that is implanted a slight distance from the needle's original entry point. Bullion knot is used to produce decorative dots, leaves, plants etc.

Demonstrate

This is one of the most commonly used knotted stitches. French knot is used to make decorative dots, filling flower centres, leaves, plants etc.

Trainer's Note:

- These are supporting content to the Participant Manual, please adhere to the Participant Manual and Explain the trainees' the concept.

Explain

- Discuss the situation in which bullion knot is done.

Demonstrate

It is also known as Palestrina knot stitch. This stitch is usually used for outlining or bordering purposes.

Trainer's Note:

- These are supporting content to the Participant Manual, please adhere to the Participant Manual and Explain the trainees' the concept.

Activity

- Ask the students to sit individually.
- Provide them with the required material.
- Ask them to carry out double knot.

Say

- Bullion knot is very similar to the French Knot, but here the loop is threaded around the needle more times, producing a worm of a knot that is inserted a slight distance from the needle's original entry point.
- This knot is used to create decorative dots, leaves, plants etc.

Demonstrate

Step 1: Bring the needle out through A and put the needle through B at a desired length.

Trainer's Note:

These are supporting content to the Participant Manual, please adhere to the Participant Manual and Explain the trainees' the concept.

Explain

- Discuss the situation in which bullion knot is used.
- Also discuss the different variations in which it can be used.

Activity

- Ask the students to carry out bullion knot.

Notes for Facilitation

Suggestive Question to ask students:

- As per students give practical question of your choice to understand the student's outcome.

UNIT 3.4: Introduction to Adda Work

Unit Objectives

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

1. Explain the Adda work
2. Discuss about the raw materials and tools used for adda work.
3. Demonstrate how to attach fabric to adda.
4. Perform the basic stitches in Aari/adda work.

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
- Zari, Zardozi, Kamdani work samples
- Tools and raw materials for Aari work

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 Introduction to Adda Work.

Say

A wooden adjustable frame with four wooden bars used to stretch the fabric for embroidery is called adda. The fabric is attached to the adda for doing embroidery. It is also known as Aari work.

Explain

Aari work is a delicate and intricate form of hand embroidery which requires great efficiency and skills. For the stitches of Aari work, the embroiderer needs the usage of both his hands; hence, instead of using the normal embroidery hoop, adda (frames) are used. Adda is a wooden adjustable frame with four wooden bars, used to stretch the fabric for embroidery. The fabric is attached to the adda mainly for doing Aari work. Aari is a type of needle with a hook at its tip to do the embroidery while working on adda. Because of its name Aari,

the embroidery done by it is called Aari work. Adda and Aari help in working speedily, and with precision and neatness. Before starting this embroidery, one has to do some basic preparations, like preparation of the adda (frame) and attaching the fabric which is to be embroidered on it. Then, the design selected is transferred onto the fabric, using proper tracing methods. Mostly, the prick and pounce method is used to transfer the designs onto the fabric in Aari work. In this Unit, students will learn the method of fixation of fabric on adda, khaka making, and transferring the design onto the fabric by properly marking the position where the design is to be made. All these are the initial steps of starting the Aari work. After that, the tools and material required for Aari work, like needle (Aari), threads (zari, cotton and silk, etc.), sequins, beads, fabric backing, dabka, stones, etc., are collected at a place.

Say

Adda or Aari work is a form of embroidery that has its earliest roots in Vedic period. Kalabattu is the name of its original process, in which threads in real gold and silver wires were used to decorate silk, satin and velvet fabrics. Apart from this, other decorative trimmings, such as sequins, beads, pearls and precious and semi-precious stones were also used. When it was at its peak of adaptation, it was mainly used by the Mughals and their royal families on wall hangings, as well as on garments and accessories for elephants and horses, etc.

Explain

Aari work emerged as the mark of the rule of the Mughal emperors. The Mughal royals were mesmerized by its floral motifs, traditional designs and rich appearance on garments. They encouraged Zardozi artists to spread throughout India. However, due to the high demand from Lucknow (city of Nawabs), the city remained the main hub of its production. In a short span of time, different places, such as Uttar Pradesh, Rajasthan, Kutch, Delhi and other nearby areas started recognizing the special characteristics of Aari work or embroidery, which marked its popularity. Over a period of time, the gold and silver thread prices increased and so the use of such expensive material became difficult. Hence, the embroidery workers started using synthetic threads or copper wires polished in gold and silver. Zardozi was commercialized as a technique, though the glory of the original traditional heritage of this art was lost with time. Zardozi is especially done in regions such as Agra, Kashmir, Hyderabad, Delhi, Kolkata, Farrukhabad, Varanasi and Bhopal. In the late 16th century, the Zardozi and the zari embroidery were brought to India by the Mughals. The word Zardozi is derived from two Persian words 'zar', which means gold and 'dozi', which means embroidery. The metallic thread is used for this form of work.

The term 'Zardozi work' can also be used for intricate and elaborate form of zari where the gold or silver embroidery work is teamed with pearls and precious stones, gota and border kinari, making this art only within the means of rich people. In recent times, Zardozi thread mostly has a plastic base and a golden-coloured thread outside as covering.

Do

- Show them Zardozi or zari work.

Elaborate

Zari is the embroidery work in metal wires. Metal ingots are melted and compressed through perforated steel sheets to convert them into wires in this work. They are then hammered to the required thickness. Plain flat wire

is called badla, whereas the rounded is called kasab. Sitara are smaller spangles and mukaish are the tiny dots made of badla. Aari work involves a needle with

a hook, which is fed by cotton, zari or silk thread from below with the material tucked out on an adda or frame. This motion (movement) creates loops of chain stitch, and repeats of these leads to a line of chain stitches. From the underside of the fabric, the other hand feeds the thread, and the hook brings it up, making a chain stitch. It is much faster than the chain stitch done in the common way by hand on a frame. It looks very well finished, almost like machine made. This can also be ornamented with sequins and beads, which are kept on the right side, and the needle goes inside their holes before plunging below, thus securing them to the fabric. The cloth to be embroidered is first stitched to the thick cloth strap attached to the adda. Thereafter, with the help of Aari (needle), the embroidery is started. The hook of the Aari enables the embroiderer to pass the threads both above and below the fabric. This method of embroidery is very time consuming and therefore, the products are expensive. Depending on the intricacy and type of design, it may take a day or a month to complete a design.

Do

- Explain the Zardozi work to the participants.

Elaborate

It is also known as karchobi, which is derived from the term 'karchob', meaning frame. The artisans stretch the fabric quite tightly on a wooden frame (adda), within which this style of embroidery comes to life. In Zardozi, mainly dabka (spring type of a thread), katori, tikena, and sequins are used. The Aari or hand needle is selected as per the type and style of work and stitches like chain stitch, satin, sequin work, beadwork is done using Aari and French knot, bullion knot; stone attachment is done using hand embroidery needle. Beadwork and stone attachment can be done by using Aari as well as hand needles also.

Do

- Show them sample of Kamdani.

Elaborate

It is a lighter type of needlework also called mukaish work, which is done on lightweight material like scarves, veils, caps, transparent saris, etc. A simple flat metallic wire is used and the wire is pressed down with the stitching, producing a dotted stitch effect. The effect produced is glittered and is called hazarabatti (a thousand lights). It is done with a thick hand embroidery needle having a large eye to thread the metal wire in it.

Demonstrate

Good work requires good tools and this is very true of embroidery. The different tools used are:

Adda (wooden frame): It is a horizontal wooden adjustable frame, consisting of four wooden bars. It is raised

sufficiently from the ground to make it convenient for the embroiderer to work, without having to bend too far forward while sitting on the ground. The needle is always pushed in such a way that it should be away from the embroiderer and never towards him/her. The fabric on which the embroidery is to be done is first stitched on the two horizontal wooden bars and stretched apart. Then it is fixed tightly and locked onto the other two vertically parallel wooden bars of the adda. This prevents the fabric from moving while working, and also enables clear vision and faster movement of the tools.

Aari (needle): It is the main tool of the Zardozi embroidery. It has a hook at the tip and a wooden handle at the back. The needles are also available with an iron and a plastic handle. Aari (needles) are available in different sizes and thickness, which may be selected according to the type of the fabric, design, type of thread and raw material used. For fine fabric, fine Aari is used, while for a heavy fabric, a thick Aari is used. An Aari may be selected according to the raw material also, for example Aari for zari, Aari for sitara or for dabka, etc. Thus, it can be selected by the embroiderer according to his/her requirement, looking into all the aspects of embroidery work.

Aari resembles the shape of a crochet needle and is a pen-like needle. It forms an intrinsic form of artwork called the Aari work.

- The needle hooks are made of iron;
- They are sometimes handcrafted;
- They do not damage the fabrics, even very fine fabrics, as they are filled properly;
- They look like crochet hooks but are still different from it.
- They are of different sizes according to the use. For example: hooks used to stitch silk and zari threads are different in size from the hooks used to stitch sequins and beads. Aari plays a major role in embroidery work.

Scissors: These should have slender blades from 1 ½" to 2 ½" long that taper to narrow, sharp points. These should be of very good quality steel so that keen cutting of edges and threads are assured.

Needles: In adda work, embroidery needles are also used. The most commonly used needle for embroidery is a crewel; sometimes also known as an embroidery needle. Except for its long slender eye, it does not differ materially from the sewing needle in shape and it comes in the same size and numbers. Crewels should be used unless some other kind of needle is specified.

Thimble: It is a small plastic, metal or rubber cap for the finger or thumb. Mostly it is close-ended. It is worn to protect the finger and/or thumb and push the needle while embroidering.

The raw materials used for making Zardozi embroidery are —

Gold and silver threads: Originally, this embroidery was done by using pure gold and silver threads. These threads were made by metal (gold and silver blocks). The craftsmen melted them in small workshops at their homes and pressed them through iron sheets having perforations to make thin wires. The size of the perforations varied as per the requirement of the threads. Simple plain flat wire is called badla. Sometimes, the badla is wrapped around a thread and is called kasab. The twisted wire is called nakshi. These days, artificially made bright gold, dull gold, bright silver, antique silver and copper colour threads are commonly used.

Metal wires: In recent times, original gold and silver has been replaced by metal wire made out of mainly copper and steel.

Dabka and Sitara: These are used as ornamentations in the Zardozi embroidery. Dabka is a spring-like thread. It is cut into small sized pieces and used as per the requirement to make the shapes of flowers and leaves in a design. Sitara is golden or silver in colour, but even coloured ones in different shapes are available these days in.

Kardana and poth ke moti (beads): Artisans also use beads as and when required. These beads come in different colours, shapes and sizes and are named accordingly. The glass beads with a cylindrical structure are called kardana and very small spherical beads are called poth ke moti.

