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APPAREL MADE-UPS HOME FURNISHING
SECTOR SKILL COUNCIL

Facilitator Guide



Sector
Apparel

Sub-Sector
Apparel

Occupation
Departmental Supervision

Reference ID: AMH/Q2101, Version 4.0
NSQF level: 5

**Production
Supervisor
– Sewing**





Shri Narendra Modi
Prime Minister of India

“

Skill development of the new generation is a national need and is the foundation of Aatmnirbhar Bharat

”



Acknowledgements

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The preparation of this facilitator guide would not have been possible without the Apparel Industry’s support. Industry feedback has been extremely encouraging from inception to conclusion and it is with their input that we have tried to bridge the skill gaps existing today in the industry.

This facilitator guide is dedicated to the aspiring youth who desire to achieve special skills which will be a lifelong asset for their future endeavours.

About this Guide

This Facilitator Guide is designed for providing skill training and /or upgrading the knowledge level of the Participants to take up the job of an “Production Supervisor- Sewing” in the Management and Entrepreneurship Sector.

This Facilitator Guide is designed based on the Qualification Pack (QP) under the National Skill Qualification framework (NSQF) and it comprises of the following National Occupational Standards (NOS)/topics and additional topics.

1. AMH/N2101: Plan and organize sewing processes & Understand the production specification and process
2. AMH/N2102: Supervise sewing operations & Coordinate and Plan production as per specifications and schedule
3. AMH/N2103: Execute and monitor production as per the plan, schedule and quality norms & maintain tools equipment and machinery
4. AMH/N2104: Manage performance and relations with people in the group and out of the group
5. AMH/N0619: Ensure workplace orderliness and efficiently operate tools and machinery.
6. AMH/N0620: Promote and sustain safety, health, and security in workplace, while fostering Gender and Persons with Disabilities (PWD) Sensitization
7. AMH/N0620: Adhere to industry, regulatory, and organizational standards and embrace environmentally sustainable practices
8. DGT/VSQ/N0102:Employability Skills (60 Hrs.)

Symbols Used



Ask



Explain



Elaborate



Notes



Objectives



Do



Demonstrate



Activity



Team Activity



Facilitation Notes



Practical



Say



Resources



Example



Summary



Role Play



Learning Outcomes



Exercise

Table of Contents

S. No	Modules and Units	Page No
1.	Introduction (AMH/N2101)	1
	Unit 1.1 - Role and Scope of a Production Supervisor in the Apparel Industry	3
2.	Interpret Production Specification and Process (AMH/N2101)	7
	Unit 2.1 - Organizational Policies, Procedures, and Compliance	9
	Unit 2.2 - Manufacturing Processes and Operations	12
	Unit 2.3 - Workforce Management and Task Allocation	15
	Unit 2.4 - Workplace Safety, Teamwork, and Problem-Solving	17
3.	The Production Process (AMH/N2101)	21
	Unit 3.1 - Material Requirements and Quality Assurance	23
	Unit 3.2 - Production Process Optimization and Workforce Management	26
	Unit 3.3 - Machinery and Quality Control	29
4.	Plan Production as per Specifications and Schedule (AMH/N2102)	33
	Unit 4.1 - Stitching Process, Machinery, and Compliance Requirements	35
	Unit 4.2 - Production Planning and Process Optimization	38
5.	Coordinate and Monitor Production as per Specifications and Schedule (AMH/N2102)	43
	Unit 5.1 - Quality Control and Troubleshooting	45
	Unit 5.2 - Production Planning and Process Optimization	47
	Unit 5.3 - IT and Workflow Management	50
6.	Execute Production as per the Plan, Schedule and Quality Norms (AMH/N2103)	55
	Unit 6.1 - Organizational Policies, Procedures, and Compliance	57
	Unit 6.2 - Machine Setup, Operations, and Resource Management	60
7.	Monitor Production as per the Plan, Schedule and Quality Norms (AMH/N2103)	65
	Unit 7.1 - Workplace Safety and Equipment Handling	67
	Unit 7.2 - Quality Control and Defect Management	70



S. No	Modules and Units	Page No
	Unit 7.3 - Production Monitoring and Optimization	72
	Unit 7.4 - Organizational Efficiency and Continuous Improvement	74
8.	Manage Performance and Relations with People in the Group and Out of the Group (AMH/N2104)	79
	Unit 8.1 - Workplace Responsibilities, Ethics, and Compliance	81
	Unit 8.2 - Communication, Coordination, and Teamwork	84
	Unit 8.3 - Productivity, Performance Monitoring, and Team Building	87
9.	Ensure Workplace Orderliness and Efficiently Operate Tools and Machinery (AMH/N0619)	91
	Unit 9.1 - Workplace Safety and Equipment Maintenance	93
	Unit 9.2 - Tools, Machinery, and Material Handling	96
	Unit 9.3 - Quality Control and Waste Management	99
10.	Promote and Sustain Safety, Health, and Security in the Workplace while Fostering Gender and Persons with Disabilities (PWD) Sensitization (AMH/N0620)	103
	Unit 10.1 - Workplace Health, Safety, and Compliance	105
	Unit 10.2 - Risk Management and Emergency Preparedness	108
	Unit 10.3 - Workplace Inclusion, Awareness, and Best Practices	110
11.	Adhere to Industry, Regulatory, and Organizational Standards and Embrace Environmentally Sustainable Practices (AMH/N0621)	113
	Unit 11.1 - Ethical Practices, Compliance, and Governance	115
	Unit 11.2 - Organizational Procedures, Reporting, and Responsibilities	118



S. No	Modules and Units	Page No
12.	Employability Skills (DGT/VSQ/N0102) (60 Hrs.)	121
	Employability Skills is available at the following location: https://www.skillindiadigital.gov.in/content/list Scan the QR code below to access the ebook	
		
12.	Annexures	123
	Annexure I: Training Delivery Plan	124
	Annexure II: Assessment Criteria	153
	Annexure III: List of QR Codes Used in PHB	159







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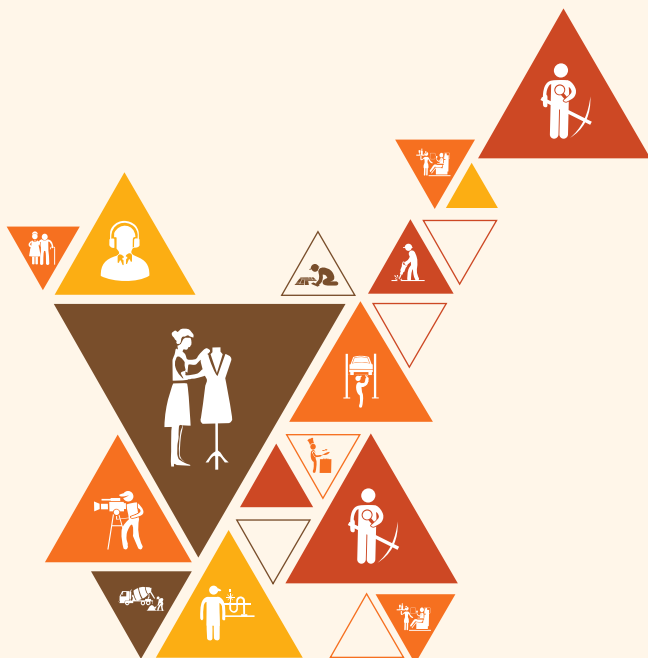


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MINISTRY OF SKILL DEVELOPMENT
& ENTREPRENEURSHIP



1. Introduction

Unit 1.1 - Role and Scope of a Production Supervisor in the
Apparel Industry



AMH/N2101

Key Learning Outcomes



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

1. Discuss the size and scope of the apparel industry.
2. Discuss various employment opportunities for a 'Production Supervisor- Sewing' in the apparel industry.
3. Explain the roles and responsibilities of a 'Production Supervisor- Sewing'.
4. Discuss the apparel production process and the role of 'Production Supervisor- Sewing'.

Unit 1.1: Role and Scope of a Production Supervisor in the Apparel Industry

Unit Objectives

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

1. Discuss the size, scope, and employment opportunities for a Production Supervisor - Sewing in the apparel industry.
2. Explain the roles and responsibilities of a Production Supervisor - Sewing in managing production efficiency, quality, and team coordination.
3. Outline the apparel production process and the supervisor's role in ensuring smooth workflow, resource allocation, and adherence to quality standards.

Resources to be Used

Whiteboard, markers, sample garment flow chart, chart paper, pens, PowerPoint slides, job role videos, projector, team coordination cards, quality inspection checklist, printed handouts of the production process, supervisor responsibility chart

Say

- Hi everyone! I'm really excited to be with you today—we've got a lot of interesting things to learn about the apparel production world.
- Today, we'll understand the role and scope of a Production Supervisor in sewing—what they do, why their work is important, and how it fits into the bigger picture of garment manufacturing.
- If you've ever wondered how garments go from just a design to what we wear every day, this session will show you how key the supervisor is in that journey.

Ask

- Have you ever noticed how a large team at a tailoring unit works together to finish orders on time?
- Do you know someone who works in garment production or stitching units? What do you think their day looks like?
- Have you seen a production line in any industry? How do you think the work is managed and tracked there?

Do

- Introduce the session by giving an overview of the apparel industry and the significance of the sewing department.
- Use a whiteboard to show a simplified version of the production line and point out the supervisor's position in it.
- Distribute the sample flow charts and explain the daily routine of a Production Supervisor.
- Play a short video explaining the expectations from a Production Supervisor - Sewing.
- Discuss each role and responsibility, linking it to real examples and encouraging participants to share what they've seen.
- Explain how smooth workflow, resource management, and quality control tie together with team coordination.

Elaborate

- Discuss the size and employment opportunities in the apparel industry by identifying key statistics and segments.
- Explain the roles and responsibilities of a Production Supervisor by listing key daily duties and goals.
- Describe how supervisors contribute to production efficiency by managing timelines and workforce productivity.
- Illustrate how quality is maintained by the supervisor through checkpoints and corrective action.
- Describe how team coordination is ensured by establishing proper communication and task delegation.
- Outline the apparel production process by showing step-by-step garment manufacturing.
- Highlight the supervisor's role in resource allocation by discussing manpower and material planning.
- Explain how adherence to quality standards is maintained through monitoring and supervision.

Demonstrate

Show how a supervisor assigns tasks using a production planning sheet and tracks progress using a checklist throughout a mock production run.

Activity

1. **Activity Name:** Supervisor for a Day
2. **Objective:** To help participants experience the decision-making and coordination tasks of a Production Supervisor
3. **Type of activity:** Group
4. **Resources:** Flowchart printouts, quality checklist, role cards for team members, stopwatches, pens, mock production task sheets
5. **Time Duration:** 30 minutes

6. Instructions:

- Divide the participants into groups of 4–5.
- Assign one participant as the Production Supervisor in each group.
- Give a mock production flowchart and task sheet to each group.
- Other group members act as workers with assigned tasks (e.g., cutting, sewing, checking quality).
- Supervisors must coordinate task completion, ensure quality using the checklist, and manage time.
- After the activity, debrief by asking each supervisor what challenges they faced and how they managed the workflow.

7. Outcome: Participants will understand the real-time coordination, task delegation, and quality supervision that goes into the role of a Production Supervisor.

Notes for Facilitation

- Encourage participation from everyone by rotating roles or prompting questions.
- Allow enough time for learners to reflect and share their observations during debrief.
- Emphasise how important clear communication is between the supervisor and team members.
- Clarify how poor resource planning can lead to delays or quality issues.
- Highlight the practical aspects of tracking daily production and using checklists.
- Relate the activity outcome with real industry scenarios for better retention.

Answers to Exercises for PHB

Answer the following questions by choosing the correct option:

1. a. Designing garments
2. b. Ensuring bundling accuracy
3. c. Enforcing use of PPE and ergonomic practices
4. c. Troubleshoot or report for timely maintenance
5. c. To reduce garment defects and maintain buyer standards

Answer the following questions briefly.

1. Refer Unit 1.1: Role and Scope of a Production Supervisor in the Apparel Industry
Topic 1.1.2 Role and Responsibility of a Production Supervisor-Sewing
2. Refer Unit 1.1: Role and Scope of a Production Supervisor in the Apparel Industry
Topic 1.1.2 Role and Responsibility of a Production Supervisor-Sewing
3. Refer Unit 1.1: Role and Scope of a Production Supervisor in the Apparel Industry
Topic 1.1.3 Apparel Production Process and Supervisor's Role
4. Refer Unit 1.1: Role and Scope of a Production Supervisor in the Apparel Industry
Topic 1.1.2 Role and Responsibility of a Production Supervisor-Sewing
5. Refer Unit 1.1: Role and Scope of a Production Supervisor in the Apparel Industry
Topic 1.1.3 Apparel Production Process and Supervisor's Role



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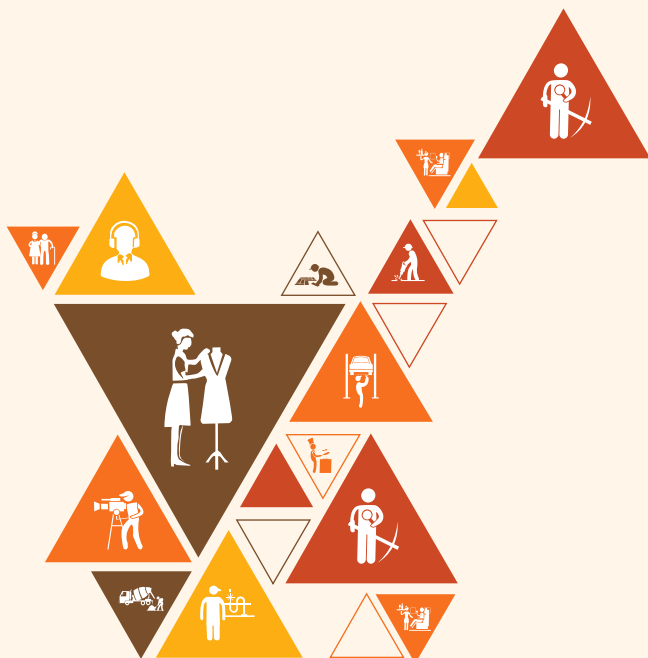
2. Interpret Production Specification and Process

Unit 2.1 - Organizational Policies, Procedures, and Compliance

Unit 2.2 - Manufacturing Processes and Operations

Unit 2.3 - Workforce Management and Task Allocation

Unit 2.4 - Workplace Safety, Teamwork, and Problem-Solving



AMH/N2101

Key Learning Outcomes



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

1. Understand and follow the organization's policies, procedures, and standard operating guidelines related to production.
2. Interpret tech packs or specification sheets and comply with client-specific requirements.
3. Identify and operate machines used in manufacturing while understanding alternative processes with similar outputs.
4. Assess operators' skill levels, assign tasks accordingly, and ensure proficiency in manufacturing operations.
5. Analyse production schedules throughput and coordinates planning for efficient workflow.
6. Recognise workplace hazards and follow organizational safety procedures to mitigate risks.
7. Maintain effective communication, teamwork, and harmonious working relationships within the production environment.
8. Identify personal role limits, reporting structures, and escalation protocols for work-related issues.