Shiny stones: These stones, which resemble diamonds are used to decorate the product, garment or fabric. These are readily available in the local market in different shapes, sizes and colours. Coloured beads, coloured stones, and pearls of various sizes and shapes have been used to decorate the embroideries since early times when all these were pure, like pure pearls, precious and semi-precious stones. These days a wide variety of artificial stones are available in the market. Glue is used to paste these shiny stones on the product, garment or fabric. Then an outline of chain stitch is given to finish the edges.

Khadiya (chalk powder): It is used to prepare the chalk solution for tracing the design on the fabric. Mitti ka tel (kerosene oil) is mixed with chalk powder to prepare this solution.

Embroidery threads: The thread used for embroidering any design must be carefully chosen for colour, texture and size, because all these factors contribute to the final effect. Fine threads are usually employed on fine fabrics. Stranded threads, corded threads, highly-twisted lustrous threads, thick, matty, cotton thread and pure silk threads are mainly used in hand embroidery. They may also be used in embroidery on adda depending upon the design and materials.

Activity

Ask participants to Prepare a chart attaching samples of different types of raw material used in Zardozi work.

Materials Required:

- Chart sheet
- Transparent pouches
- Markers/pencils/colour pencils
- Ruler
- Eraser
- Different raw materials of Zardozi work
- Stapler
- Pins

Procedure:

- Collect samples of different raw materials of Zardozi work from the market.
- Fill the sample of each of these in transparent pouches.
- Attach these pouches on the chart and label them.
- Decorate the chart using coloured pencils.
- Place the chart in the classroom or laboratory.

Activity

Ask students to Prepare a chart of tools used for Zardozi work.

Material Required

- Chart sheet

- Scissors
- Markers/pencils/coloured pencils
- Ruler
- Eraser
- Pictures of different tools
- Glue

Procedure:

- Collect the pictures of different tools used for Zardozi work.
- Cut the pictures neatly in an appropriate size.
- Paste them with glue on the chart paper.
- Label the tools.
- Decorate the chart using coloured pencils.
- Place the chart in the classroom or laboratory

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 Note) As per students give practical questions of your choice to understand the student's outcome.

UNIT 3.5: Waste Minimization

Unit Objectives

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

1. Understand waste management and
2. Ensure minimisation of waste

Say

- Waste is substance and material that is not wanted and possesses no use to anyone or anything.
- It is known to us in various names and forms like, rubbish, trash, garbage, or junk which depends the type of rubbish and the location of it.
- During the manufacturing process of garments in apparel industry, there is a lot of waste which is produced in the form of incorrectly embroidered fabric pieces, broken needles or shredded threads. It is the duty of the worker to confirm that waste/wastage is diminished to the extent possible.
- Certain techniques that aid in waste management are described in Participant Handbook:

Trainer's Note:

- These are supporting content to the Participant Manual, please adhere to the Participant Manual and Explain the trainees' the concept.

Activity

- Ask the students to arrange themselves in groups of 5.
- Assign them the task of making a rangoli using rangoli colours, sticks, mirrors etc (ask them to choose what they need).
- Give them 30mins. Time of making it.
- At the end of 30mins.,ask them to make use of their left over material to make something.

Explain

- On the basis of the above activity, discuss with the tsudents the importance of waste management.

Notes for Facilitation

Suggestive Question to ask students:

- As per students give practical question of your choice to understand the student's outcome. .



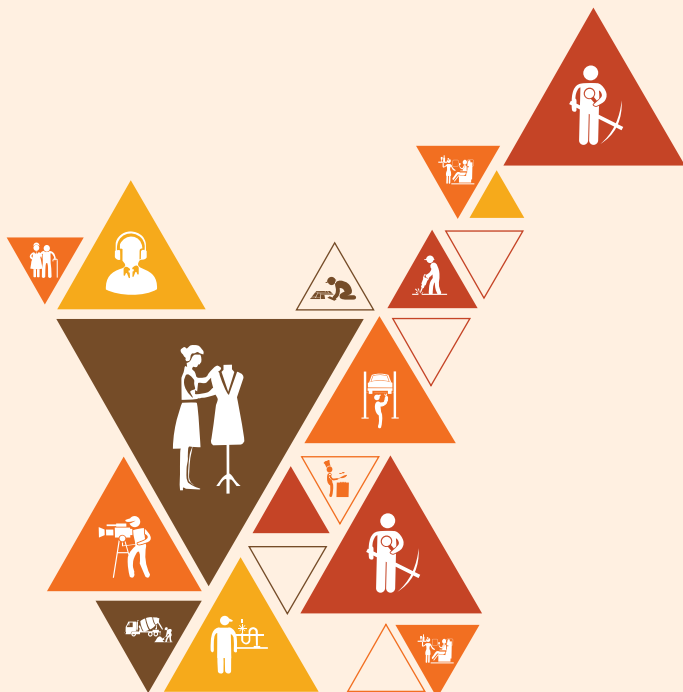
4. Embroider Decorative Designs using a Combination of Stitches & Work Styles

Unit 4.1 – Use Different Types of Hand Embroidery Techniques

Unit 4.2 – Make Different Types of Edges, Applique Work and Cut Work

Unit 4.3 – Common Embroidery Techniques in India

Unit 4.4 – Embroidery Defects and Their Rectification



AMH/N1011

Key Learning Outcomes

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

1. Ensure work area is free from hazards.
2. Make different types of edges like hem stitch, scallops, lace & rolled hem.
3. Use and combine different hand embroidery techniques to create decorative designs such as cross stitch, tapestry stitch, shadow work, mirror work, English Hand Embroidery.
4. Inspect embroidered products against specifications.
5. Identify and understand common factors and problems affecting embroidery.

Unit 4.1 Use Different Types of Hand Embroidery Techniques

Unit Objectives

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

1. Use and combine different hand embroidery techniques to create decorative designs such as cross stitch, tapestry stitch, shadow work, mirror work, English smocking
2. Inspect embroidered products against specifications
3. Identify and understand common factors and problems affecting embroidery

Activity

- Ask the students to sit together forming a circle.
- Ask them to discuss about the different types of hand embroidery as related to different cultures in India.

Say

Cross Stitch is one of the most basic embroidery methods. It starts with an X shaped stitch that is embroidered using floss on an evenweave fabric. The cross stitch is recurrent a number of times for creating a design. This technique uses 6 basic stitches to complete the embroidery work:

- Cross Stitch
- Half Stitch
- Quarter Stitch
- Three Quarter Stitch
- Back Stitch
- French Knot

Trainer's Note:

- These are supporting content to the Participant Manual, please adhere to the Participant Manual and Explain the trainees' the concept.

Demonstrate

- Bring the students closer.
- Show the students different techniques used in cross stitches.
- Explain the situation in which each of them is used.

Activity

- Organize students in small groups.
- Ask different groups to carry on different types of stitches.
- Offer help, if needed.

Say

This technique is used to produce items like wall-hangings. It is also known as canvas work.

Commonly used stitches to perform tapestry technique are:

- Half Cross Stitch
- Tent Stitch
- Basketweave Stitch

Trainer's Note:

- These are supporting content to the Participant Manual, please adhere to the Participant Manual and Explain the trainees' the concept.

Do

- Explain the difference between these techniques.
- Also explain the situation in which they are used.

Activity

- Place before the students specimens of different types of tapestry stitches.
- Call out students at random and ask them to identify which technique has been used in the specimen.
- When all the specimens have been correctly identified, place the specimens with same type of stitch together and discuss the difference/similarities between them.

Say

- Shadow Work is a type of embroidery worked on semi-sheer or sheer fabric, with middle of the embroidery on the back of the design so that the colour of the thread – or a shadow of the colour – shows through on the front of the fabric between two solid-coloured outlines .
- The stitch used in shadow work embroidery is mostly backstitch, but it is functioned between two lines, sporadic back and forth between the two lines with each stitch.

Explain

- Discuss the variation in which shadow technique can be used.
- Can it be used to fill the gaps in case the gap between embroidery is too much?

Say

This technique is also known as shisha (Hindi for mirror) or abla embroidery. As the name suggests, it uses small mirrors to decorate the embroidery design.

Demonstrate

Step 1: In this technique, the small mirror is placed on the fabric and is secured with a crossing of foundation stitches

Step 2: Duplicate the foundation stitches, but turned 45 degrees

Step 3: Duplicate the foundation stitches, but turned 45 degrees

Activity

- Ask the students to arrange in a group of 5.
- Assign to them the task of making something from by using mirror.
- Give them 30mins. Time to do this.

Say

Hand Embroiderer king is a technique employed to fold fabric in such a way that it can stretch. It is used mainly as decorative purposes but can also be used cuffs, bodices, and necklines in garments where buttons are undesirable. It usually requires light weight fabric like cotton or silk. Crewel Embroidery needle is primarily used.

Smoking commonly employs following stitches:

- Cable stitch
- Stem stitch
- Outline stitch
- Cable flowerette
- Wave stitch
- Honeycomb stitch
- Surface honeycomb stitch

- Trellis stitch
- Vandyke stitch
- Bullion stitch

Trainer's Note:

- These are supporting content to the Participant Manual, please adhere to the Participant Manual and Explain the trainees' the concept.

Activity

- Ask the students to sit in a circle.
- Handle to them specimens of different types of stitches used in smoking technique.
- Ask a student to start at random by passing the cloth showing a particular technique to any student in circle.
- The person to whom the cloth is handled should either handle the same cloth to someone else saying its name again or pick up another cloth showing some other technique and hand to another person saying its name loud.
- This can continue as long as all the students in the circle do not get a chance to run with the cloth atleast one.
- This will help the students in remembering the name of each stitch.

Explain

- Discuss the situation in which each of the above stitches can be used.

Say

- One of the most crucial role of a hand embroiderer is to inspect the product that has been embroidered against the design specification. This is crucial to maintain timelines and also to ensure minimum wastage occurs.
- Inspection is the verification of product quality to pre-identified quality or design specifications.

Activity

- Ask the students to sit in such a way that a circle is formed.
- Ask a student to start by running around the circle and randomly stop in front of a person and ask him to get any object from the table –say red colour handkerchief.
- The person would fetch the instructed object from the table and carry on while choosing another person for fetching another object.
- It should be kept in mind that a person is allowed to tell the specifications of the required object only once. A person who fails to comply with the specifications – say he gets a blue handkerchief instead of green would be disqualified.
- This should go on until the objects kept on the table are finished.

Explain

- Discuss with the students the importance of following instructions given by a client.