Unit 2.1: Organizational Policies, Procedures, and Compliance

Unit Objectives

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

1. Discuss the organization's policies and procedures, standard operating procedures related to production, and compliance requirements for specific clients.
2. Identify the limits of your role and responsibilities.
3. Identify who to refer problems to when they are outside the limit of one's authority.
4. Identify the reporting structure of the organization.

Resources to be Used

Whiteboard, markers, organisation's policy and procedure handbook, sample SOPs, printed org charts, projector, laptop, printed client compliance checklists, sticky notes, pens

Say

- Hi everyone! I'm glad to see you all today — we've got an important and practical session lined up!
- Today, we'll dive into how organisations function through their policies, procedures, compliance systems, and how your role fits into that structure.
- Understanding these things not only helps you do your job more efficiently but also keeps you out of trouble and helps the organisation run smoothly.

Ask

- Have you ever followed any set instructions or a checklist while doing a household task like cooking or cleaning?
- If a new guest came to your house, who would you refer them to if they asked something you don't know?
- Have you ever been part of a group where someone clearly gave instructions or assigned roles?

Do

- Brief the participants on the session and connect the topic with their daily experiences.
- Present the actual organisational policies, SOPs, and charts through printed or projected materials.
- Encourage participants to locate their role in the reporting structure and identify how their responsibilities fit in.

- Use a simple example of a work instruction and ask the group to identify which policies or procedures it relates to.
- Discuss limits of authority and encourage open sharing on how one should act when unsure about decisions.

Elaborate

- Discuss the organisation's policies and procedures related to operations and client requirements
- Identify the scope and limitations of one's role in daily workplace situations
- Recognise appropriate supervisors or departments to escalate problems outside one's authority
- Understand the organisational reporting structure through visual representation

Demonstrate

Show a sample Standard Operating Procedure (SOP) for a routine production task and walk through it step-by-step, highlighting where it connects to policy, client compliance, and reporting hierarchy

Activity

1. **Activity Name:** Match My Task
2. **Objective:** To help participants clearly link their daily tasks with relevant SOPs and understand their responsibility boundaries
3. **Type of activity:** Group
4. **Resources:** Printed task cards, printed SOP excerpts, markers, sticky notes, flipchart sheets
5. **Time Duration:** 30 minutes
6. **Instructions**
 - Divide participants into 3–4 small groups.
 - Provide each group with a set of task cards and corresponding SOP excerpts.
 - Ask them to match each task to the correct SOP and identify if it falls within their role or needs escalation.
 - Have them place tasks in two columns on a flipchart: "Within my role" and "Escalate to".
 - After 20 minutes, let each group explain their decisions briefly.
7. **Outcome:** Participants will be able to identify the connection between daily tasks and policies/SOPs, and know when to escalate an issue or task

Notes for Facilitation

- Keep instructions clear, concise, and interactive to maintain engagement.
- Encourage questions during demonstrations and discussions for better understanding.
- Explain policies and SOPs using simple language and practical workplace examples.
- Reinforce the importance of knowing personal responsibility limits to avoid overstepping.
- Emphasise the need for compliance with client-specific protocols for job security and quality.
- Ensure trainees visually understand the reporting structure through charts and examples.

Unit 2.2: Manufacturing Processes and Operations

Unit Objectives

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

1. Identify the manufacturing processes of the organization.
2. Identify alternative processes with the same or similar output.
3. Discuss the essential operation of machines used in manufacturing operations.
4. Interpret the given techpack or specification sheet of the garment sample to be developed.
5. Analyse schedules and throughput of various styles.
6. List the required details regarding production planning and scheduling.

Resources to be Used

Whiteboard, marker pens, projector, sample techpack, printed specification sheets, machine operation charts, production schedule charts, fabric swatches, reference garment samples, process flow diagrams, sticky notes, pens

Say

- Good morning everyone! I hope you're all excited to dive into a topic that's the heartbeat of the manufacturing floor.
- Today, we're going to explore how manufacturing processes work, how machines operate, and how to interpret specification sheets and production plans.
- Understanding this helps you improve productivity, avoid confusion on the floor, and become more confident when coordinating with the team or supervisors.

Ask

- Have you ever seen how a shirt is stitched from start to finish on a production line?
- Do you think different factories might follow different steps but end up with the same final product?
- Have you ever looked at a specification sheet or a techpack and wondered what all those numbers and diagrams mean?

Do

- Begin by briefly revising what manufacturing means and the general process flow
- Show actual garment samples and walk trainees through the visible production techniques used
- Use a projector to display a techpack and explain each section visually

- Guide learners through the differences in operations between two sample processes (manual and automated)
- Distribute printed production schedules and walk them through how to analyse the throughput
- End with a group activity that reinforces process analysis and production planning

Elaborate

- Identify the manufacturing processes of the organization – Understand and list down standard operations followed for garment development
- Identify alternative processes with the same or similar output – Explore variations in process flow or machinery that deliver the same finished product
- Discuss the essential operation of machines used in manufacturing operations – Learn how major machines like overlock, flatlock, or lockstitch function
- Interpret the given techpack or specification sheet of the garment sample to be developed – Analyse how design, size, material, and stitching details are conveyed
- Analyse schedules and throughput of various styles – Understand how to read and interpret daily, weekly and monthly production plans
- List the required details regarding production planning and scheduling – Collect key inputs like resource availability, deadlines, and quantity expectations

Demonstrate

Show how to read and interpret a specification sheet by comparing the details of a techpack with a real garment sample

Activity

1. **Activity Name:** Match the Process with the Output
2. **Objective:** To help learners understand the link between different manufacturing processes and the resulting output
3. **Type of activity:** Group
4. **Resources:** Printed process cards, output garment images, pins, sticky boards
5. **Time Duration:** 30 minutes
6. **Instructions:**
 - Divide the class into small groups
 - Give each group a set of printed cards (each describing a different manufacturing process) and another set of images (showing final garment outputs)
 - Ask them to match each process card with the most appropriate output image
 - Once matched, ask them to explain their logic to the class
7. **Outcome:** Participants will understand how different processes are suited for different garment types and how alternatives can be used to achieve similar results

Notes for Facilitation

- Ensure trainees participate actively in discussion and hands-on activities
- Encourage learners to ask questions or share prior observations from factory settings
- Emphasise the practical relevance of interpreting techpacks correctly to reduce errors
- Explain how alternative processes help maintain efficiency in cases of machine breakdown
- Clarify the logic behind production scheduling and how it supports timely order completion
- Reinforce the idea that knowing machine operations boosts confidence on the production floor

Unit 2.3: Workforce Management and Task Allocation

Unit Objectives

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

1. Identify the skill levels of the operators for the production line.
2. Identify operators and assign them tasks based on their skill and proficiency levels.
3. Discuss skill and proficiency levels for each manufacturing operation.
4. Discuss protocol for more information on work-related tasks.

Resources to be Used

Whiteboard, markers, A4 sheets, skill matrix template, coloured pens, printed proficiency charts, task allocation chart, projector, presentation slides, dummy production line role cards, sticky notes

Say

- Good morning everyone! I'm really looking forward to this session with you today.
- Today, we're going to dive into how to manage a team effectively by understanding their skill levels and assigning tasks smartly.
- If you can understand this process well, it'll make your day-to-day work smoother and help avoid confusion and delays on the production floor.

Ask

- Have you ever been given a task that you felt wasn't suited to your skills?
- When working with a group, do you think everyone should do the same thing or different tasks? Why?
- If someone is faster at a task than others, how do you think that affects the work output?

Do

- Start with a short icebreaker to get participants comfortable
- Introduce the topic using a short video or slide on the importance of skill-based task allocation
- Present the skill matrix and explain how to use it
- Use real-world analogies to explain different skill levels and how they relate to production
- Divide the class into small groups and hand over dummy role cards
- Ask each group to identify skills and assign tasks using the printed matrix and charts
- Facilitate open discussion after the task and ask groups to present their reasoning

Elaborate

- Identify skill levels of operators by observing performance, experience, and certification
- Match operator skills to specific production line tasks for better efficiency
- Discuss how each manufacturing operation requires different levels of skill and precision
- Follow standard protocol when unsure about task details or needing more information

Demonstrate

Use a printed dummy production line with operator role cards and tasks. Demonstrate how to fill in the skill matrix, match the operators to their best-fit tasks, and update the task allocation chart.

Activity

1. **Activity Name:** Skill Mapping Challenge
2. **Objective:** To understand how to assess skill levels and allocate tasks accordingly (Topics: Identify the skill levels of the operators, Assign tasks based on skill)
3. **Type of Activity:** Group
4. **Resources:** Skill matrix template, coloured pens, printed operator profiles, sample task cards, task allocation chart
5. **Time Duration:** 30 minutes
6. **Instructions:**
 - Divide the participants into 3-4 groups
 - Distribute different operator profiles and task cards to each group
 - Provide a skill matrix template
 - Ask each group to evaluate skill levels and fill the matrix accordingly
 - Based on their analysis, assign tasks and fill the task allocation chart
 - Each group will then explain their rationale to the class
7. **Outcome:** Trainees will learn how to assess skill levels and logically assign tasks to improve production efficiency

Notes for Facilitation

- Keep the session interactive by encouraging questions and group discussions
- Manage time well during group activities and demonstrations
- Make sure everyone understands the difference between skill and proficiency
- Emphasise that task allocation based on skill avoids errors and rework
- Clarify that checking protocol for task instructions helps reduce risk and confusion
- Use visual aids frequently to reinforce understanding of matrix and allocation systems

Unit 2.4: Workplace Safety, Teamwork, and Problem-Solving

Unit Objectives

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

1. Discuss common hazards in the work area and workplace procedures for dealing with them.
2. Discuss the importance of teamwork and harmonious working relationships.

Resources to be Used

Whiteboard, markers, safety gear like gloves and helmet, posters of common workplace hazards, A4 sheets, pens, teamwork puzzle handout, printouts of workplace procedures, stopwatch, chart papers, sample incident report form

Say

- Good morning, everyone! I hope you're all energised and ready to dive into something really important today.
- Today, we'll explore workplace safety, how to work effectively in a team, and ways to handle problems smartly and responsibly.
- These topics are something you'll face every day at work, and understanding them well will not only keep you safe but also make your team stronger and more efficient.

Ask

- Have you ever seen someone get hurt while working because of a small mistake?
- Do you enjoy working alone, or do you find it easier when you have a team to support you?
- What do you usually do when something goes wrong during your daily chores or tasks?

Do

- Begin by discussing the concept of workplace safety using real-life examples from their surroundings or known industries.
- Use posters and gear to visually explain common hazards and their safety measures.
- Facilitate a group discussion on why teamwork is necessary in a workplace environment.
- Create a small problem scenario and ask trainees how they would solve it as a team.
- Share workplace procedures and allow trainees to read and explain them in their own words.
- Encourage peer-to-peer interaction throughout the session to build understanding through collaboration.

Elaborate

- Identify common workplace hazards like slippery floors, sharp tools, or electrical equipment
- Explain workplace safety rules including PPE usage and proper signage
- Describe reporting procedures for accidents or unsafe conditions
- Discuss the role of communication in building teamwork
- Demonstrate how to coordinate roles and responsibilities in a group
- Analyse how teamwork increases productivity and reduces conflict
- Illustrate simple steps for identifying and solving a problem at work

Demonstrate

Wear basic safety gear like gloves and a helmet while pointing out unsafe items in a sample workspace setup and explain how to deal with each hazard appropriately.

Activity

1. **Activity Name:** Hazard Hunt and Team Relay
2. **Objective:** To identify workplace hazards and practise team coordination
3. **Type of activity:** Group
4. **Resources:** A4 sheets with workplace images (some with hidden hazards), safety gear props, stopwatch, chart paper, sketch pens
5. **Time Duration:** 30 minutes
6. **Instructions:**
 - Divide trainees into small groups
 - Give each group an image showing a workplace setup
 - Ask them to identify and mark all possible hazards
 - Once done, have them write down quick steps to eliminate or minimise each hazard
 - Each group then assigns roles and performs a relay task where each member explains one safety point while wearing a piece of PPE
 - End the activity by having each group present their findings to the class
7. **Outcome:** Participants will learn to identify hazards quickly and understand the value of clear communication and role division in teams

Notes for Facilitation



- Make the session interactive by encouraging personal stories and examples from the learners
- Monitor participation and ensure all trainees are included in discussions and activities
- Remind trainees that safety is everyone's responsibility, not just the supervisor's
- Reinforce that teamwork isn't just about working together but supporting each other's strengths
- Emphasise that problem-solving is a process that can be learned and improved with experience
- Ensure clarity while explaining reporting procedures and encourage questions about real-world challenges

Answers to Exercises for PHB

Answer the following questions by choosing the correct option:

1. b. Conducting external compliance audits
2. c. Managing line balancing and sewing floor operations
3. c. Delegate complex garment tasks and oversee final product quality
4. c. Making significant structural changes to the factory layout
5. b. To reduce repetitive strain and ergonomic injuries

Answer the following questions briefly.