Say

A number of factors affect embroidery and these have to be kept in mind to ensure that these factors do not become problems or quality issues.

- Needle
- Thread
- Fabric Selection
- Scaling Designs

Trainer's Note:

- These are supporting content to the Participant Manual, please adhere to the Participant Manual and Explain the trainees' the concept.

Activity

- Ask the students to make a pattern on a fabric of their choice.
- Give them 30mins. Time to complete it.
- After they have completed it, assess it.
- Suggest the changes that would have made the embroidery look better –use of needle, fabric, etc.

Explain



- Discuss the difference that workers are able to create due to a change in choice of fabric, needle, etc.

Notes for Facilitation



Suggestive Question to ask students:

- Ask discussed topic relevant Questions as per the unit from the students to check the learning outcome.

UNIT 4.2: Make Different Types of Edges, Applique Work and Cut Work

Unit Objectives

1. Make different types of edges like
 - Hem stitch,
 - Scallops,
 - Lace & rolled hem
2. Carry out applique work
3. Carry out cut work

Activity

- Ask students to carry on an embroidery of their choice on the basis of their observation till date, in groups of 2.
- Keep the embroidered pieces with care.
- At the end of the understanding of different types of stitches, ask them to see if their embroidered stitches fall in any of these categories.

Say

Hand-embroidering edge stitching around a design or pattern adds texture and provides a mix of colour to make the hand embroidery stand out and bring out the design element in the embroidered product.

Activity

- Keep 5-7 specimens of different types of embroidery on a table.
- Ask students to come in a pair and identify edge stitching technique out of the specimens.
- Also, ask them to make a different design using the technique.
- Give them 30mins. Time for doing this.
- At the end of the time, allow students to see each what others have done.
- This will not only open their minds to how the technique can be used differently but also will enable them to understand it better.

Demonstrate

The scallop stitch makes it easy to add patterns at the edge of the embroidery stitches. A single stitch looks like a smiling face

Trainer's Note:

- These are supporting content to the Participant Manual, please adhere to the Participant Manual and Explain the trainees' the concept.

Activity

- Ask the students to sit individually.
- Provide them with the required material.
- Ask them to experiment how scallop stitch can be used in variation for making different designs.
- The best design, as chosen by the students and teacher can be pinned down on a board and the student can be given a chocolate as an appreciation.

Demonstrate

Hemstitch is used in drawn thread work. It adds a decorative edge to a drawn thread area and also bunches together the remaining threads.

Trainer's Note:

- These are supporting content to the Participant Manual, please adhere to the Participant Manual and Explain the trainees' the concept.

Activity

- Ask the students to come closer.
- Show them different type of patterns/ways in which hem stitch can be used.
- Also give them time to try it themselves.

Demonstrate

The Rolled Hem is also known as Orlo a Prillo stitch. A rolled hem is commonly used to makes edges for napkins and tablecloths and other utility items.

Trainer's Note:

- These are supporting content to the Participant Manual, please adhere to the Participant Manual and Explain the trainees' the concept.

Explain



- Discuss the situation in which hem stitch is used.

Demonstrate



Applique work is the method or process of applying another device (piece of fabric) over the fabric surface. It states to needlework procedure in which patterns or mimetic scenes are shaped by the accessory of smaller pieces of fabric to a larger piece of complementary colour or texture. Before beginning the applique work, some preparatory work is required. The preparatory work comprises of.

Before beginning the applique work, some preparatory work is required. The preparatory work includes:

- Chose a background fabric, and fabrics for your appliqué pieces,
- Create patterns for each shape for appliquéing. The patterns should be traced from the templates as exactly potential.

Trainer's Note:

- These are supporting content to the Participant Manual, please adhere to the Participant Manual and Explain the trainees' the concept.

Activity



- Call out a student randomly and ask him to perform applique work.

Demonstrate



Cutwork is an embroidery technique that features embroidered designs with spaces cut completely out of the fabric. Cutwork is usually done on linen. It can also be worked on cotton or cotton / linen blends. Cut work is used to decorate household items like table linens, fine hand towels, curtains, bed linens and even clothing.

Trainer's Note:

- These are supporting content to the Participant Manual, please adhere to the Participant Manual and Explain the trainees' the concept.

Explain



- Discuss the situation in which cut work is done.

Activity

- Ask the students whether they have ever seen cut work.
- If multiple students have seen it, ask them to discuss the common features/ differences they might have noticed in the respective works.

Notes for Facilitation

Suggestive Question to ask students:

- Ask discussed topic relevant Questions as per the unit from the students to check the learning outcome.

UNIT 4.3: Common Embroidery Techniques in India

Unit Objectives

1. Identify and understand Chikankari Motifs and Stitches.
2. Identify and understand Phulkari Motifs and Stitches.
3. Identify and understand Zari Motifs and Stitches.

Say

- Chikankari is one of the most widespread embroidery work of North India. Chikankari is an ancient form of white floral embroidery, intricately worked with needle and raw thread. It is centered mainly in the northern heartland of India, Lucknow.
- Chikan is primarily white embroidery on white fabric.

Trainer's Note:

- These are supporting content to the Participant Manual, please adhere to the Participant Manual and Explain the trainees' the concept.

Explain

- Discuss with the students how can chikan embroidery be identified easily.

Say

- A major features of Chikankari embroidery is its great contrast in texture. The embroidery on a single piece of fabric ranges from fine pulled thread work, executed with one thread, to heavily pressed stitches.
- Chikankari is a understated embroidery, white on white, in which minute and delicate stitches stand out as textural contrasts, shadows and decorations.

Activity

- Call out students at random.
- Show a motif and ask him/her to identify its name.

Say

- Chikankari is a subtle embroidery, white on white, in which minute and delicate stitches stand out as textural contrasts, shadows and trceries. Some stitches are worked from the back and some from the front.
- In Anokhi Chikan, a type of Chikankari embroidery, the stitches do not appear at the back.

Explain

- Ask the students whether they have seen a cloth embroidered using chinkari technique.
- Discuss about its appearance and the type of cloth on which it was done.

Say

Chikankari incorporates different surface ornamentation techniques/stitches.

Stitches		Jaalis	Darazdari
Flat Stitches: • Tepchi • Bakhia • Hool • Zanzeera • Rahet • Pechni • Kaj • Ghas-patti • Gitti	Embossed Stitches: • Murri • Fanda	• Madrasi • Makra • Chataiya • Siddhaur • Bulbul Chasma • Bangle	• Kohidaraz • Komaladaraz • Muchii-daraz • Singbada

Fig.3.4.2: Chikankari Techniques/Stitches

The stitches in chikankari are divided into:

- Flat stitches: These are delicate, subtle and lie close to the surface of the fabric giving it a very distinctive textural appearance.
- Embossed stitches: These stitches are highlighted from the fabric surface lending it a characteristic grainy texture.

Summarize

- Give the students a summary of different types of stitches
- Tell them the difference between Flat stitch, Embossed stitch, Jaali

Elaborate

- Types of flat stitches
- Types of Embossed Stitches
- Types of jaalis

Trainer's Note:

- These are supporting content to the Participant Manual, please adhere to the Participant Manual and Explain the trainees' the concept.

Activity

- Show to the students a chart having pictures of different types of stitches in chinkari.
- Call out students randomly and ask them to identify which one is it.

Say

- Phulkari is the traditional art of making embroidered odhnis which are head drape or stoles used by women in Punjab .
- “PHULKARI” means “flower working” or “flower embroidery”.
- This art form invented in Punjab as early as the 15th century. This form of embroidery has more than twenty-three patterns which are skillfully reproduced by craftsperson trained in this art for several generations.

Activity

- Ask the students to sit down forming a circle.
- Ask if anybody of them remembers their mother wearing a zari or phulkari odhni?
- What was the type of cloth used?

For variation, different motifs are used like geometric shapes like triangles, animal motifs, etc.

The patterns are created by counting the threads of the base fabric and creating stitches in straight lines. The motifs are created primarily by varying the starting and ending points of adjoining stitches. Therefore, in Phulkari, other than ‘Sainchi’, the motifs and figures used look geometrical and seem to be constructed with vertical, horizontal and diagonal lines. The colours of the thread may be varied to create a motif. In single coloured baghs/ motifs, the orientation of the straight lines is also varied to create a variation in gloss. This results in the variation in the amount and nature/direction of light reflected by the differently oriented thread.

Trainer's Note:

- These are supporting content to the Participant Manual, please adhere to the Participant Manual and Explain the trainees' the concept.

Demonstrate

- Show to the students, specimens of each motif.

Say

Now that we have discussed about various types of motifs used for creating beautiful phulkari odhnis, let us go ahead further and discuss about the basic embroidery stitches used in phulkari depending on their formation.

Types of Flat Stitches

- Running Stitch
- Back Stitch
- Stem Stitch
- Split Stitch
- Long and Short Stitch
- Couching Stitch
- Cross Stitch
- Herringbone Stitch
- Chevron Stitch

Trainer's Note:

- These are supporting content to the Participant Manual, please adhere to the Participant Manual and Explain the trainees' the concept.

Summarize

- Give the students a quick flashback of knotted, flat and loop stitches.

Do

- Tell the students the situation in which each of them is used.
- Also tell them how these stitches differ from one another.

Activity

- Divide the students into 3 teams.
- Write down the different types of flat, loop and knotted stitches on one side the board and their uses on the other side.
- Divide the students into 3 teams.
- Write down the different types of flat, loop and knotted stitches on one side the board and their uses on the other side.
- From each team, call out a student at random and call out a sub category-say French knot.
- Ask him to identify which category of stitches it belongs to (flat, knotted or loop).
- Also ask him to identify the situation in which it is used.

Demonstrate

- Show to the students the specimens of zari.

Say

The Design patterns of zari embroidery are distinguished in terms of material used and types of work.

Trainer's Note:

- These are supporting content to the Participant Manual, please adhere to the Participant Manual and Explain the trainees' the concept.

Activity

- Write the motifs used in different types on one side of the blackboard. On the other side write the name of the embroidery it is associated with.
- Call out students at random and ask them to match the columns.

Say

- The thread stroke formed on the front side of the fabric surface by the movement of the embroidery needle from the backside of the fabric to the front side and back to the back side is known as an embroidery stitch.

The zari embroidery stitches can be categorized into two types depending upon usage of normal needle (flat stitches) and Aari hooked needle which are as follows:

Trainer's Note:

- These are supporting content to the Participant Manual, please adhere to the Participant Manual and Explain the trainees' the concept.

Summarize



- Summarize the different types of flat stitches and loop stitches to the children.

Explain



Discuss the difference between flat stitches and loop stitches.