1. Refer Unit 2.1: Organizational Policies, Procedures, and Compliance
Topic 2.1.2 Limits of Own Role and Responsibilities
2. Refer Unit 2.2: Manufacturing Processes and Operations
Topic Unit 2.2: Manufacturing Processes and Operations
3. Refer Unit 2.3: Workforce Management and Task Allocation
Topic 2.3.2 Skill and Proficiency Level for Each Manufacturing Operation
4. Refer Unit 2.4: Workplace Safety, Teamwork, and Problem-Solving
Topic 2.4.1 Workplace Hazards and Organisational Safety Procedures



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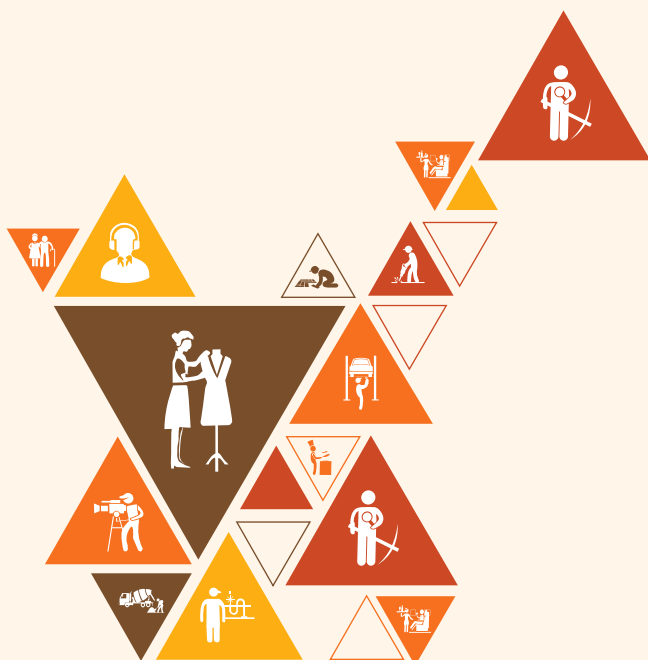


3. The Production Process

Unit 3.1 - Material Requirements and Quality Assurance

Unit 3.2 - Production Process Optimization and Workforce Management

Unit 3.3 - Machinery and Quality Control



AMH/N2101

Key Learning Outcomes



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

1. Refer to pilot run findings and ensure conformance of samples, patterns, and cut pieces per specifications.
2. Identify and handle common defects in raw materials while evaluating material and accessory consumption.
3. Identify process and product problems, breakdown operations, and operator ratings for efficiency.
4. Apply essential PMTS elements and troubleshooting principles for manufacturing machines.
5. Plan and implement quality checkpoints, control limits, and defect prevention measures.
6. Ensure all personnel are updated on buyer specification changes and organizational wage plans.
7. Strategize material reduction, minimize start-up losses, and conduct pilot runs for production optimization.

Unit 3.1: Material Requirements and Quality Assurance

Unit Objectives

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

1. Identify materials required by each type of product manufactured by the organization.
2. List the conformances of sample patterns and cut pieces per the specification sheet.
3. List all concerned people updated about changes in the buyer's specifications.
4. Evaluate the consumption of materials and accessories.
5. List of reduction of material and start-up losses.
6. Discuss common defects present in raw materials and their handling.

Resources to be Used

Whiteboard, markers, sample specification sheets, fabric swatches, defective raw material samples, dummy production orders, calculators, material consumption charts, scissors, sample patterns and cut pieces, folders with buyer specification changes, scrap fabric, measuring tapes

Say

- Good morning everyone! Hope you're all ready to dive into something crucial today!
- Today we're going to understand how the right materials and quality assurance shape everything we make.
- Knowing this will help you avoid costly mistakes, work more efficiently, and make sure your products always meet buyer expectations.

Ask

- Have you ever seen or used a product that didn't feel strong or looked poorly made?
- Do you or someone at home ever check if the fabric you buy from the market has any damage?
- If you're cooking at home and run out of an ingredient, how do you manage or substitute it?

Do

- Start the session by showing different raw materials and ask learners to identify them.
- Display a sample specification sheet and explain how to match it with the cut pieces and patterns.
- Distribute printed copies of sample order changes and have trainees mark who in the team needs to be updated.

- Demonstrate how to measure and record material consumption with a calculator and consumption chart.
- Discuss common types of defects using physical samples and ask learners how they would respond to each.

Elaborate

- Identify materials required for each product manufactured by matching them with product types and usage
- List conformances of sample patterns and cut pieces by comparing with the given specification sheet
- List concerned people to update by reading change requests in buyer specifications
- Evaluate consumption of materials by calculating usage and wastage from order to output
- List reduction methods of material and start-up losses by discussing efficiency tips
- Discuss common defects in raw materials and their handling by observing actual defective samples

Demonstrate

Show how to compare a pattern with the specification sheet and measure the cut piece to confirm if it conforms or needs correction.

Activity

1. **Activity Name:** Material Conformance Challenge
2. **Objective:** To practise identifying correct material and pattern matching using a specification sheet (Topics: Identify materials required, List the conformances of sample patterns)
3. **Type of activity:** Group
4. **Resources:** Specification sheets, fabric swatches, pattern samples, scissors, rulers, calculators
5. **Time Duration:** 30 minutes
6. **Instructions:**
 - Divide learners into small groups.
 - Give each group a sample order with a specification sheet, patterns, and fabric swatches.
 - Ask them to verify if the pattern and cut pieces conform to the specs.
 - Let each group present if their given materials passed or failed the quality check and why.
7. **Outcome:** Learners will be able to read a specification sheet and assess whether the materials and patterns are aligned with requirements.

Notes for Facilitation

- Encourage group interaction and ensure everyone handles the physical materials.
- Use real-time examples and encourage questions after each topic section.
- Emphasise the role of each team member in updating others about specification changes.
- Reinforce how material consumption affects overall cost and efficiency.
- Clarify the difference between acceptable fabric variation and actual defects.
- Explain the importance of reducing start-up losses in bulk production settings.

Unit 3.2: Production Process Optimization and Workforce Management

Unit Objectives

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

1. Identify breakdown operations.
2. Identify operator rating.
3. Identify the incentive system or wage plan of the organisation.
4. Discuss how to refer to the findings of the pilot run as and when required.
5. Identify and implement process and product problem-solving techniques.
6. Discuss the essential elements of PMTS (Predetermined Motion Time System).

Resources to be Used

Whiteboard, markers, printed charts of PMTS, printed workflow breakdown sheets, sample operator rating forms, audio-visual equipment for a process flow video, paper, pens, stopwatch, printed incentive and wage plan samples from real or mock companies, pilot run analysis report samples

Say

- Good morning everyone! I'm excited to dive into today's session with all of you.
- Today we're going to explore how to make production more efficient and manage your workforce effectively, which is a must in any modern manufacturing setup.
- Understanding this topic will help you contribute to higher productivity, smarter planning, and better team management on the job.

Ask

- Have you ever noticed what happens when a machine in your neighbourhood mechanic shop breaks down?
- Do you think people work faster when they know they'll be rewarded for it? Why?
- Have you ever tried finding out why a product from the market doesn't always look or work the same each time?

Do

- Begin by introducing what a breakdown operation is and how identifying them saves both time and cost.
- Show examples of operator rating sheets and explain how performance is measured and analysed.
- Display an incentive system model and initiate a short discussion about its practical use in motivating workers.
- Explain the purpose of a pilot run and how its findings should be archived and used when needed.
- Walk through a simple example of solving a product-related issue using problem-solving techniques like root cause analysis.
- Introduce PMTS using a visual chart and explain how it helps standardise time for tasks and improve productivity.

Elaborate

- Identify breakdown operations by analysing stoppages in the production process.
- Recognise operator rating by assessing worker performance based on speed, quality, and consistency.
- Identify the incentive system or wage plan by reviewing how pay structures are linked to productivity.
- Refer to the findings of the pilot run by revisiting initial data collected during test runs.
- Implement process and product problem-solving techniques by using systematic methods like 5 Whys or Fishbone diagrams.
- Discuss the essential elements of PMTS by explaining task segmentation, time measurement, and standardisation.

Demonstrate

Show how to track a machine breakdown and log the issue using a basic downtime report format.

Activity

1. **Activity Name:** Breakdown Mapping and Problem Solving
2. **Objective:** To help learners identify breakdowns and apply basic problem-solving techniques
3. **Type of activity:** Group
4. **Resources:** Stopwatch, paper, pens, workflow breakdown sheet, sample problem scenario
5. **Time Duration:** 30 minutes
6. **Instructions:**
 - Divide the class into small groups of 4–5.
 - Give each group a production scenario sheet containing sample data of machine stoppages or process failures.
 - Ask them to identify what caused the breakdown and map the process flow.

- Each group should apply a basic problem-solving technique like 5 Whys to suggest how the breakdown can be resolved.
 - Each group will present their solution in 2–3 minutes.
7. **Outcome:** Participants will be able to identify process inefficiencies and suggest actionable solutions using simple problem-solving tools.

Notes for Facilitation

- Encourage participation by connecting content to real-life experiences of learners.
- Ensure instructions are clearly communicated before starting any activity.
- Emphasise that identifying breakdowns early can prevent larger process delays.
- Remind learners that operator rating is not for punishment but for improvement and training.
- Clarify that pilot runs are not trial-and-error—they're structured tests for real-time feedback.
- Stress that PMTS is about efficiency, not rushing—tasks should be optimised, not hurried.

Unit 3.3: Machinery and Quality Control

Unit Objectives

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

1. Discuss machinery layout requirements for specific products.
2. Analyse the quality checkpoints and control limits.
3. List the principles of basic troubleshooting of manufacturing machines.

Resources to be Used

Whiteboard, markers, chart papers, sample layout diagram, projector, videos on machine troubleshooting, checklist formats for quality control, printouts of control limits charts, basic manufacturing machinery images or models, sample faulty and non-faulty product pieces

Say

- Good morning everyone! I hope you're ready for a productive session today—let's dive into something really important and practical.
- Today we're going to explore how machines are arranged in manufacturing, how we ensure the products are top-quality, and how to troubleshoot if something goes wrong.
- Understanding these concepts will help you work more confidently and efficiently in real-world manufacturing setups and improve your problem-solving skills on the floor.

Ask

- Have you ever noticed how your home kitchen or a tailor's workspace is arranged to make work smoother and faster?
- When you buy something like a fan or mixer, have you ever checked for scratches, dents or whether all the buttons work?
- What do you usually do if your bicycle or TV suddenly stops working?

Do

- Begin with a discussion on how proper machinery arrangement impacts product quality and worker movement
- Show visual layouts of good vs bad machinery setups using projector or chart
- Discuss real-life examples of products failing due to poor quality control
- Use checklists to show how inspection and control limits work in manufacturing
- Conduct a walk-through on simple machine troubleshooting steps using visuals or videos
- Involve the trainees by asking them to identify faults in displayed sample products

Elaborate

- Discuss machinery layout requirements for specific products – explain how layout changes depending on type of product and space available
- Analyse the quality checkpoints and control limits – describe checkpoints in production and how control limits ensure standardisation
- List the principles of basic troubleshooting of manufacturing machines – identify steps to isolate and resolve minor issues in machines

Demonstrate

Show a basic machine layout (via model or diagram) and ask trainees to point out areas for improvement in flow, safety, and space utilisation

Activity

1. **Activity Name:** Machine Layout Fix-Up
2. **Objective:** To apply understanding of machinery layout requirements
3. **Type of activity:** Group
4. **Resources:** Chart paper, marker pens, sample product requirement sheet, layout diagram (poorly arranged)
5. **Time Duration:** 30 minutes
6. **Instructions:**
 - Divide the class into small groups of 3-4 participants
 - Distribute the poorly arranged layout diagram and product requirement sheet to each group
 - Ask them to redesign the machinery layout using the given sheet to improve workflow, safety, and production efficiency
 - Each group should present their layout and justify the changes made
7. **Outcome:** Trainees will understand the importance of proper layout and develop skills in identifying inefficiencies in machine placement

Notes for Facilitation

- Ensure all trainees can clearly see the visuals or materials being used
- Encourage all participants to speak, share, and contribute actively during discussions and activities
- Explain clearly how a disorganised machine layout can lead to bottlenecks and product damage
- Highlight how regular quality checks prevent costly errors later in the production line
- Emphasise the importance of checking connections, noises, and movement patterns in machine troubleshooting
- Reinforce that even simple daily observations can indicate quality or machine issues early