Activity



- Ask the students to divide themselves into groups of 3-4.
- Assign each group the task to perform different types of flat/loop stitches.
- At the end of the assigned duration of 20mins. , ask each group to come forward and summarize their procedure.

Notes for Facilitation



Suggestive Questions to ask students:

- Ask discussed topic relevant Questions as per the unit from the students to check the learning outcome.
- As per students give practical questions of your choice to understand the student's outcome

UNIT 4.4: Embroidery Defects and Their Rectification

Unit Objectives

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

1. Identify common embroidery defects.
2. Demonstrate how to rectify defects.
3. Describe some important tips for good embroidery.

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 Embroidery Defects and Their Rectification.

Say

Embroidery defects arise because of faults and problems in the stitches, or fabrics or design, or in all. Today we are going to learn how to recognise embroidery defects and rectify them.

Explain

Embroidery defects arise because of faults and problems in the stitches, or fabrics or design, or in all. Some of the basic embroidery defects are as under:

Fabric damage or needle holes

These are caused because of the following reasons:

- The use of incorrect type and size of needle
- Adding a lot of stitches at the same spot
- Not tearing the backing properly

- The fabric getting damaged when the stitches are pulled out
- The damage caused on the fabric because of recurring needle penetration, especially around the corners of the embroidery

Fabric gapping

This defect occurs when the fabric gaps are visible through the embroidery design in the background, either in the middle part of the design or on the edges.

Missed trims

When threads are left on the front side in the embroidery design between the designs, it is called missed trims.

Improper placement of embroidery design

This is a result of the incorrect tracing of the design.

Poor registration of design

When the embroidery design and stitches are not arranged correctly, then this defect can be seen.

Bunching at the corners

When the corners of the embroidery design are not crisp because of gathering up of the thread at a point, it is known as bunching.

Thick embroidery

This defect can be seen when the embroidery is very dense or thick in some places.

Poor stitch density

When the stitch is not dense and done quite apart, the base fabric is visible in the embroidery and is called as poor stitch density.

Poor hooping

Due to poor hooping, the fabric around the embroidery gets hazy or wrinkled, and thus, stops to lay flat on a fabric surface.

Rectifications of Defects

- Sometimes, the spacing does not look correct or some area of the embroidery is unacceptable. Generally, it does not work to reverse the needle out or take the needle out on the backside. If just some stitches are involved, remove the needle and use the blunt end of it to lift out the thread from the offending stitches.
- Rethread the needle and retry. Check the hoop adda and its tension; keep it firm to avoid fabric ruches and use proper backing, like fusing paper, before starting the embroidery.
- Wherever the larger area of stitching of beads is involved, the most time-efficient way to repair the damage is to remove the beads. This is done by cutting the threads in several locations.
- Hoop/adda should not be stretched too much; otherwise, it will damage the fabric. Hoop marks should always be ironed after completion of embroidery work.
- Thread thickness should be chosen as per the base embroidery fabric to avoid fabric damage. Threads should also be selected according to the designs.
- Use pointed small and sharp scissors carefully to cut the trims and extra loops. The leftover threads can be trimmed or glued at the wrong side of the completed embroidery product.

- After understanding the defects, like fabric damage, gapping, thick embroidery, etc., the students can rectify them by doing embroidery stitches correctly. Ensuring the quality of embroidery near perfection in the final product is essential for the overall look of the garment/product.

Tips for Good Embroidery

Refer to PH "4.4.3 Tips for Good Embroidery"

Industry Visit

The purpose of visiting an apparel manufacturing unit is to get hands on knowledge about various processes involved in the work of an Hand Embroiderer. During the visit you have to interact with Hand Embroiderers and supervisors to understand how work 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:

- Precisely understand the concept of different embroidery techniques in India like; Chikankari, Phulkari and Zari and also their designs and motifs.
- Ask questions to Hand Embroiderers/supervisors if you have any query.

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.

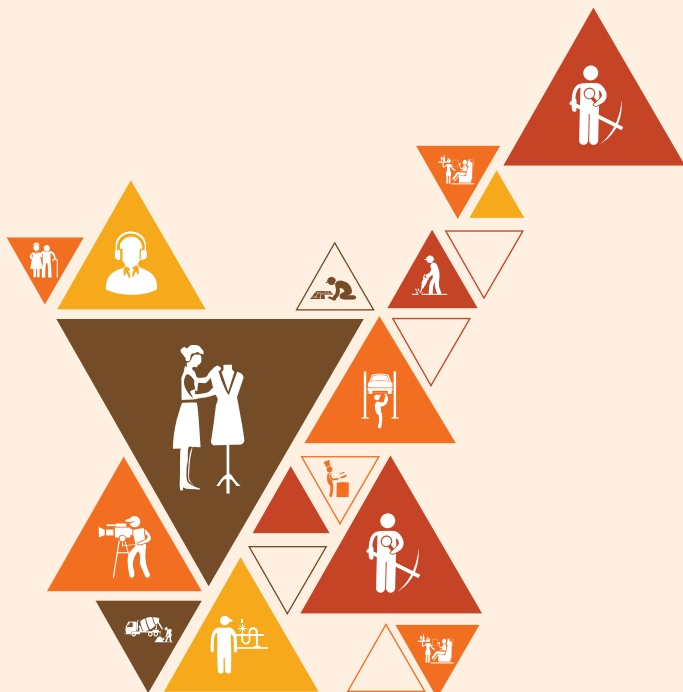
(Suggestive Note) As per students give practical questions of your choice to understand the student's outcome.





5. Contribute to Achieve Quality in Embroidery Work

Unit 5.1 - Contribute to Achieve Quality in Embroidery Work



Key Learning Outcomes

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

1. Familiarize with the product quality.
2. Coordinate with seniors and others.
3. Inspect stitched products against specifications.
4. Identify, mark and place rejects in the designated locations.
5. Carry out alterations.
6. Maintain work flow and meet production target.
7. Understand and inspect the possible defects

Unit 5.1: Contribute to Achieve Quality in Embroidery Work

Unit Objectives

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

1. Familiarize with the product quality.
2. Coordinate with seniors and others.
3. Inspect stitched products against specifications.
4. Identify, mark and place rejects in the designated locations.
5. Carry out alterations.
6. Maintain work flow and meet production target.
7. Understand and inspect the possible defects.
8. Understand documentation

Activity

- Keep a few products like electric iron, Fruiti, medicines, clothes, desk in front of students.
- Ask them to write on a sheet of paper what would be the determinant of quality in case of each product.
- Discuss.

Say

Embroidery defects arise because of faults and problems in the stitches, or fabrics or design, or in all. Some of the basic embroidery defects are as under:

Fabric damage or needle holes

These are caused because of the following reasons:

- The use of incorrect type and size of needle
- Adding a lot of stitches at the same spot
- Not tearing the backing properly
- The fabric getting damaged when the stitches are pulled out
- The damage caused on the fabric because of recurring needle penetration, especially around the corners of the embroidery

Fabric gapping

This defect occurs when the fabric gaps are visible through the embroidery design in the background, either in the middle part of the design or on the edges.

Missed trims

When threads are left on the front side in the embroidery design between the designs, it is called missed trims.

Improper placement of embroidery design

This is a result of the incorrect tracing of the design.

Poor registration of design

When the embroidery design and stitches are not arranged correctly, then this defect can be seen.

Bunching at the corners

When the corners of the embroidery design are not crisp because of gathering up of the thread at a point, it is known as bunching.

Thick embroidery

This defect can be seen when the embroidery is very dense or thick in some places.

Poor stitch density

When the stitch is not dense and done quite apart, the base fabric is visible in the embroidery and is called as poor stitch density.

Poor hooping

Due to poor hooping, the fabric around the embroidery gets hazy or wrinkled, and thus, stops to lay flat on a fabric surface.

Explain

Discuss what would be the marker of quality in case of furniture.

Say

The producing will begin only if coming up with the look and planning are completed. If the look is carried out systematically, things ought to run smoothly. During manufacture the subsequent are the foremost common factors that can affect quality:

- Set-up
- Machines and tools
- Operator
- Materials and components

Trainer's Note:

- These are supporting content to the Participant Manual, please adhere to the Participant Manual and Explain the trainees' the concept.

Explain

Based on the results of the activity, discuss the importance of coordination.

Say

It is essential to analyse the meet specification in terms of labels and trimmings. There should be various quality check points and before sending the product for final finish it should be thoroughly crosschecked that it has correct labels them.

- Matching Shade of Thread
- Matching Fabric
- Neatness of Embroidery
- Colour bleeding
- Measurement of Stitches
- Labels and Tags

Trainer's Note:

- These are supporting content to the Participant Manual, please adhere to the Participant Manual and Explain the trainees' the concept.

Explain

- Discuss with the students whether they have ever experienced any problem in fabrics like colour bleeding, neatness in embroidery, etc.

Say

- A defect can be in the form of incorrect stitch, uneven stitch width or gap, fabric bleed, etc. Once the defect has been identified, attempt should be made to correct it without delay.
- A design might be good. However, if it is not as per specifications, it might turn out to be waste.
- Hence, it is important to make sure that the material used for making a product should be compatible with its specification.

Activity

- Show the students a variety of embroidered fabrics.
- Also, provide them with the respective specifications.
- Ask them to identify defects, if any (in stitching and according to specifications).

Explain



Discuss the possible outcomes in case the defect in the fabrics is not taken care of.

Say



Some of the tips with which work should be carried out so that the workflow can be maintained and production target can be achieved:

- Fabric's pieces and lining must be pinned or sewn together as per the requirement and they should be set in such a way that they are ready for assembly.
- One production's workflow should not affect the workflow of other production, handling of material should be very careful to keep away material from the risk of damage.
- All the production sections should work in synchronization with each other i.e. trimming should work in a way that spreading and cutting can work in sync with stitching and stitching can maintain coordination with embroidery, printing and so on. By doing so, a production target and quality products can be produced.
- Working in sync can improve efficiency in work.
- Always sort your work in such a way that it is in readiness for assembly.
- Each production should sort and place their work in such a way that it can be easily used at the next stage of production for e.g. if you are working at embroidery section then the fabric's embroidery should be placed in such a right order that it should not be a problem for a person in a stitching operation to arrange and stitch the fabric.
- One must be thoroughly aware about the tools, settings and equipment that are required to work on and how to handle materials without damaging them. They should know what a finished product looks like, so that they can have perfection in their working.
- Make sure to check the materials available in the stock, if it is not sufficient inform the concerned department to arrange one; it should not disrupt the workflow of other production.