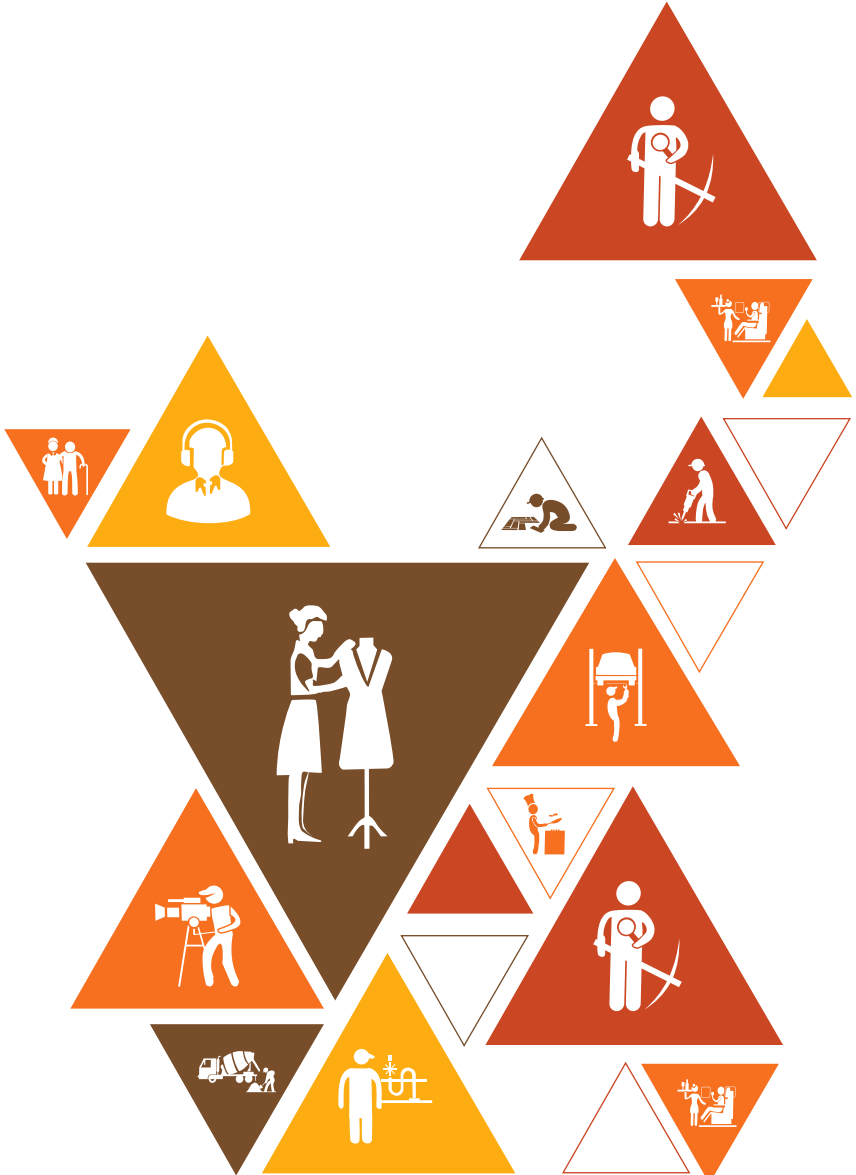
Answers to Exercises for PHB

Answer the following questions by choosing the correct option:

1. b. Manual marker making
2. c. To match fabric shades before bulk dyeing
3. c. To match fabric shades before bulk dyeing
4. c. Supervising sublimation printing accuracy and fabric handling
5. c. Detect and correct issues before bulk production

Answer the following questions briefly.

1. Refer Unit 3.1: Material Requirements and Quality Assurance
Topic 3.1.3 Consumption of Material and Accessories
2. Refer Unit 3.1: Material Requirements and Quality Assurance
Topic 3.1.2 Conformances of Sample Patterns and Cut Pieces
3. Refer Unit 3.2: Production Process Optimization and Workforce Management
Topic 3.2.3 Pilot run
4. Refer Unit 3.1: Material Requirements and Quality Assurance
Topic 3.1.2 Conformances of Sample Patterns and Cut Pieces
5. Refer Unit 3.3: Machinery and Quality Control
Topic 3.3.2 Quality Checkpoints and Control Limits





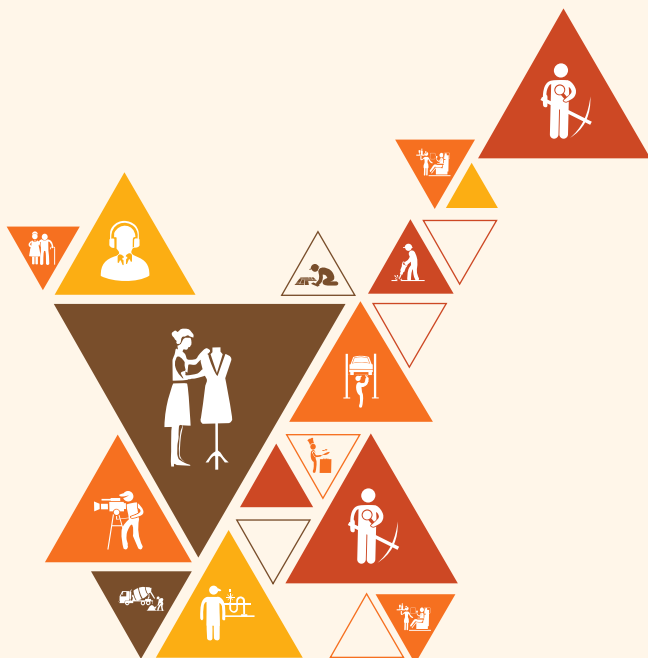
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4. Plan Production as per Specifications and Schedule

Unit 4.1 - Stitching Process, Machinery, and Compliance Requirements

Unit 4.2 - Production Planning and Process Optimization



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Key Learning Outcomes



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

1. Discuss the stitching process.
2. Discuss the organisation's quality and compliance requirements.
3. Discuss machinery and work aids used in the process.
4. Explain the basics of sewing and the various types of stitching required for multiple products. Set qualitative and quantitative output targets for each operation.
5. Carry out a pilot run or update the findings of the pilot run and sampling for the particular style.
6. Identify buyer-specific compliances.
7. Explain various types of fabrics and garments.
8. Coordinate with planning /industrial engineering department for machine layout work aids.
9. Participate in pre-production meetings and communicate proactively to develop process and product understanding.

Unit 4.1: Stitching Process, Machinery, and Compliance Requirements

Unit Objectives

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

1. Discuss the stitching process.
2. Discuss the organization's quality and compliance requirements.
3. Identify buyer-specific compliances.
4. Explain the basics of sewing and the various types of stitching required for different products.
5. Discuss machinery and work aids used in the process.
6. Evaluate the planning/industrial engineering department for machine layout and work aids.

Resources to be Used

Fabric swatches, threads of various types, sewing machines (lockstitch, overlock, flatlock), needles, seam samples, compliance manuals, buyer requirement checklist samples, machine layout diagrams, whiteboard, markers, chalk, projector, sewing tools, dummy garments, measuring tape, work aids like folders, guides, binding attachments, checklists

Say

- Good morning everyone! I hope you're all feeling energetic and ready to get hands-on with today's session.
- Today we're diving into the stitching process, the machines used, and why quality and compliance requirements matter in garment making.
- If you're planning to work in a production unit or run your own tailoring set-up, understanding these fundamentals will make your work more efficient, accurate, and compliant with industry standards.

Ask

- Have you ever seen a tailor's machine setup in your neighbourhood?
- Why do you think the stitching on your jeans is different from that on your shirt?
- Have you ever heard of a company rejecting clothes because they didn't follow the quality standards?

Do

- Walk participants through the basic stitching process with visual aids and live examples
- Display different types of machines and explain what each one is used for with sample fabrics
- Show garment tags or labels to introduce the concept of buyer-specific compliance

- Introduce different stitching types by passing around samples and asking learners to observe
- Discuss briefly how quality control works and what common errors can be avoided
- Use a layout chart to explain the role of the industrial engineering department

Elaborate

- Explain the stitching process and its importance in garment production
- Describe organisation-wide quality standards and production compliance
- Identify specific buyer demands and explain how they are integrated into production
- Discuss sewing basics such as seam types, stitch types, and thread selection
- Present common sewing machines and explain their role in different stitching jobs
- Evaluate how machine layout and work aids impact productivity and efficiency

Demonstrate

Show how to operate a basic lockstitch machine and perform a simple seam on a cotton fabric

Activity

1. **Activity Name:** Stitch & Comply (from Stitching Process and Buyer-Specific Compliance)
2. **Objective:** To enable participants to perform a basic stitch and identify compliance errors based on given garment instructions
3. **Type of Activity:** Group
4. **Resources:** Sewing machine, fabric pieces, buyer instruction sample sheets, measurement tools, stitch samples
5. **Time Duration:** 30 minutes
6. **Instructions:**
 - Divide participants into small groups
 - Provide each group with a buyer instruction sheet and sample fabric
 - Ask them to perform the required stitching process using the machine
 - Once stitching is complete, evaluate the piece against the buyer's checklist
 - Discuss which points were met and where the team missed out
7. **Outcome:** Learners will understand how stitching execution must align with compliance norms and buyer requirements

Notes for Facilitation

- Keep the session interactive by asking questions and encouraging learners to handle tools and samples
- Give feedback in a positive and constructive manner
- Emphasise that each buyer may have different compliance requirements and these must be studied carefully
- Highlight that not all stitching errors are visible immediately and quality checks are essential
- Clarify the difference between mechanical machine issues and operator errors in stitching
- Explain the cost implications of non-compliance and rework in garment production

Unit 4.2: Production Planning and Process Optimization

Unit Objectives

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

1. Set qualitative and quantitative output targets for each operation.
2. Explain various types of fabrics and garments.
3. Evaluate pre-production meetings and communicate proactively to develop process and product understanding.

Resources to be Used

Whiteboard, marker pens, printed fabric swatches, garment samples, pre-production meeting templates, chart papers, pens, sticky notes, laptop with projector, planning sheet templates, fabric identification cards, process flow charts

Say

- Hello everyone! I'm really excited to dive into today's session with you all—let's gear up for some insightful learning.
- Today, we're going to understand how production planning works and how we can optimise the processes involved, especially by setting the right targets, knowing our fabrics and garments, and conducting meaningful pre-production meetings.
- This will help you become more efficient, proactive, and valuable in your work environment—whether you're handling operations, supervising, or supporting production activities.

Ask

- Have you ever noticed how your favourite clothing brand always has your size and style available?
- When shopping for clothes, do you check the fabric type before buying? Why or why not?
- Have you heard your seniors or supervisors talk about production planning or meetings before the actual work begins?

Do

- Introduce the session by connecting real-life garment use and industry expectations.
- Show the different types of fabric samples and let learners feel the texture and quality.
- Display a basic production planning sheet and explain how targets are set and recorded.

- Present a sample pre-production meeting format and walk the class through how a discussion might happen.
- Use visuals to show how process optimisation reduces time, effort, and material wastage.

Elaborate



- Set output targets by identifying achievable daily or weekly production numbers based on capacity
- Explain fabric types by differentiating between natural and synthetic materials with examples
- Describe garment types by classifying them into categories such as casual, formal, and industrial wear
- Evaluate pre-production meetings by identifying their purpose in aligning design, material, and operations teams
- Communicate proactively by encouraging two-way interaction between production teams and quality control units
- Develop product understanding by linking garment specifications to production feasibility
- Optimise processes by streamlining operations, reducing duplication, and allocating tasks efficiently

Demonstrate



Show how to fill out a simple daily production plan sheet by defining targets, assigning team members, and recording fabric type and garment category.

Activity



1. **Activity Name:** Production Plan Mapping
2. **Objective:** To practise setting realistic output targets and aligning fabric and garment types with production planning
3. **Type of activity:** Group
4. **Resources:** Chart papers, markers, printed swatches, sample garment images, sample planning sheet templates
5. **Time Duration:** 30 minutes
6. **Instructions:**
 - Divide the participants into small groups of 3-4.
 - Each group receives a different set of fabric swatches and garment pictures.
 - Ask each group to set output targets for a week assuming they are managing the production line.
 - They must choose which garment can be made from which fabric and map out a basic production plan.
 - Encourage groups to think about fabric suitability, complexity of garment, and time required.
 - Once complete, each group presents their plan to the class.
7. **Outcome:** Participants will understand how to set measurable targets while making informed choices regarding fabric and garment planning.

Notes for Facilitation

- Encourage participation from all learners, especially during group activities.
- Maintain time discipline for each segment to ensure completion of session objectives.
- Clarify any confusion regarding fabric types using visual and tactile aids.
- Reinforce the role of pre-production meetings in avoiding last-minute errors.
- Emphasise the importance of communication in bridging gaps between planning and execution.
- Highlight how process optimisation contributes to cost-saving and quality improvement.

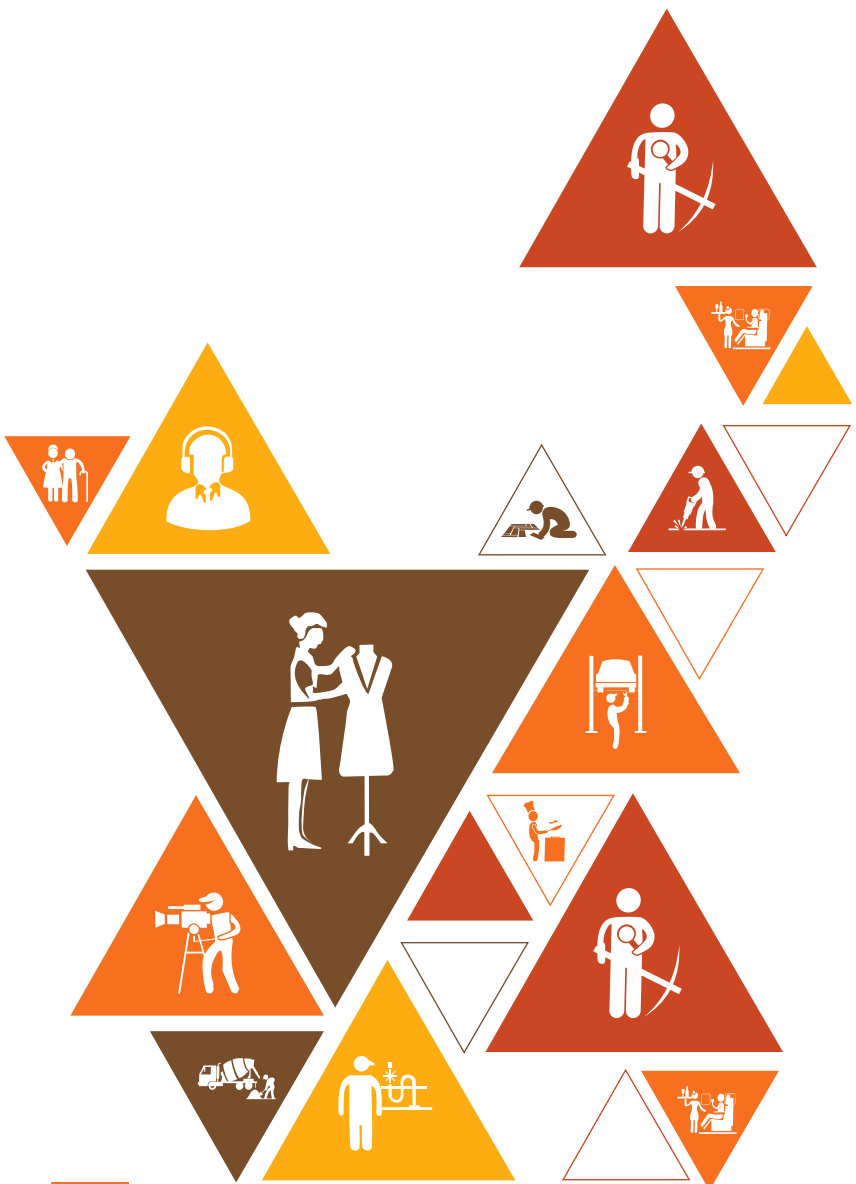
Answers to Exercises for PHB

Answer the following questions by choosing the correct option:

1. c. Bartack Stitch
2. c. Designing machine layout and optimizing work aids
3. b. Smooth edge finishing and no fabric damage
4. c. Fine needle
5. b. Employee leave schedule

Answer the following questions briefly.

1. Refer Unit 4.1: Stitching Process, Machinery, and Compliance Requirements
Topic 4.1.1 Stitching Process
2. Refer Unit 4.1: Stitching Process, Machinery, and Compliance Requirements
Topic 4.1.2 Planning Engineering Department for Machine Layout and Work Aids
3. Refer Unit 4.1: Stitching Process, Machinery, and Compliance Requirements
Topic 4.1.2 Planning Engineering Department for Machine Layout and Work Aids
4. Refer Unit 4.2: Production Planning and Process Optimization
Topic 4.2.2 Types of Fabrics and Garments
5. Refer Unit 4.2: Production Planning and Process Optimization
Topic 4.2.3 Pro-Production Meetings and Communication





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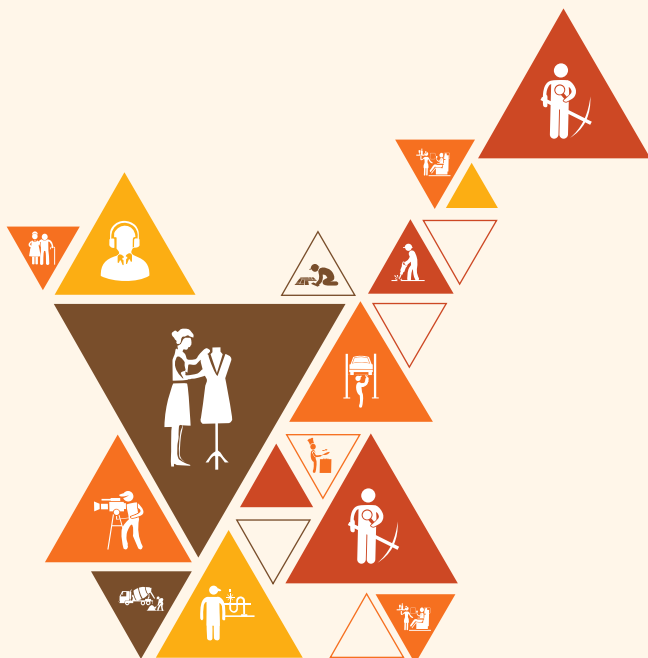


5. Coordinate and Monitor Production as per Specifications and Schedule

Unit 5.1 - Quality Control and Troubleshooting

Unit 5.2 - Production Planning and Process Optimization

Unit 5.3 - IT and Workflow Management



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Key Learning Outcomes



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

1. Identify and address various stitching and handling defects.
2. Utilize IT literacy tools and maintain organization-specific ERP and reports.
3. Ensure accuracy in input/output processes for interdepartmental and vendor movements.
4. Monitor production targets using organizational recording systems.
5. Identify troubleshooting alternatives and follow the escalation hierarchy.
6. Set up process/line assembly/batch in sewing operations.
7. Allocate operators based on skill level and coordinate with relevant departments for production readiness.
8. Ensure the availability of required materials in the correct quantity and quality.
9. Collaborate with quality control to establish checkpoints and assess initial output.

Unit 5.1: Quality Control and Troubleshooting

Unit Objectives

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

1. Discuss various kinds of stitching handling defects.
2. Identify alternatives for troubleshooting.
3. Identify the escalation hierarchy.
4. List quality control to check initial output and set quality checkpoints.

Resources to be Used

Defective stitched samples, stitching machine, chalk or marker, quality checkpoint checklist, escalation chart printout, quality control tags, stitching toolkit, measuring tape, inspection board, training manual

Say

- Good morning everyone! I'm really excited to see all of you here today—let's get ready to dive into another essential part of your work life.
- Today we'll be exploring how to manage stitching defects, troubleshoot issues, escalate problems effectively, and maintain high-quality standards at work.
- Understanding quality control and troubleshooting is key to becoming confident and reliable in your role. It saves time, reduces wastage, and increases customer satisfaction.

Ask

- Have you ever noticed a defect in your clothes and wondered how it was missed during production?
- What do you usually do if your home sewing machine gives trouble while stitching?
- If your mobile phone stops working, do you try to fix it yourself or do you go to someone else?

Do

- Introduce the concept of quality in production and the importance of consistent output.
- Show samples of defective stitching and ask learners to observe and identify what could have gone wrong.
- Present the quality control checklist and explain each checkpoint clearly.
- Explain with visuals the proper escalation hierarchy when a solution is not within the worker's control.
- Highlight common stitching handling defects and discuss simple fixes before escalation.
- Describe initial output checks and mid-line inspections.

Elaborate

- Describe various kinds of stitching handling defects such as puckering, loose stitches, skipped stitches, and incorrect thread tension
- Identify possible causes and alternatives for troubleshooting each type of defect using logical checks
- Explain the escalation hierarchy and how to determine when and whom to report the issue to
- List quality control methods such as random inspections, first-piece inspections, and inline checkpoints for better monitoring

Demonstrate

Show how to inspect a stitched sample using a quality checklist and identify if the product passes or fails based on the standard checkpoints

Activity

1. **Activity Name:** Stitch Fault Hunt
2. **Objective:** To identify stitching handling defects and apply basic troubleshooting
3. **Type of Activity:** Group
4. **Resources:** Defective stitched samples, quality checklist, chalk/marker, stitching toolkit
5. **Time Duration:** 30 minutes
6. **Instructions:**
 - Divide the trainees into groups of 3-4
 - Give each group a defective stitched sample and a quality checklist
 - Ask them to identify at least three defects in the sample using the checklist
 - Next, they must suggest one solution for each defect and write it beside the checklist
 - Once done, each group will present their findings and proposed solutions
7. **Outcome:** Trainees will learn to identify common defects and apply basic troubleshooting ideas, reinforcing quality awareness and practical handling

Notes for Facilitation

- Keep the session interactive and allow trainees to touch and inspect samples
- Ensure you maintain a pace suitable for beginners and allow time for observation
- Emphasise that quality control is everyone's responsibility and not just the supervisor's
- Explain the cost and time impact of not detecting defects early in the production cycle
- Reinforce the idea that troubleshooting is not guesswork—it follows observation and logic
- Use real tools and materials from the workshop floor to make learning more relevant and applied

Unit 5.2: Production Planning and Process Optimization

Unit Objectives

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

1. Discuss the process/line assembly/batch in the sewing operation.
2. Allocate the operators as per their skill level for various operations.
3. Monitor production targets using the recording systems used in the organization.
4. Discussed coordination with stores, the cutting department, the QC lab, and the manager in charge to ensure preparedness to meet production targets.
5. Explain the correct quantity and material quality availability by coordinating with relevant departments.

Resources to be Used

Whiteboard, markers, projector, laptop with presentation slides, sample production planning sheets, operator skill matrix chart, attendance and production recording registers, flowcharts of sewing operation processes, communication checklist, sample coordination forms, handouts on material quality standards, pens, notebooks.

Say

- Hello everyone! I'm excited to guide you through how effective production planning and process optimization can make our sewing operations smooth and efficient.
- Today, we will learn how to plan production processes, allocate skilled operators correctly, monitor targets, and coordinate with different departments to meet production goals.
- Understanding this topic will help you contribute directly to improving productivity and ensuring quality in your workplace, which benefits both you and your organization.

Ask

- Have you ever helped in a team where everyone had a specific task to finish something together? How did that work out?
- How do you usually manage your daily tasks to finish them on time?
- Can you think of a situation where coordinating with others helped you complete a project or task better?

Do

- Start the session by introducing the topic and linking it with the participants' previous experiences using the questions asked.
- Use slides and whiteboard to explain each point clearly, engaging the participants with questions.

- Show real examples from garment production settings, explaining how operators are allocated and how production targets are tracked.
- Emphasize the importance of communication with other departments like stores, cutting, and quality control.
- Facilitate the activity by dividing participants into groups and guiding them through production planning tasks.
- Conclude the session with a quick recap and answer any questions.

Elaborate



- Discuss the sewing process types including process, line assembly, and batch production, highlighting their differences and applications.
- Allocate operators based on their skill levels to optimize productivity and ensure quality.
- Monitor production targets by using recording systems to track progress and identify bottlenecks.
- Coordinate with stores, cutting department, QC lab, and production managers to prepare for smooth production flow.
- Explain how to verify correct quantities and material quality by working with relevant departments to avoid delays or defects.

Demonstrate



Demonstrate how to fill a basic production recording sheet to monitor daily output against targets in a sewing unit.

Activity



1. **Activity Name:** Operator Allocation and Production Planning Exercise
2. **Objective:** To practice allocating operators by skill level and planning production targets collaboratively
3. **Type of Activity:** Group activity
4. **Resources:** Sample operator skill matrix, production target sheets, pens, whiteboard or flip chart
5. **Time Duration:** 30 minutes
6. **Instructions:**
 - Divide participants into small groups.
 - Provide each group with a list of operator skills and a production target.
 - Ask each group to allocate operators to different sewing operations based on skill and plan the production schedule.
 - Groups should identify how they will monitor progress and communicate with other departments.
 - Each group presents their plan and allocation strategy.
7. **Outcome:** Participants gain hands-on experience in operator allocation, production planning, and interdepartmental coordination, reinforcing session concepts.

Notes for Facilitation

- Maintain a positive and encouraging tone throughout to keep participants motivated.
- Use real-life examples from the garment industry to make concepts relatable.
- Clarify any doubts immediately to avoid confusion, especially regarding operator skills and recording systems.
- Encourage participation by asking questions and inviting examples from trainees' experiences.
- Stress the importance of coordination and communication between departments to prevent production delays.
- Remind participants that accurate material availability and quality checks are critical for meeting production targets successfully.

Unit 5.3: IT and Workflow Management

Unit Objectives

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

1. Explain elements of IT literacy and specific tools.
2. Discuss process accuracy for input and output regarding interdepartmental movement, vendor movement, incoming material, and outgoing material.
3. Maintain organization-specific ERP and reports.

Resources to be Used

Laptop, projector, whiteboard, markers, ERP software demo (screenshots or live), printed handouts on IT literacy tools, sample workflow charts, process flow diagrams, reports templates, internet connection, note pads, pens.

Say

- Hello everyone! I'm excited to dive into how IT and workflow management can make our work easier and more efficient.
- Today, we'll explore key IT skills and how workflows move through departments, vendors, and materials, plus how ERP systems help us keep track.
- Understanding this topic will help you work smarter, avoid errors, and support smooth operations in any organisation.

Ask

- When you order something online, how do you think the company tracks your order from the warehouse to your home?
- Have you ever seen a factory or office where work passes through different departments? How do you think they ensure everything goes to the right place?
- What kind of tools or apps do you use daily to organise your tasks or communicate with others?

Do

- Start the session by asking the basic questions to engage participants and connect with their daily experiences.
- Present the concept of IT literacy and tools with examples from everyday life.
- Explain the importance of accurate process handling for inputs and outputs in workflows with simple diagrams.

- Introduce the basics of ERP systems, showing screenshots or a live demo if possible.
- Encourage questions and relate concepts to participants' own work or studies.
- Conduct the group activity to reinforce learning and allow hands-on practice.

Elaborate

- Explain elements of IT literacy and specific tools: Define what IT literacy means and introduce common tools like word processors, spreadsheets, and communication apps.
- Describe process accuracy for input and output: Highlight how accuracy in tracking materials and documents is crucial for smooth interdepartmental and vendor workflows.
- Demonstrate maintenance of organisation-specific ERP and reports: Show how ERP systems organise data, track workflows, and generate reports for decision-making.

Demonstrate

Show how to enter basic data into a sample ERP interface (real or simulated), for example, inputting incoming material details and generating a simple report.

Activity

1. **Activity Name:** Workflow Mapping and ERP Data Entry
2. **Objective:** To understand process accuracy in workflow and practise basic ERP data input
3. **Type of activity:** Group
4. **Resources:** Sample workflow charts, printed ERP data entry forms or software access, pens, whiteboard
5. **Time Duration:** 30 minutes
6. **Instructions:**
 - Divide participants into small groups.
 - Give each group a simple workflow scenario involving incoming materials and vendor coordination.
 - Ask groups to map the flow of materials and data on chart paper or whiteboard.
 - Then, using the sample ERP forms or software demo, groups enter the data related to their workflow.
 - Groups present their workflow and data entry approach to the class.
7. **Outcome:** Participants will grasp how accurate process flows and ERP entries contribute to organisational efficiency and develop basic skills in workflow mapping and ERP use.

Notes for Facilitation

- Maintain an interactive and encouraging atmosphere to help participants feel comfortable sharing ideas.
- Keep technical jargon simple and explain any terms clearly to accommodate freshers.
- Emphasise real-world relevance of IT tools and workflow accuracy to make learning practical.
- Monitor group discussions during activities to provide guidance and keep focus.
- Clarify any doubts about ERP operations using live examples or screenshots for better understanding.
- Highlight common mistakes in process handling and how IT systems help prevent them.