Activity



- Divide the students into teams.
- Assign each team with the work of creating 3 drawings.
- Ask them to distribute work among themselves-one could draw, another one could colour it followed by the person who could cut it in shape.
- Give them a time of 20mins. for doing this.
- This will make them realize the importance of distribution of work, synchronization and completion on time.

Explain



In a cookery contest where people have to make a dish in teams of 2, discuss the importance of doing different activities like chopping, etc. on time in making the final dish.

Activity

- Ask the students to sit separately
- Ask each person to make a painting. Clearly specify what all things should be present in it.
- The same list could be given to 5-7 students
- Give the students 45mins. Time to complete it.
- After the completion of the assigned time, see whose painting is beautiful.
- Most importantly judge it against the instructions given.

Explain

Discuss with students to follow the instructions of the clients in an industrial setting.

Say

- A “document” is a collection of data, regardless of the medium on which it is recorded, that generally has permanence and can be read by humans or machines. Documents include both paper and electronic documents.

Activity

- Ask the students to maintain their report cards ,certificates etc. in a file for future use.
- Also show to them a sample document regarding how documents are prepared and maintained in a company. For this purpose you could also show them a dummy Balance sheet.

Explain

An MBA passed candidate has gone for an interview. He has not brought his complete list of certificates as stated by the employer before. What could be the possible implications?

Notes for Facilitation

Suggestive Questions to ask students:

- Ask discussed topic relevant Questions as per the unit from the students to check the learning outcome.

Industry Visit

The purpose of visiting an apparel manufacturing unit is to get hands on knowledge about various processes involved in the work of an Hand Embroiderer. During the visit you have to interact with Hand Embroiderers and supervisors to understand how work 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 production system.
- Inspect stitched products against specifications.
- Analyze how Hand Embroiderer:
 - » Inspects stitched products against specifications
 - » Carryout alterations
 - » Sew and apply trims
- Also Understand the inspection and possible alteration.
- Ask questions to Hand Embroiderers/supervisors if you have any query.

AMH/N0102

Key Learning Outcomes

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

1. Maintain hazard free work environment.
2. Maintain embroidery tools.
3. Adopt safe work practices.
4. Minimize waste.
5. Identify different cleaning substances.

UNIT: 6.1 Maintain Work Area, Tools and Machines

Unit Objectives

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

1. Maintain hazard free work environment.
2. Maintain embroidery tools.
3. Adopt safe work practices.
4. Minimize waste.
5. Identify different cleaning substances.

Say

- Effective maintenance of work premises or housekeeping can remove many workplace hazards and help in safe and proper work.
- Housekeeping does not only mean cleanliness, it includes neat and orderly work areas, maintaining floors free of slip and hazards and removal of waste materials (e.g., threads, paper, pieces of fabric etc.) and preventing fire hazards.
- Effective housekeeping is a continuous process: It is not a hit-and-miss clean-up done occasionally. Irregular or last minute clean-ups may prove costly and ineffective.

Explain

Students are going in a science lab for the first time. There is only 1 teacher to guide a class of 60 students about what has to be done. Students are allowed to roam around here and there in the lab without giving a warning about touching unknown objects. The lab doesn't possess a first-aid kit even. Discuss.

Say

A well- maintained workplace can avoid accidents like being hit by falling objects, slipping on greasy, wet or dirty surfaces. In order to prevent these hazards, a workplace must be maintained regularly. This may require a lot of efforts hand planning but the benefits are many.

Also, it helps in :

- Decreased fire hazards
- Decreased 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)

Explain



A big and well-reputed school doesn't have a fire extinguisher. They think that no fire accident has occurred since the commencement of school 25yrs ago. Is it right on their part? Discuss.

Say



Maintaining workplace may not seem much important, however, its importance should not be undermined because:

- 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.

Cleaning and organization must be done regularly, not just at the end of the shift. It should include waste disposal, removal of unused materials, inspection to ensure clean-up is complete.

Activity



- Ask the students to carry on different types of embroidery of their choice in groups of 2.
- After the work is finished and even while the work is going on, ask the students to maintain cleanliness so that other people do not have a problem in looking for material.
- Also keep the equipment in proper place even while working so that the risk of accidents can be mitigated.

Explain



Discuss the importance of maintaining cleanliness and proper order while working in different groups where each group has the same stock of material, a collective one.

Say

Maintenance of tools and equipment used in embroidery like needles, threads, scissors, fabric etc. is part of the job responsibility of the hand embroiderer. Even 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
- Regular maintenance
- Correct usage
- Cleaning tools after use

Activity

- Place different equipments in front of the students.
- Call each student in front of the class and ask questions like the use of a tool, etc.
- You can also ask some students of the possible ways to take care of a particular instrument or in general.

Explain

A company feels that it can reduce its cost by not keeping people to take care of the cleanliness of machines. The owner feels that such costs can do no good. Discuss.

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 Note)As per students give practical question of your choice to understand the student's outcome.



AMH/N0103

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 7.1: 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 much machinery emitting 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 24 hours.
- 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.5.1.19: 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
- Minimize health and safety risks to self and others due to own actions. - Monitor the workplace and work processes for potential risks and threats. - Carryout periodic walk-through to keep work area free from hazards and obstructions, if assigned. - Report hazards and potential risks/threats to supervisors or other authorized personnel. - Participate in mock drills/ evacuation procedures organized at the workplace. - Undertake first aid, fire-fighting and emergency response training, if asked to do so. - Take action based on instructions in the event of fire.	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 7.2: 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	• Pain • Swelling • Visible bone	• Immobilise the affected part • Stabilise the affected part • Use a cloth as a sling • Use board as a sling • Carefully Transfer the victim on a stretcher	• Do not move the affected part • Do not wash or probe the injured area
Burns (see Degrees of Burn table)	• Redness of skin • Blistered skin • Injury marks • Headache/seizures	• In case of electrical burn, cut-off the power supply • In case of fire, put out fire with blanket/coat • Use water to douse the flames • Remove any jewellery from the affected area • Wash the burn with water	• Do not pull off any clothing stuck to the burnt skin • Do not place ice on the burn • Do not use cotton to cover the burn
Bleeding	• Bruises • Visible blood loss from body • Coughing blood • Wound/Injury marks • Unconsciousness due to blood loss • Dizziness	• Check victim's breathing • Elevate the wound above heart level • Apply direct pressure to the wound with a clean cloth or hands • Remove any visible objects from the wounds • Apply bandage once the bleeding stops	• Do not clean the wound from out to in direction • Do not apply too much pressure (not more than 15 mins) • Do not give water to the victim

Heat Stroke/Sun Stoke	• High body temperature • Headache • Hot and dry skin • Nausea/Vomiting • Unconsciousness	• Move the victim to a cool, shady place • Wet the victim's skin with a sponge • If possible apply ice packs to victim's neck, back and armpits • Remove any jewellery from the affected area • Wash the burn with water	• Do not let people crowd around the victim • Do not give any hot drinks to the victim
Unconsciousness	• No movement of limbs • No verbal response or gestures • Pale skin	• Loosen clothing around neck, waist and chest • Check for breathing • Place the victim's legs above the level of heart • If victim is not breathing, perform CPR	• Do not throw water or slap the victim • Do not force feed anything • Do not raise the head high as it may block the airway

Fig.7.2.1: 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. Action Required: Place under running water.	Serious but recovers in a few weeks. Action Required: Place clean wet cloth over the burnt area.	Very Serious and will require skin grafting. Action Required: 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. Action Required: Leave open and prevent infection.

Fig.7.2.2: 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: 7.3: 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 "7.3.1 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 "7.3.2.1 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



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 compliment 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 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.



9. Soft Skills

Unit 9.1 - Introduction to the Soft Skills

Unit 9.2 - Effective Communication

Unit 9.3 - Grooming and Hygiene

Unit 9.4 - Interpersonal Skill Development

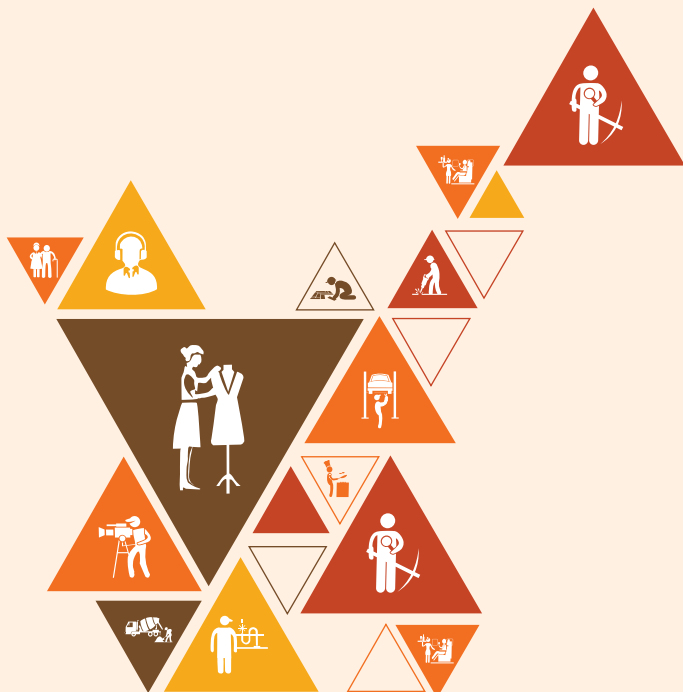
Unit 9.5 - Social Interaction

Unit 9.6 - Group Interaction

Unit 9.7 - Time Management

Unit 9.8 - Resume Preparation

Unit 9.9 - Interview Preparation



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.





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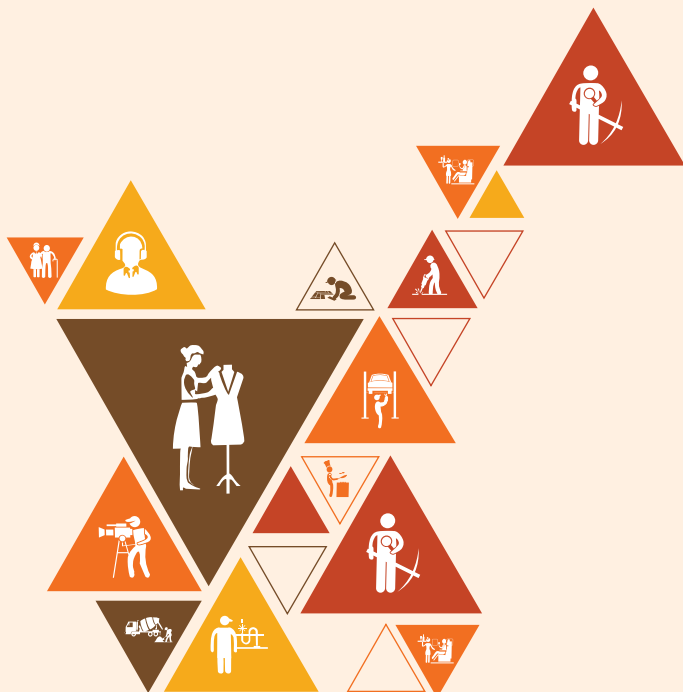


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& ENTREPRENEURSHIP



10. Employability Skills

Unit 10.1 - Employability Skills – 30 Hours

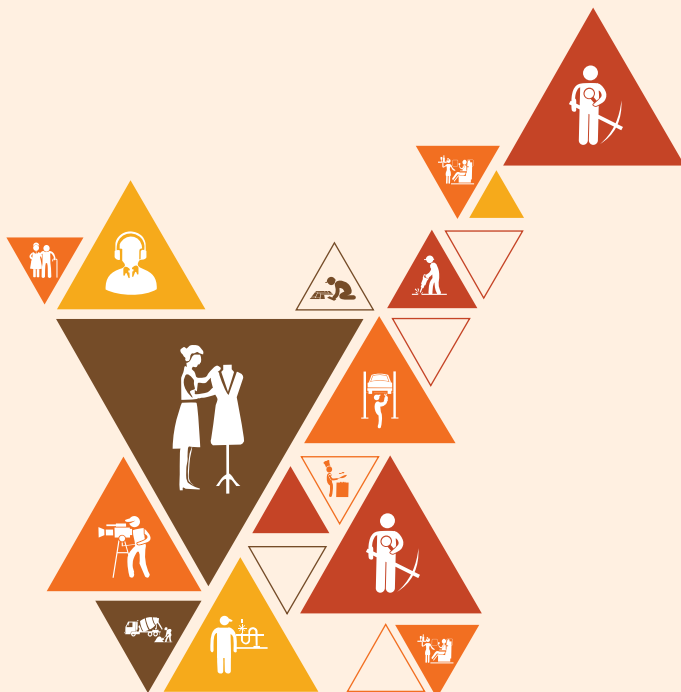


UNIT 10.1: Employability Skills – 30 Hours

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



<https://www.skillindiadigital.gov.in/content/detail/1-afb18fd8-344f-4762-b167-6f491877775a>



Annexure I: Resources

Module No.	Unit No.	Name of Subject	URL	QR Code
1. Introduction and Orientation	Unit 1.1 – Introduction to Hand Embroidery and Apparel Sector	Apparel industry in India	https://youtu.be/tN5oLGSjepQ	
1. Introduction and Orientation	Unit 1.1 – Introduction to Hand Embroidery and Apparel Sector	Traditional Embroideries of India	https://youtu.be/Q1tb_q1i6lA	
1. Introduction and Orientation	Unit 1.2 - Role and Responsibilities of Hand Embroiderer (Addawala)	Role and Responsibilities of Hand Embroider (Addawala)	https://youtu.be/hmVQB6Xs8SY	
2. Plan and Organize the Process of Hand Embroidery (Adda)	Unit 2.1 – Introduction of Materials and Equipment Required for Hand Embroidery	Basic Hand Embroidery Materials and Tools	https://youtu.be/qK6HNBecQI	
2. Plan and Organize the Process of Hand Embroidery (Adda)	Unit 2.2 – Knowledge of Design & Color	Basic Elements of Design	https://youtu.be/MshxnTQW4qU	
2. Plan and Organize the Process of Hand Embroidery (Adda)	Unit 2.2 – Knowledge of Design & Color	Principles of Design	https://youtu.be/9EPTM91TBDU	
2. Plan and Organize the Process of Hand Embroidery (Adda)	Unit 2.3 – Preparation for Embroidery	Transfer The Embroidery Pattern Onto Fabric	https://youtu.be/pxqdHBQfAw0	

3. Carry out the process of Hand Embroidery (addawala)	Unit 3.1 – Carrying out Different Types of Stitches – Flat Stitches	Hand Embroidery Stitches	https://youtu.be/BlpnAN6x394	
3. Carry out the process of Hand Embroidery (addawala)	Unit 3.4 – Introduction to Adda Work	Adda work embroidery	https://youtu.be/DPMB56gzgMg	
3. Carry out the process of Hand Embroidery (addawala)	Unit 3.7 – Waste Minimization	Waste minimization	https://youtu.be/uHFIHxUH_gw	
4. Embroider Decorative Designs using a Combination of Stitches & Work Styles	Unit 4.1 – Use Different Types of Hand Embroidery Techniques	3D Rose Flower Embroidery	https://youtu.be/nlGX5a919t8	
4. Embroider Decorative Designs using a Combination of Stitches & Work Styles	Unit 4.1 – Use Different Types of Hand Embroidery Techniques	Mirror Work Stitch	https://youtu.be/idd-aIUqCkl	
4. Embroider Decorative Designs using a Combination of Stitches & Work Styles	Unit 4.3 – Common Embroidery Techniques in India	Make a tapestry	https://youtu.be/47-feKAVF_c	
4. Embroider Decorative Designs using a Combination of Stitches & Work Styles	Unit 4.4 – Embroidery Defects and Their Rectification	Embroidery defects & their rectification	https://youtu.be/Wt2iPKP3Wzo	

7. Maintain a Healthy, Safe and Secure Working Environment with Gender and PwD Sensitization	Unit 7.1 – Maintain Health, Safety and Security at Work Place	Health related threats in apparel industry and control on them	https://youtu.be/POlQ27GQZp0	
7. Maintain a Healthy, Safe and Secure Working Environment with Gender and PwD Sensitization	Unit 7.2 – First Aid & CPR	First aid	https://youtu.be/DQ7JPNgU8Wg	
7. Maintain a Healthy, Safe and Secure Working Environment with Gender and PwD Sensitization	Unit 7.3 – Sensitivity towards People with disability and Gender Equality	Gender sensitization	https://youtu.be/Wi1exdO1lig	

Annexure II

Training Delivery Plan

Training Delivery Plan			
Program Name:	Hand Embroiderer (Addawala)		
Qualification Pack Name & Ref. ID	AMH/Q1001		
Version No.	3.0	Version Update Date	17-11-2022
Pre-requisites to Training	Ability to read and write		
Training Outcomes	By the end of this program, the participants will be able to: - Plan Organize and Carry out the process of hand embroidery(addawala) - Embroider decorative designs using a combination of stitches & work styles as per customer requirements - Maintain workarea, tools and machines and Greening of Job Roles - Maintain health, safety and secure work place with Gender and PwD Sensitization - Comply with industry, regulatory and organizational requirements and Greening of Job roles - Contribute to achieve quality in embroidery work - Skills (30 Hours)		

Sl. No.	Module Name	Session Name	Session Objectives	NOS Reference	Methodology	Training Tools/Aids	Duration
1.	Introduction and Orientation	Introduction to Apparel Sector and Hand Embroidery	Theory - Familiarize with Apparel Industry - Have an overview of the Embroidery Industry and its Indian Aspects - Brief on types of embroidery		Facilitator-led-Discussion	Participant Handbook, Notepad, pen, duster, white board, marker, Computer, Projector, etc.	1:00 hr.
		Roles and Responsibilities of Hand Embroiderer (Addawala)	Theory Illustrate roles and responsibilities of Hand Embroiderer (Addawala)		- Power-point presentation - Facilitator-led - discussion - Audio-visuals Clips	Participant Handbook, Notepad, pen, duster, white board, marker, Computer, Projector, etc.	2:00 hr.
2.	Plan and organise the process of Hand Embroidery - Addawala	Introduction of Materials and Equipment Required for Hand Embroidery	Theory Discuss about needles and their selection with respect to the fabric and types of embroidery	AMH/N1010	- Power-point presentation - Facilitator-led – discussion - Audio-visuals Clips	Participant Handbook, Notepad, pen, duster, white board, marker, Computer, Projector, etc.	30:00 mins.
			Theory Discuss different threads used in embroidery	AMH/N1010	- Power-point presentation - Facilitator-led – discussion - Audio-visuals Clips	Participant Handbook, Notepad, pen, duster, white board, marker, Computer, Projector, etc.	30:00 mins.
			Theory Describe embroidery hoops/frames and other tools used in embroidery	AMH/N1010	- Facilitator-led – discussion - Demonstration in the lab	Embroidery Hoop, Fabric, Embroidery Needles, Embroidery Thread, Thimble, Tracing Paper, Notepad, Pen	30:00 mins.
			Practical Explain different types of needle, thread and their selection for embroidery	AMH/N1010	- Practical Lab - Demonstrate the shortfalls of using wrong gauge needle	Embroidery Hoop, Fabric, Embroidery Needles, Embroidery Thread, Thimble, Notepad, Pen	2:00 hrs.
		Knowledge of Design & Color	Theory Discuss elements and principles of design	AMH/N1010	- Power-point presentation - Facilitator-led – discussion - Audio-visuals/Images	Participant Handbook, Notepad, pen, duster, white board, marker, Computer, Projector, etc.	1:00 hrs.
			Practical Illustrate color wheel and characteristics of color	AMH/N1010	- Practical Lab - Demonstration and Practice Sessions	Embroidery Hoop, Fabric, Embroidery Needles, Embroidery Thread, Thimble, Notepad, Pen	2:00 hrs.
		Preparation for Embroidery	Theory Discuss preparation required prior to embroidery and selection of fabric as per embroidery	AMH/N1010	- Power-point presentation - Facilitator-led – discussion - Audio-visuals/Images	Participant Handbook, Notepad, pen, duster, white board, marker, Computer, Projector, etc.	1:00 hrs.
			Practical Demonstrate methods for transferring design on fabric	AMH/N1010	- Practical Lab - Demonstration and Practice Sessions	Embroidery Hoop, Fabric, Embroidery Needles, Embroidery Thread, Thimble, Notepad, Pen	2:00 hrs.