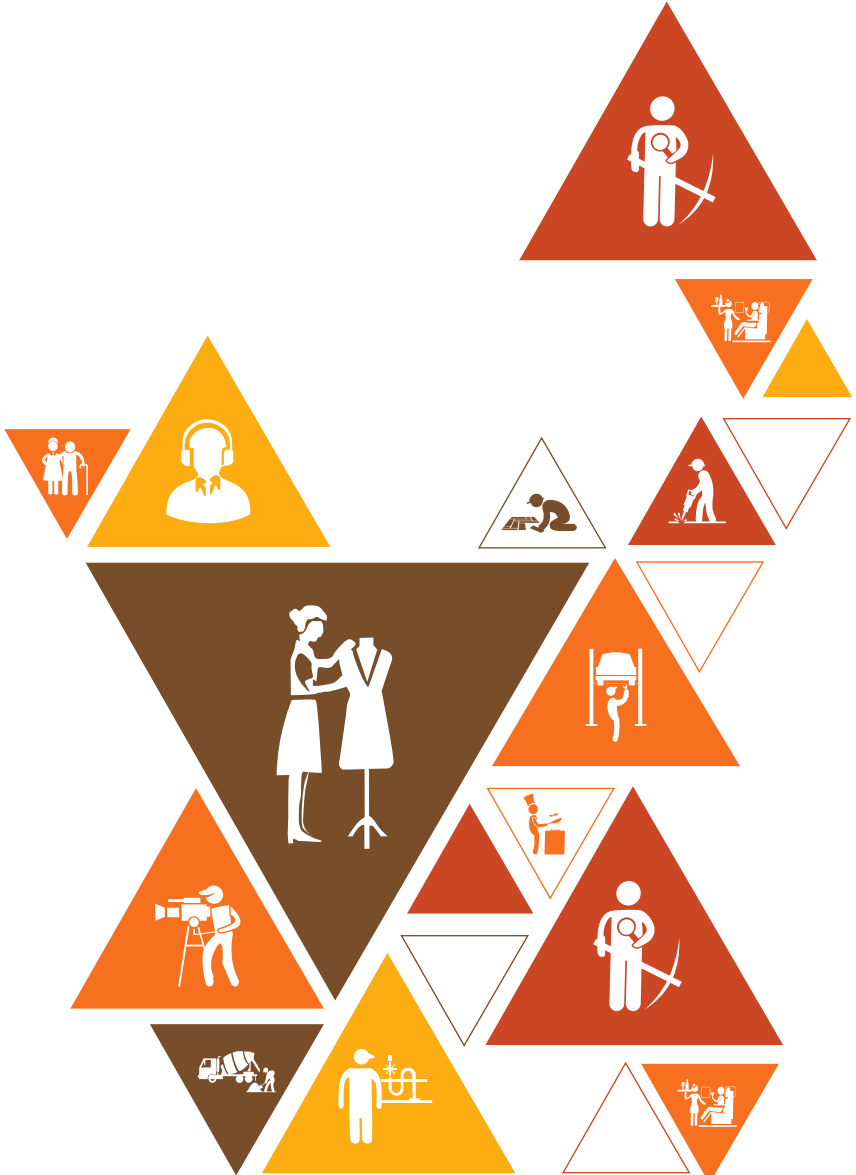
Answers to Exercises for PHB

Answer the following questions by choosing the correct option:

1. c. Resolving minor defects at the operator level
2. d. Defect rate reduced from 20% to 5%
3. c. Batch Production System
4. c. Integrated monitoring of orders, materials, and efficiency
5. c. MES

Answer the following questions briefly.

1. Refer Unit 5.1: Quality Control and Troubleshooting
Topic Unit 5.1: Quality Control and Troubleshooting
2. Refer Unit 5.1: Quality Control and Troubleshooting
Topic 5.1.2 Quality Control to Check Initial Output
3. Refer Unit 5.2: Production Planning and Process Optimization
Topic Unit 5.2: Production Planning and Process Optimization
4. Refer Unit 5.2: Production Planning and Process Optimization
Topic 5.2.1 Process/line Assembly/Batch of the Sewing Operation
5. Refer Unit 5.3: IT and Workflow Management
Topic 5.3.3 Maintenance of Organisational ERP and Reports





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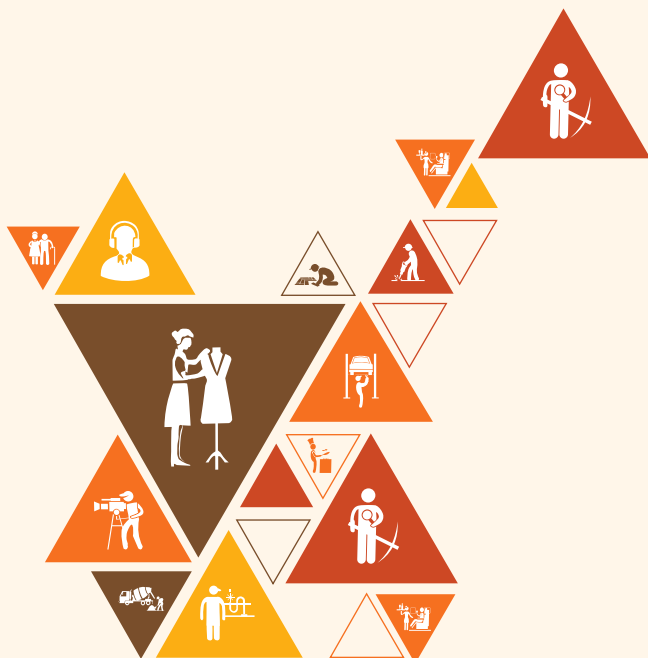
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6. Execute Production as per the Plan, Schedule and Quality Norms

Unit 6.1 - Organizational Policies, Procedures, and Compliance

Unit 6.2 - Machine Setup, Operations, and Resource Management



AMH/N2103

Key Learning Outcomes



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

1. Discuss the organization's rules, codes, guidelines and standards.
2. List the main types of products manufactured by the company.
3. Discuss how to set up machines in such an arrangement that makes material handling more manageable and more effective.
4. Identify the procedures for operating the stitching machine.
5. Identify the contact person in case of queries on procedures or products.
6. Discuss the statutory responsibilities of a 'Production
7. Supervisor' under health, safety and environmental legislation and regulations.
8. Ensure all machinery work aids and handling aids are in proper condition.
9. Ensure all accessories are in the store ready for issue.

Unit 6.1: Organizational Policies, Procedures, and Compliance

Unit Objectives

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

1. Discuss the organisation's rules, codes, guidelines, and standards.
2. List the main types of products manufactured by the company.
3. Identify the contact person in case of queries on procedures or products.
4. Discuss the statutory responsibilities of a Production Supervisor under health, safety, and environmental legislation and regulations.

Resources to be Used

Whiteboard, markers, projector, laptop, printed copies of company policies, procedure manuals, product catalogues, contact list, health and safety regulation documents, flip charts, pens, note pads, handouts summarizing statutory responsibilities, compliance checklists.

Say

- Hello everyone! I'm excited to guide you through understanding the key organizational policies and how they impact our daily work.
- Today, we will learn about the company's rules, product lines, important contacts, and your legal responsibilities in health, safety, and environment as a Production Supervisor.
- It's important to grasp these concepts because they help us work safely, efficiently, and stay compliant with laws, which protects both us and the company.

Ask

- Have you ever followed a set of rules or instructions to complete a task at home or school?
- Can you think of a situation where knowing who to ask for help made a difference?
- Why do you think workplaces have safety rules and procedures?

Do

- Start the session by engaging the participants with the basic questions to connect the topic to their experiences.
- Present an overview of organizational rules, codes, and standards using company documents and real examples.
- Explain the main products manufactured by the company and distribute product catalogues.

- Identify and share the contact persons for queries, showing the contact list for clarity.
- Discuss statutory responsibilities of Production Supervisors with emphasis on health, safety, and environmental legislation using handouts and examples.
- Encourage questions and clarifications throughout to maintain interaction and ensure understanding.

Elaborate

- Explain the organisation's rules, codes, guidelines, and standards to build understanding of workplace expectations.
- Describe the main types of products manufactured by the company to familiarize participants with company outputs.
- Identify the contact person for queries on procedures or products to ensure clear communication channels.
- Discuss the statutory responsibilities under health, safety, and environmental laws to stress legal compliance and workplace safety.

Demonstrate

Show how to locate and use the company procedure manual to find specific rules and contact information for queries.

Activity

1. **Activity Name:** "Know Your Policies and Contacts"
2. **Objective:** To help participants identify organizational rules, products, and key contacts.
3. **Type of activity:** Group
4. **Resources:** Printed policy excerpts, product catalogues, contact lists, flip charts, markers
5. **Time Duration:** 30 minutes
6. **Instructions:**
 - Divide participants into small groups.
 - Assign each group to review one section: organisational rules, product types, or contact persons.
 - Groups will prepare a quick summary or chart of their section on flip charts.
 - Each group presents their findings to the class.
 - Facilitate a brief discussion on how these elements affect their daily work.
7. **Outcome:** Participants will better understand company policies, products, and the right contacts to approach for information, fostering workplace confidence and compliance.

Notes for Facilitation

- Encourage active participation and create a safe space for questions.
- Use real company examples to make the session relatable and practical.
- Emphasize the importance of compliance not only for legal reasons but for personal and team safety.
- Remind participants that knowing who to contact saves time and avoids confusion.
- Clarify any technical terms related to statutory responsibilities to ensure all understand.
- Monitor group activity to keep discussions on track and ensure equal participation.

Unit 6.2: Machine Setup, Operations, and Resource Management

Unit Objectives

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

1. Discuss how to set up machines in an arrangement that makes material handling more manageable and more effective.
2. Identify the procedures for operating a stitching machine.
3. Identify all machinery work aids and handling aids are in proper condition.
4. List all accessories that are in the store and ready for issue.

Resources to be Used

Stitching machines, machine setup tools, material handling aids, work aids, machinery accessories, store inventory lists, safety equipment, whiteboard, markers, notebooks, pens, demonstration samples, checklists for machinery condition, audiovisual aids (if available).

Say

- Hello everyone! I'm excited to explore with you how to set up and operate machines efficiently while managing resources smartly.
- Today, we will learn how to arrange machines for smooth material handling, operate stitching machines properly, check machinery aids, and manage store accessories.
- Understanding these topics will help you work safer, faster, and keep the workspace organized, which is essential for any production environment.

Ask

- Have you ever arranged your study desk or workspace to make it easier to work on tasks? How did that help?
- Can you think of a time when using the right tool made a job much easier or quicker for you?
- What happens if a machine or tool is not working properly when you start working on something important?

Do

- Begin by explaining the importance of machine arrangement in the workflow.
- Introduce the stitching machine and walk through its main operating steps.
- Show how to inspect work aids and handling aids for proper condition before use.

- Present the store accessories list and explain the importance of keeping them ready and organized.
- Engage participants with a hands-on demonstration of basic stitching machine setup and operation.
- Conduct the activity to reinforce learning on machine setup and resource checks.

Elaborate

- Explain how to set up machines to improve material handling and workflow efficiency.
- Demonstrate the procedures for safely and correctly operating a stitching machine.
- Inspect machinery work aids and handling aids to ensure they are in good working condition.
- Identify and list all accessories available in the store for issue and usage.

Demonstrate

Show how to perform a complete basic setup of a stitching machine, including checking thread, tension, needle, and power.

Activity

1. **Activity Name:** Machine Setup and Resource Check Drill (Topics: Machine Setup, Machinery Work Aids and Handling Aids)
2. **Objective:** To practice arranging machines for efficient material flow and checking machinery aids before starting work.
3. **Type of activity:** Group
4. **Resources:** Stitching machines, machine tools, handling aids, checklist sheets, store inventory printouts.
5. **Time Duration:** 30 minutes
6. **Instructions:**
 - Divide participants into small groups.
 - Assign each group the task to arrange a set of machines and tools in a simulated workspace to maximize ease of material handling.
 - Each group will inspect a stitching machine and associated work aids for proper condition using the checklist.
 - Groups will also review the accessories list and identify what should be ready for issue.
 - After completion, each group will present their arrangement and inspection findings to the class.
7. **Outcome:** Participants will develop practical skills in machine setup for efficient operations, learn to identify and maintain equipment condition, and manage accessories effectively.

Notes for Facilitation



- Always encourage active participation and questions throughout the session.
- Use clear, simple language and provide real-life examples related to the trainees' experiences.
- Emphasize safety precautions during machine operation and setup to instill best practices.
- Reinforce the importance of organized resource management to avoid delays or hazards.
- Monitor group activities closely to provide guidance and correct any misunderstandings promptly.
- Make sure all equipment used in demonstrations and activities is safe and functioning properly before starting.