			Practical - Demonstrate how to adjust fabric on frame and how to work with thread - Elaborate the selection of needle and thread	AMH/N1010	- Practical Lab - Demonstration and Practice Sessions	Embroidery Hoop, Fabric, Embroidery Needles, Embroidery Thread, Thimble, Notepad, Pen	1:00 hrs.
3.	Carry out the process of Hand Embroidery	Carrying out different types of Stitches – Flat Stitches	Theory - Flat Stitches and its uses - Flat stitch used in different type of Folk Embroideries	AMH/N1010	- Power-point presentation - Facilitator-led – discussion - Audio-visuals/Images	Participant Handbook, Notepad, pen, duster, white board, marker, Computer, Projector, etc.	2:00 hrs.
			Practical Learning various flat stitches and their techniques (Running Stitch, Back Stitch, Stem Stitch, Satin Stitch, Kashmiri Stitch, Couching Stitch, Cross Stitch, Herringbone Stitch etc)	AMH/N1010	- Practical Lab - Demonstration and Practice Sessions	Embroidery Hoop, Fabric, Embroidery Needles, Embroidery Thread, Thimble, Notepad, Pen	4:00 hrs.
			Practical Learning to incorporate flat stitches in Folk Embroideries (As applicable to the region)	AMH/N1010	- Practical Lab - Demonstration and Practice Sessions	Embroidery Hoop, Fabric, Embroidery Needles, Embroidery Thread, Thimble, Notepad, Pen	1:00 hrs.
		Carrying out different types of Stitches – Loop Stitches	Theory - Loop Stitches and its uses - Loop stitch used in different type of Folk Embroideries	AMH/N1010	- Power-point presentation - Facilitator-led – discussion - Audio-visuals/Images	Participant Handbook, Notepad, pen, duster, white board, marker, Computer, Projector, etc.	2:00 hrs.
			Practical Learning various loop stitches and their techniques (Chain Stitch, Lazy-daisy Stitch, Button hole Stitch, Blanket Stitch, Fishbone Stitch, Feather Stitch, fly Stitch etc)	AMH/N1010	- Practical Lab - Demonstration and Practice Sessions	Embroidery Hoop, Fabric, Embroidery Needles, Embroidery Thread, Thimble, Notepad, Pen	4:00 hrs.
			Practical Learning to incorporate loop stitches in Folk Embroideries (As applicable to the region)	AMH/N1010	- Practical Lab - Demonstration and Practice Sessions	Embroidery Hoop, Fabric, Embroidery Needles, Embroidery Thread, Thimble, Notepad, Pen	1:00 hrs.
		Carrying out different types of Stitches – Knotted Stitches	Theory - Knotted Stitches and its uses - Knotted stitch used in different type of Folk Embroideries	AMH/N1010	- Power-point presentation - Facilitator-led – discussion - Audio-visuals/Images	Participant Handbook, Notepad, pen, duster, white board, marker, Computer, Projector, etc.	2:00 hrs.

			Practical Learning various knotted stitches and their techniques (couching, French knots, bullions knots etc)	AMH/N1010	- Practical Lab - Demonstration and Practice Sessions	Embroidery Hoop, Fabric, Embroidery Needles, Embroidery Thread, Thimble, Notepad, Pen	4:00 hrs.
			Practical Learning to incorporate knotted in Folk Embroideries (As applicable to the region)	AMH/N1010	- Practical Lab - Demonstration and Practice Sessions	Embroidery Hoop, Fabric, Embroidery Needles, Embroidery Thread, Thimble, Notepad, Pen	1:00 hrs.
		Introduction to Addawork	Theory - Describe adda work - Discuss history of Aari work	AMH/N1010	- Power-point presentation - Facilitator-led – discussion - Audio-visuals/Images	Participant Handbook, Notepad, pen, duster, white board, marker, Computer, Projector, etc.	3:00 hrs.
			Theory Discuss about the raw materials and tools used for adda work	AMH/N1010	- Power-point presentation - Facilitator-led – discussion - Audio-visuals/Images	Participant Handbook, Notepad, pen, duster, white board, marker, Computer, Projector, etc.	2:00 hrs.
			Theory Elaborate on zari work, Zardozi and Kamdani	AMH/N1010	- Power-point presentation - Facilitator-led – discussion - Audio-visuals/Images	Participant Handbook, Notepad, pen, duster, white board, marker, Computer, Projector, etc.	3:00 hrs.
			Practical - Demonstrate adda and Aari - Demonstrate their application in adda work	AMH/N1010	- Practical Lab - Demonstration and Practice Sessions	Embroidery Hoop, Fabric, Embroidery Needles, Embroidery Thread, Thimble, Notepad, Pen	3:00 hrs.
			Practical Demonstrate raw materials used in Aari work	AMH/N1010	- Practical Lab - Demonstration and Practice Sessions	Embroidery Hoop, Fabric, Embroidery Needles, Embroidery Thread, Thimble, Notepad, Pen	3:00 hrs.
			Practical Demonstrate the setting of adda	AMH/N1010	- Practical Lab - Demonstration and Practice Sessions	Embroidery Hoop, Fabric, Embroidery Needles, Embroidery Thread, Thimble, Notepad, Pen	3:00 hrs.
			Practical Demonstrate khaka making process	AMH/N1010	- Practical Lab - Demonstration and Practice Sessions	Embroidery Hoop, Fabric, Embroidery Needles, Embroidery Thread, Thimble, Notepad, Pen	3:00 hrs.
			Practical Demonstrate Flat stitches and its application in Aari/ adda work	AMH/N1010	- Practical Lab - Demonstration and Practice Sessions	Embroidery Hoop, Fabric, Embroidery Needles, Embroidery Thread, Thimble, Notepad, Pen	3:00 hrs.
			Practical Demonstrate loop stitches and its application in Aari/ adda work	AMH/N1010	- Practical Lab - Demonstration and Practice Sessions	Embroidery Hoop, Fabric, Embroidery Needles, Embroidery Thread, Thimble, Notepad, Pen	3:00 hrs.

			Practical Demonstrate Knotted stitches and its application in Aari/ adda work	AMH/N1010	- Practical Lab - Demonstration and Practice Sessions	Embroidery Hoop, Fabric, Embroidery Needles, Embroidery Thread, Thimble, Notepad, Pen	3:00 hrs.
			Practical Demonstrate Beadwork, sequin work and its application in Aari/ adda work	AMH/N1010	- Practical Lab - Demonstration and Practice Sessions	Embroidery Hoop, Fabric, Embroidery Needles, Embroidery Thread, Thimble, Notepad, Pen	3:00 hrs.
		Introduction to Waste Minimization	Theory - Minimization of waste - Safe waste disposal in the designated location	AMH/N1010	- Power-point presentation - Facilitator-led – discussion - Audio-visuals/Images	Participant Handbook, Notepad, pen, duster, white board, marker, Computer, Projector, etc.	30:00 mins.
		Establishing Learner's Understanding	Ensure learning confirmation	AMH/N1010	- Facilitator led question-answer session - Gauge the learner for their understanding & proficiency of the module - Process based gauging to map learning curve	Embroidery Materials, Participant Handbook, Notepad, pen, duster, white board, marker, Computer, Projector, etc.	-
4.	Embroider Decorative Designs using a Combination of Stitches & Work Styles	Use different types of hand embroidery technique	Theory Understanding specification for Combination Stitches in Hand Embroidery	AMH/N1011	- Power-point presentation - Facilitator-led – discussion - Audio-visual Clips	Participant Handbook, Notepad, pen, duster, white board, marker, Computer, Projector, etc.	3:00 hrs.
			Practical Learn and practice Cross Stitch Technique	AMH/N1011	- Practical Lab - Demonstration and Practice Sessions	Embroidery Hoop, Fabric, Embroidery Needles, Embroidery Thread, Thimble, Scissors, Notepad, Pen	3:00 hrs.
			Practical Learn and practice Tapestry Stitch Technique	AMH/N1011	- Practical Lab - Demonstration and Practice Sessions	Embroidery Hoop, Fabric, Embroidery Needles, Embroidery Thread, Thimble, Scissors, Notepad, Pen	3:00 hrs.
		Make different types of Edges, Applique work and cut work	Theory - Orientation on creating different types of edges like: - Hem stitch, - Scallops, - Lace & rolled hem or other - Orientation towards appliqué & cut work	AMH/N1011	- Power-point presentation - Facilitator-led-discussions	Participant Handbook, Notepad, pen, duster, white board, marker, Computer, Projector, etc.	3:00 hrs.
			Practical Learn and practice Shadow Work Technique	AMH/N1011	- Practical Lab - Demonstration and Practice Sessions	Embroidery Hoop, Fabric, Embroidery Needles, Embroidery Thread, Thimble, Scissors, Notepad, Pen	5:00 hrs.

			Practical Learn and practice Mirror Work Technique	AMH/N1011	- Practical Lab - Demonstration and Practice Sessions	Embroidery Hoop, Fabric, Embroidery Needles, Embroidery Thread, Thimble, Scissors, Notepad, Pen	5:00 hrs.
		Common embroidery technique in India	Theory - Familiarise with Chikankari Motifs and Stitches. - Familiarise with Phulkari Motifs and Stitches - Familiarise with Zari Motifs and Stitches.	AMH/N1011	- Power-point presentation - Facilitator-led-discussions	Participant Handbook, Notepad, pen, duster, white board, marker, Computer, Projector, etc.	2:00 hrs.
			Practical Learn & Practice Chikankari & Phulkari Stitches	AMH/N1011	- Practical Lab - Demonstration and Practice Sessions	Embroidery Hoop, Fabric, Embroidery Needles, Embroidery Thread, Thimble, Scissors, Notepad, Pen	5:00 hrs.
			Practical Learn & Practice English King Embroidery	AMH/N1011	- Practical Lab - Demonstration and Practice Sessions	Embroidery Hoop, Fabric, Embroidery Needles, Embroidery Thread, Thimble, Scissors, Notepad, Pen	5:00 hrs.
			Practical Learn & Practice combination stitches on artworks	AMH/N1011	- Practical Lab - Demonstration and Practice Sessions	Embroidery Hoop, Fabric, Embroidery Needles, Embroidery Thread, Thimble, Scissors, Notepad, Pen	5:00 hrs.
			Practical Practice various embroidery stitches to achieve desired quality & speed	AMH/N1011	Practical Lab	Embroidery Hoop, Fabric, Embroidery Needles, Embroidery Thread, Thimble, Scissors, Notepad, Pen	5:00 hrs.
		Embroidery Defects and their Rectification	Theory Discuss common embroidery defects	AMH/N1011	Practical Lab	Embroidery Hoop, Fabric, Embroidery Needles, Embroidery Thread, Thimble, Scissors, Notepad, Pen	3:00 hrs.
			Practical Demonstrate embroidery defects due to improper hooping	AMH/N1011	Practical Lab	Embroidery Hoop, Fabric, Embroidery Needles, Embroidery Thread, Thimble, Scissors, Notepad, Pen	2:00 hrs.
			Practical Demonstrate embroidery defects due to improper tracing or design placement	AMH/N1011	Practical Lab	Embroidery Hoop, Fabric, Embroidery Needles, Embroidery Thread, Thimble, Scissors, Notepad, Pen	2:00 hrs.
			Practical Demonstrate embroidery defects due to thread handling	AMH/N1011	Practical Lab	Embroidery Hoop, Fabric, Embroidery Needles, Embroidery Thread, Thimble, Scissors, Notepad, Pen	2:00 hrs.
			Practical Demonstrate embroidery defects due to improper finishing	AMH/N1011	Practical Lab	Embroidery Hoop, Fabric, Embroidery Needles, Embroidery Thread, Thimble, Scissors, Notepad, Pen	2:00 hrs.

			Theory Provide tips for good embroidery	AMH/N1011	Practical Lab	Embroidery Hoop, Fabric, Embroidery Needles, Embroidery Thread, Thimble, Scissors, Notepad, Pen	1:00 hrs.
		Establishing Learner's Understanding	Ensure learning confirmation	AMH/N1011	- Facilitator led question-answer session - Gauge the learner for their understanding & proficiency of the module - Process based gauging to map learning curve	Embroidery Materials, Participant Handbook, Notepad, pen, duster, white board, marker, Computer, Projector, etc.	-
5.	Contribute to achieve quality in embroidery work	Contribute towards quality of Embroidery Products	Theory Create an understanding of Product Quality and guidelines provided	AMH/1003	- Power-point presentation - Facilitator-led-discussions	Participant Handbook, Notepad, pen, duster, white board, marker, Computer, Projector, etc.	3:00 hrs.
			Theory Orienting towards the importance of communication with superiors and team members	AMH/1003	- Power-point presentation - Facilitator-led-discussions	Participant Handbook, Notepad, pen, duster, white board, marker, Computer, Projector, etc.	3:00 hrs.
			Theory Familiarise with production workflow and targets to be met	AMH/1003	- Power-point presentation - Facilitator-led-discussions	Participant Handbook, Notepad, pen, duster, white board, marker, Computer, Projector, etc.	3:00 hrs.
			Theory Orient towards inspection of products during and after production	AMH/1003	- Power-point presentation - Facilitator-led-discussions	Participant Handbook, Notepad, pen, duster, white board, marker, Computer, Projector, etc.	3:00 hrs.
			Practical Learn to incorporate beads, sequins & zari in embroidery	AMH/1003	- Practical Lab - Demonstration and Practice Sessions	Embroidery Hoop, Embroidery Adda(optional)Fabric, Embroidery Needles, Embroidery Thread, Thimble, Scissors, Notepad, Pen, beads, sequins, Zari, etc	4:00 hrs.
			Practical Practice appliqué and cut work to achieve desired speed and quality	AMH/1003	- Practical Lab - Demonstration and Practice Sessions	Embroidery Hoop, Fabric, Embroidery Needles, Embroidery Thread, Thimble, Scissors, Notepad, Pen	6:00 hrs.
			Practical Identify quality gaps and learn to make amends to achieve desired quality	AMH/1003	- Practical Lab - Demonstration and Practice Sessions	Embroidery Hoop, Fabric, Embroidery Needles, Embroidery Thread, Thimble, Scissors, Notepad, Pen	5:00 hrs.
			Practical Learn to make required documentation	AMH/1003	- Practical Lab - Demonstration and Practice Sessions	Embroidery Hoop, Fabric, Embroidery Needles, Embroidery Thread, Thimble, Scissors, Notepad, Pen	3:00 hrs.

		Establishing Learner's Understanding	Ensure learning confirmation	AMH/1003	- Facilitator led question-answer session - Gauge the learner for their understanding & proficiency of the module - Process based gauging to map learning curve	Embroidery Materials, Participant Handbook, Notepad, pen, duster, white board, marker, Computer, Projector, etc.	-
6.	Maintaining work premises and tools	Maintain work premises and tools	Theory - Step to achieve and maintain a hazard free work environment - Steps to maintain Embroidery tools	AMH/N0102	- Power-point presentation - Facilitator-led-discussions	Participant Handbook, Notepad, pen, duster, white board, marker, Computer, Projector, etc.	4:00 hrs.
			Theory: Create an understanding and adoption of safe work practices	AMH/N0102	- Power-point presentation - Facilitator-led-discussions	Participant Handbook, Notepad, pen, duster, white board, marker, Computer, Projector, etc.	4:00 hrs.
			Theory: Knowledge of cleaning practices and cleaning substances	AMH/N0102	- Power-point presentation - Facilitator-led-discussions	Participant Handbook, Notepad, pen, duster, white board, marker, Computer, Projector, etc.	4:00 hrs.
			Practical Practice maintain a safe and clean work area	AMH/N0102	- Practical Lab - Demonstration and Practice Sessions	Note Pad, Pen, Embroidery tools, Dusting Cloth, Dustbin, Dust Brush, etc.	9:00 hrs.
			Practical Practice use of correct tools when undertaking Hand Embroidery	AMH/N0102	- Practical Lab - Demonstration and Practice Sessions	Note Pad, Pen, Embroidery tool, Participant Handbook, etc.	9:00 hrs.
		Establishing Learner's Understanding	Ensure learning confirmation	AMH/N0102	- Facilitator led question-answer session - Gauge the learner for their understanding & proficiency of the module - Process based gauging to map learning curve	Embroidery Materials, Participant Handbook, Notepad, pen, duster, white board, marker, Computer, Projector, etc.	-
7.	Maintain a Healthy, Safe and Secure Working Environment with Gender and PwD Sensitization	Maintaining Health, Safety and Security at Workplace	Theory Elaborate on health & safety related instructions at the workplace	AMH/N0103	Facilitator-led - discussion	Charts of good personal health practices, note pad, audio-visual clips	2:00 hrs.
			Practical Identify the personal protective equipments	AMH/N0103	Facilitator-led - discussion	Chart for PPE, note pad, , audio-visual clips	1:00 hrs.

			Theory Build an understanding of importance of ergonomics at the workplace	AMH/N0103	Facilitator-led - discussion	Audio-visual clips. Various posture charts	2:00 hrs.
			Theory Elaborate on probable hazards at the workplace and handling them	AMH/N0103	Facilitator-led - discussion	Audio-visual clips, Process charts	2:00 hrs.
			Theory Summarize probable machine/ equipment malfunctions	AMH/N0103	Facilitator-led - discussion	Diagrams, charts etc.	2:00 hrs.
			Theory Discuss first aid & its application	AMH/N0103	Facilitator-led - discussion	Chart for First Aid materials, , First Aid Box	2:00 hrs.
			Practical Demonstrate wearing and taking off PPE	AMH/N0103	Practical Lab	Process charts, flow charts, Various PPEs	3:00 hrs.
			Practical - Take part in mock drills / evacuation - Make use of first aid	AMH/N0103	Practical Lab	Mock drill video, mock drill charts, first aid box	4:00 hrs.
			Practical Take part in periodic walk through for hazard identification	AMH/N0103	Practical Lab	Tools & equipments, documents, charts etc.	3:00 hrs.
			Practical - Apply emergency preparedness & response - Identify safety signs at workplace	AMH/N0103	Practical Lab	Mock drill video, mock drill charts, first aid box	4:00 hrs.
		First Aid and CPR	Practical - Apply first aid on an injured person. - Understand the procedures of doing CPR.	AMH/N0103	- Power-point presentation - Facilitator- led - discussion - Audio- visuals Images	Available Objects such as a book, pen, duster, white board, marker, Computer, Projector etc.	3:00 hrs.
		Sensitivity towards People with disability and Gender Equality	Theory - Develop an Elaborate the details about PWD Sensitization. - Explain gender sensitization and equality.	AMH/N0103	Facilitator-led - session and discussion	Process chart, schematic diagram, pen & paper exercise, charts and images	2:00 hrs.
8.	Comply with Industry, Regulatory and Organizational Requirements and Greening of Job Roles	Follow Regulatory and Company's Rules	Theory: Elaborate general policies and regulations in the Apparel Industry	AMH/N0104	Facilitator-led – discussion	Illustration, images, etc.	3:00 hrs.
			Theory: Support to supervisors and team members	AMH/N0104	Facilitator-led – discussion	Illustration, images, process charts, pen & paper exercise, etc.	3:00 hrs.
			Practical: Identify and report any policy deviation	AMH/N0104	Role Plays/ team Work	Illustration, images, process charts, pen & paper exercise, etc.	9:00 hrs.
			Practical: Demonstrate skills to work in a team	AMH/N0104	Role Plays/ team Work	Team building exercises and games, documents, charts, etc.	9:00 hrs.

			Theory: Explain the role of APEC in Indian Garment Industry	AMH/N0104	Facilitator-led – discussion	Apparel industry structure charts, documents, etc.	2:00 hrs.
			Theory: Examine the significance of compliance in Indian Garment Industry	AMH/N0104	Facilitator-led – discussion	Apparel industry structure charts, documents, etc.	1:00 hrs.
			Theory: Explain the effect and importance of Greening of Job roles.	AMH/N0104	Facilitator-led – discussion	Apparel industry structure charts, documents, etc.	3:00 hrs.
		Establishing Learner's Understanding	Analyze and examine learning confirmation	AMH/N0104	- Facilitator led question-answer session - Evaluate the learner for their understanding & proficiency of the module - Process based evaluation	Pen & paper exercise, question answer session, Process charts, schematic diagrams, illustrations, charts and images	
9.	Soft Skills	Soft Skills	Theory: - Explain body language and non verbal communication - Discuss about conducting self in interview - Explain anger and conflict management	Bridge Module	Facilitator-led - session and discussion	Presentation, Audi-visual clips and Role plays	
			Theory: - Explain towards managing job related stress effectively - Build an understanding about work ethics	Bridge Module	Facilitator-led - session and discussion	Presentation, Audi-visual clips and Role plays	
			Theory: - Develop awareness towards AIDS - Discuss the importance of health and hygiene - Develop awareness about ill effects of alcohol and tobacco.	Bridge Module	Facilitator-led - session and discussion	Presentation, Audi-visual clips and Role plays	
			Practical: - Demonstrate grooming and hygiene - Apply time management skills - Apply resume preparation skills - Demonstrate for Interview preparation skills	Bridge Module	Facilitator-led - session and discussion	Grooming videos, grooming charts, resume templates, documents, charts, etc.	

		Establishing Learner's Understanding	Analyze and examine learning confirmation	Bridge Module	- Facilitator led question-answer session - Evaluate the learner for their understanding & proficiency of the module - Process based evaluation	Pen & paper exercise, question answer session, Process charts, schematic diagrams, illustrations, charts and images	
			Ensure learning confirmation	Bridge Module	- Facilitator led question-answer session - Gauge the learner for their understanding & proficiency of the module - Process based gauging to map learning curve	Notepad, Fabric ,Pencil, Pen, sewing machine, thread, needle, bobbin, bobbin case, Participant Handbook/Facilitator Guide	





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