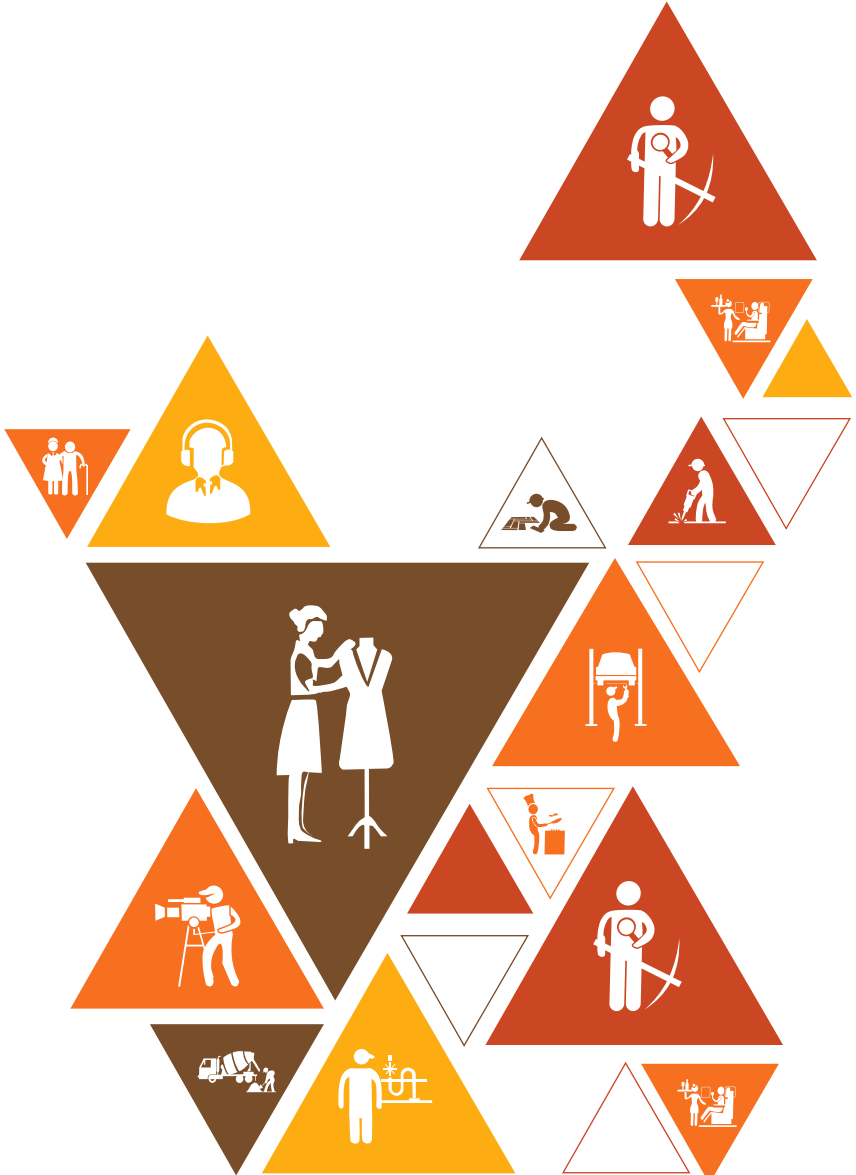
Answers to Exercises for PHB

Answer the following questions by choosing the correct option:

1. c. Sportswear – Flatlock and cover-stitch for stretch and durability
2. c. Maintenance Engineer
3. b. U-Shaped Layout
4. c. It holds fabric in place and removes lint during stitching
5. b. Interlining

Answer the following questions briefly.

1. Refer Unit 6.1: Organizational Policies, Procedures, and Compliance
Topic 6.1.1 Organisation's Rules, Codes, Guidelines, and Standards
2. Refer Unit 6.2: Machine Setup, Operations, and Resource Management
Topic 6.2.1 Machine Set-Up in an Arrangement
3. Refer Unit 6.2: Machine Setup, Operations, and Resource Management
Topic 6.2.2 Procedures for operating a stitching machine
4. Refer Unit 6.2: Machine Setup, Operations, and Resource Management
Topic 6.2.3 Machinery work aids and Handling aids
5. Refer Unit 6.1: Organizational Policies, Procedures, and Compliance
Topic 6.1.1 Organisation's Rules, Codes, Guidelines, and Standards





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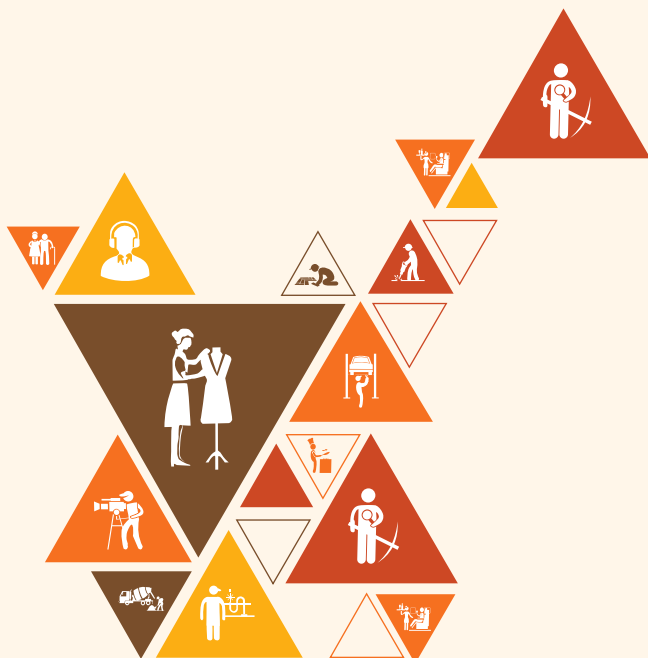
7. Monitor Production as per the Plan, Schedule and Quality Norms

Unit 7.1 - Workplace Safety and Equipment Handling

Unit 7.2 - Quality Control and Defect Management

Unit 7.3 - Production Monitoring and Optimization

Unit 7.4 - Organizational Efficiency and Continuous Improvement



AMH/N2103

Key Learning Outcomes



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

1. Implement statistical quality control systems and quality management elements to ensure compliance and prevent defects.
2. Perform basic arithmetic and numeric calculations for work-related analysis.
3. Set appropriate machine settings, conduct elementary repairs, and address product defects by identifying root causes.
4. Follow escalation hierarchy for technical issues and ensure all quality checkpoints are in place at different production stages.
5. Conduct quality checks on initial pieces, discuss approval from quality control, and monitor periodic output to meet targets.
6. Minimize costs, material wastage, breakdown, and waiting time while maintaining efficiency.
7. Follow organizational procedures in contingencies and participate in quality and productivity initiatives.
8. Ensure adherence to preventive maintenance schedules and compliance with product specifications.
9. Verify that buyer comments and specifications are accurately reflected in the final product.

Unit 7.1: Workplace Safety and Equipment Handling

Unit Objectives

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

1. Discuss methods to handle tools and equipment safely and the health and safety implications of not doing so.
2. Explain machine settings and elementary repair in case of breakdown.
3. Evaluate preventive maintenance schedules are followed.
4. Evaluate losses such as breakdown time, waiting time, etc., are minimized.
5. Evaluate specified organizational procedures that are followed in case of contingencies.

Resources to be Used

Safety gloves, safety goggles, machine tool kits, common hand tools like hammers, pliers, screwdrivers, sample maintenance logs, maintenance checklists, dummy machines or machine parts, projector, whiteboard, markers, training manual on workplace safety

Say

- Good morning everyone! I'm really excited to be with you today—let's make this a useful and practical session.
- Today, we're going to learn about how to handle tools and machines safely and maintain them properly to avoid any breakdowns or safety issues.
- This topic is extremely important because it helps you work confidently, avoid accidents, and keep machines running smoothly without delays.

Ask

- Have you ever seen someone get hurt just because they used a tool carelessly?
- Can you think of a time when a machine stopped working and no one knew how to fix it?
- What do you usually do if a tool or machine seems slightly damaged but still works?

Do

- Greet the participants and introduce the session objectives in simple language
- Ask the three basic questions from the "Ask" section and encourage participation
- Show the tools and equipment and explain the names and basic usage
- Demonstrate safe handling practices using gloves and goggles

- Explain how small negligence can lead to big accidents or delays
- Walk through how to read and follow a preventive maintenance schedule
- Use dummy machines or visual aids to explain basic machine settings
- Distribute maintenance logs and explain how to fill them in
- Briefly explain what to do in case of machine breakdown or emergencies
- Keep checking for understanding and invite questions frequently

Elaborate



- Discuss methods to handle tools and equipment safely and describe the health and safety implications of not doing so
- Explain basic machine settings and elementary repair actions in case of breakdown
- Evaluate how preventive maintenance schedules are followed in workplaces
- Evaluate how to minimise losses such as breakdown time and waiting time
- Evaluate how organisational procedures are followed during emergencies and contingencies

Demonstrate



Show how to safely wear safety gear, lift a tool correctly, and perform a basic check on a machine before using it

Activity



1. **Activity Name:** Tool Safety Check Drill
2. **Objective:** To make trainees practice safe tool handling and inspection methods
3. **Type of activity:** Group
4. **Resources:** safety gloves, goggles, hand tools, sample inspection checklist, whiteboard, marker
5. **Time Duration:** 30 minutes
6. **Instructions:**
 - Divide the class into small groups
 - Distribute a set of hand tools and a sample inspection checklist to each group
 - Ask each group to inspect the tools and fill in the checklist
 - Guide them to wear safety gear while handling tools
 - One member from each group will present their findings and suggestions for safe use
7. **Outcome:** Trainees will be able to inspect tools and identify safety hazards independently and handle tools using the correct procedures

Notes for Facilitation

- Always encourage interaction and ask questions to keep the group engaged
- Use simple and relatable language for concepts to ensure better understanding
- Emphasise the real-life consequences of not following safety procedures
- Reinforce that preventive maintenance saves time and cost in the long run
- Remind trainees that following procedures in emergencies helps prevent panic and damage
- Highlight the importance of filling checklists and logs honestly and accurately

Unit 7.2: Quality Control and Defect Management

Unit Objectives

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

1. Discuss the elements of quality management systems.
2. Explain the types of defects in the product and their root causes.
3. Seek approval for the initial pieces from the quality control department.

Resources to be Used

Whiteboard, markers, projector, laptop, quality management system manuals, defect examples (photos or samples), approval forms, checklist templates, pens, flip charts, sticky notes

Say

- Hello everyone! I'm excited to dive into Quality Control and Defect Management with you today.
- Our goal for this session is to understand how quality management systems work, identify different types of product defects and their causes, and learn how to get approvals from the quality control department.
- Understanding this topic will help you ensure that products meet standards and customers stay happy, which is crucial in any manufacturing or service environment.

Ask

- Have you ever noticed a product you bought that didn't work properly? What did you do?
- Can you think of a time when something was fixed because it was not right the first time?
- Why do you think it's important to check things carefully before they are given to customers?

Do

- Begin with a quick discussion on what quality means to participants in their daily lives.
- Introduce the concept of quality management systems and explain their key elements.
- Show examples of product defects and discuss common root causes.
- Explain the process of seeking approval from the quality control department using real forms or templates.
- Encourage questions and real-life sharing related to quality and defects.

Elaborate

- Describe elements of quality management systems to help learners understand how these systems maintain product standards.
- Identify types of product defects and analyse their root causes to uncover why defects happen.
- Illustrate the process of seeking approval for initial product pieces from the quality control team to ensure compliance.

Demonstrate

Demonstrate how to fill out a quality approval form for a product sample and explain the criteria checked by the quality control department.

Activity

1. **Activity Name:** Defect Identification and Approval Process
2. **Objective:** To enable participants to recognize defects and understand approval procedures
3. **Type of activity:** Group
4. **Resources:** Sample product images or physical samples with defects, approval forms, checklist templates, pens
5. **Time Duration:** 30 minutes
6. **Instructions:**
 - Divide participants into small groups.
 - Give each group a set of product samples or images with various defects.
 - Ask groups to identify the defects and discuss possible root causes.
 - Have each group fill out an approval form as if submitting the initial pieces to quality control.
 - Groups present their findings and forms to the class.
7. **Outcome:** Participants will practice identifying defects, understanding root causes, and completing approval documentation.

Notes for Facilitation

- Create a welcoming atmosphere to encourage participants to share openly.
- Use simple language and relatable examples to explain technical concepts.
- Emphasize the importance of each step in quality control to build awareness.
- Keep the session interactive to maintain engagement and facilitate better understanding.
- When discussing defects, focus on common real-world examples that participants can easily visualize.
- Reinforce the role of documentation and approval in maintaining product quality and preventing issues downstream.

Unit 7.3: Production Monitoring and Optimization

Unit Objectives

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

1. Check the incoming material for the first few pieces of every operation.
2. Discuss the mechanism/arrange for periodically updating output.
3. Discuss periodic output to maintain it as per target (qualitative and quantitative).
4. Ensure that cost and material wastage is minimized.

Resources to be Used

Whiteboard, markers, projector, laptop with presentation slides, sample incoming materials, production output records, checklists for quality and quantity, cost and wastage data sheets, calculators, chart papers, pens, sticky notes.

Say

- Hello everyone! I'm excited to explore how we can keep our production efficient and on target through monitoring and optimization.
- Today, we will learn how to check incoming materials, update production outputs regularly, maintain output quality and quantity, and minimize wastage and cost.
- Understanding this process helps us make sure the work we do is both effective and economical, which benefits everyone in the team and the company.

Ask

- Have you ever noticed how checking the quality of raw materials at home helps in making better food or products?
- How do you keep track of tasks you need to complete every day?
- Can you think of a time when reducing waste saved you money or resources?

Do

- Begin by introducing the concept of production monitoring and why it matters in everyday work.
- Explain each topic clearly, relating it to real work scenarios participants can understand.
- Use examples and ask participants to share their own experiences related to checking materials and managing output.
- Conduct the activity to reinforce learning and encourage teamwork.
- Summarize key points and clarify any doubts before ending the session.

Elaborate

- Check incoming materials to ensure quality and suitability before production starts.
- Discuss mechanisms to periodically update and track production output.
- Maintain production output quality and quantity to meet set targets consistently.
- Minimize cost and material wastage to improve overall production efficiency.

Demonstrate

Show how to inspect the first few pieces of incoming material using a checklist to identify defects or deviations before approving for use.

Activity

1. **Activity Name:** Production Monitoring Checklist Exercise
2. **Objective:** To practice checking incoming materials and updating production output records accurately.
3. **Type of Activity:** Group activity
4. **Resources:** Sample materials (real or pictures), checklist templates, production data sheets, pens, calculators.
5. **Time Duration:** 30 minutes
6. **Instructions:**
 - Divide participants into small groups.
 - Provide each group with sample materials and a checklist.
 - Ask groups to inspect the first few items and record their observations.
 - Then, provide sample production output data and ask groups to update output records based on given instructions.
 - Finally, discuss how to maintain output quality and minimize wastage using their findings.
7. **Outcome:** Participants will gain hands-on experience in material checking and output tracking, enhancing their ability to monitor and optimize production effectively.

Notes for Facilitation

- Always encourage questions to ensure understanding and engagement.
- Use simple language and real-world examples to connect theory with practice.
- Emphasize the importance of accurate checking early in the process to prevent bigger problems later.
- Highlight how regular updates help in maintaining steady production flow.
- Stress the cost benefits of minimizing wastage and handling materials efficiently.
- Monitor group activity progress and assist groups as needed to keep them focused.

Unit 7.4: Organizational Efficiency and Continuous Improvement

Unit Objectives

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

1. Discuss statistical quality control systems and their applications.
2. Discuss basic arithmetic and numeric calculations for analysis related to work.
3. List in organizational-level initiatives on quality and productivity.

Resources to be Used

Whiteboard, markers, calculator, sample quality check sheets, printed handouts on statistical quality control charts, basic arithmetic practice sheets, productivity improvement posters, projector, laptop, A4 sheets, pens, sticky notes

Say

- Good morning everyone! I'm excited to have you all here as we explore something that shapes the success of every workplace.
- Today, we're going to look into how organisational efficiency and continuous improvement can make your work smarter, not harder.
- Understanding this will help you reduce errors, improve productivity, and become a valuable asset in any work environment.

Ask

- Have you ever helped someone sort out a mess quickly and made the task easier?
- Can you remember a time when calculating or measuring something helped you complete a task better or faster?
- Have you seen or heard of any improvement done at your workplace that made things run more smoothly?

Do

- Start the session by explaining the importance of organisational efficiency using a relatable story or example
- Introduce the concept of continuous improvement with reference to familiar work environments
- Display a basic statistical control chart and explain its use in monitoring quality
- Demonstrate basic numeric calculations such as averages and percentages with workplace examples

- Showcase posters or materials that depict common quality and productivity initiatives taken by organisations
- Use real-world data or examples to link the calculations and control systems with work outcomes
- Encourage questions and use visual aids to clarify concepts

Elaborate

- Explain statistical quality control systems and their use in monitoring and improving output
- Demonstrate how to perform simple arithmetic operations like addition, subtraction, percentage and averages to support work analysis
- Identify productivity and quality initiatives such as 5S, Kaizen, visual management and suggestion schemes
- Analyse how tracking quality with charts and numbers leads to better decision-making
- Describe how organisations standardise processes to maintain consistent quality

Demonstrate

Draw a simple control chart on the board and mark sample values to show how upper and lower limits work in quality checks

Activity

1. **Activity Name:** Calculate and Improve
2. **Objective:** To reinforce the understanding of basic arithmetic calculations and their use in quality and productivity analysis
3. **Type of Activity:** Group
4. **Resources:** Calculator, sample data sheets, pens, A4 paper
5. **Time Duration:** 30 minutes
6. **Instructions:**
 - Divide participants into groups of 4
 - Distribute a data sheet showing daily output of a production unit over a week
 - Ask participants to calculate the average, highest and lowest values, and percentage change
 - Each group identifies one area where improvement can be made and suggests a simple productivity or quality initiative
 - Groups present their findings briefly
7. **Outcome:** Participants will learn how basic arithmetic supports decision-making and how data can be used to identify areas of improvement

Notes for Facilitation

- Create an open and respectful environment where all questions are welcomed
- Use examples from participants' work areas to maintain relevance and engagement
- Emphasise that quality control is not just a process but a mindset
- Highlight how even small calculations and observations can impact larger systems
- Reinforce that continuous improvement is a daily habit, not a one-time project
- Clarify that these practices apply across sectors, from manufacturing to services

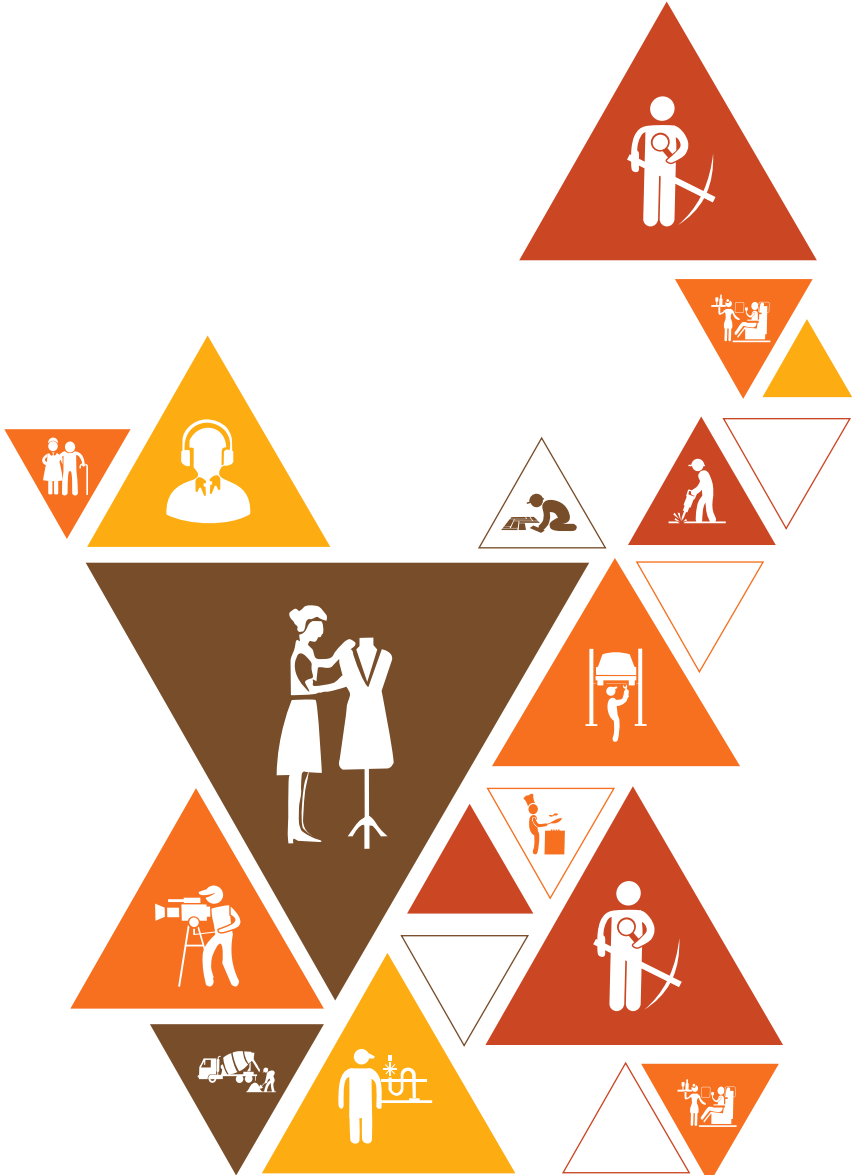
Answers to Exercises for PHB

Answer the following questions by choosing the correct option:

1. c. Assess the issue and coordinate repair or machine replacement
2. c. To validate garment construction and measurements before bulk production
3. c. Thread/fabric incompatibility
4. c. P-chart
5. c. To ensure clean, organized, and efficient workspaces

Answer the following questions briefly.

1. Refer Unit 7.1: Workplace Safety and Equipment Handling
Topic 7.1.1 Methods to Handle Tools and Equipment Safely
2. Refer Unit 7.3: Production Monitoring and Optimization
Topic 7.3.4 Minimisation of cost and material wastage
3. Refer Unit 7.3: Production Monitoring and Optimization
Topic Unit 7.3: Production Monitoring and Optimization
4. Refer Unit 7.4: Organizational Efficiency and Continuous Improvement
Topic Unit 7.4.1 Statistical Control Systems and its Applications
5. Refer Unit 7.4: Organizational Efficiency and Continuous Improvement
Topic 7.4.3 Organisational-level Initiatives on Quality and Productivity





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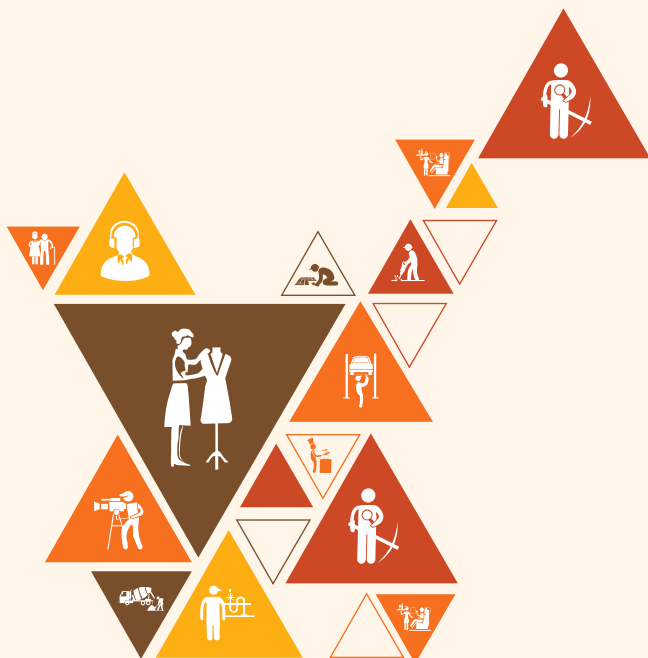


8. Manage Performance and Relations with People in the Group and Out of the Group

Unit 8.1 - Workplace Responsibilities, Ethics, and Compliance

Unit 8.2 - Communication, Coordination, and Teamwork

Unit 8.3 - Productivity, Performance Monitoring, and Team Building



AMH/N2104

Key Learning Outcomes



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

1. Define responsibilities, reporting lines, and statutory laws relevant to the work area.
2. Uphold work ethics, non-discrimination values, and systematic training for productivity improvement.
3. Utilize work aids, motor coordination, and handling techniques to enhance efficiency.
4. Understand wage plans, calculation methods, and work assistance processes.
5. Identify work targets review mechanisms, and techniques to foster team building and productivity.
6. Communicate targets, anticipated defects, process improvements, and shortages to the team and superiors.
7. Follow reporting protocols for work-related risks, problems, and performance issues.
8. Collaborate across departments to ensure smooth workflow and timely completion of tasks.
9. Monitor individual and team performance, provide constructive feedback, and address absenteeism concerns.
10. Represent collective concerns to authorities and rework based on feedback to optimize product, process, and people management.

Unit 8.1: Workplace Responsibilities, Ethics, and Compliance

Unit Objectives

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

1. Discuss various responsibilities and the line of reporting within the work area.
2. Discuss elements of work ethics and non-discrimination values.
3. Discuss statutory laws and their relevant provisions.
4. Identify documentation required as part of the process.
5. Discuss the process for offering/Discussing work-related assistance.
6. Identify work targets and review mechanisms.

Resources to be Used

Whiteboard, markers, flipcharts, printed handouts on workplace ethics and compliance, chart on statutory laws, templates of documentation forms, sample work targets sheets, notebooks, pens, projector, printed organisational chart, printed list of non-discrimination values

Say

- Hello everyone! I'm really excited to begin today's session with you all – I hope you're ready for something that'll truly help you in your workplace journey.
- Today, we'll be learning about your responsibilities at the workplace, what ethical behaviour means, and how following rules and proper documentation help you stay on the right track.
- Knowing these things helps you grow professionally and protects you from making mistakes that could affect your job or even your safety.

Ask

- Have you ever helped someone at work or in your neighbourhood just because it felt like the right thing to do?
- Have you seen any posters or heard announcements about rules or safety in your workplace or school?
- Do you think it's important to treat everyone the same even if they are different from you in some way?

Do

- Draw an organisational chart on the board and explain reporting lines with relatable examples
- Use printed values and posters to display ethical behaviour and discuss non-discrimination
- Explain statutory compliance using real-world laws like minimum wage, working hours, etc.

- Show documentation forms and explain what each one is used for and why it is important
- Talk through how someone can ask for work-related help respectfully and professionally
- Use target-setting sheets to show how to plan, track and review personal work targets

Elaborate

- Describe responsibilities and reporting structure within a team using visual representation
- Identify common ethical behaviours such as punctuality, honesty, and mutual respect
- Explain key non-discrimination values such as respect for gender, caste, religion, and language
- Discuss statutory provisions such as working hours, minimum wage, and leave policies
- Identify necessary documents like attendance sheets, shift schedules, or safety checklists
- Demonstrate how to seek assistance from supervisors in a clear and respectful manner
- Discuss how targets are assigned and introduce simple methods to monitor performance

Demonstrate

Show how to fill out a basic daily task sheet including assigned responsibilities, time spent, and assistance requested

Activity

1. **Activity Name:** Ethics in Action
2. **Objective:** To help trainees identify ethical and responsible responses in daily workplace scenarios
3. **Type of Activity:** Group
4. **Resources:** Chart paper, markers, printed situation cards
5. **Time Duration:** 30 minutes
6. **Instructions:**
 - Divide the class into 3 groups
 - Give each group 2 printed workplace situations (e.g., a colleague being harassed, someone skipping their responsibility)
 - Ask them to write down on chart paper how they would respond ethically and whom they would report to
 - Have each group present their solution briefly to the rest of the class
7. **Outcome:** Trainees will be able to identify ethical behaviour, understand when and how to report, and recognise discrimination in daily situations

Notes for Facilitation

- Encourage open discussion and clarify doubts immediately to maintain engagement
- Ensure equal participation from all learners regardless of skill or confidence level
- Emphasise that ethics and compliance are not optional but part of professional identity
- Reinforce that responsibilities should be owned and not shifted to others
- Point out how documentation protects both employees and employers
- Remind learners that asking for help at the right time can improve team performance and prevent errors

Unit 8.2: Communication, Coordination, and Teamwork

Unit Objectives

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

1. Discuss reporting to superiors and team members to address process-flow improvements, workflow difficulties, and performance-related targets.
2. Discuss and act on feedback from superiors and other departments to ensure smooth workflow and timely completion of tasks.
3. Evaluate and sensitize team members about defects, anticipated difficulties, and their impact on productivity.
4. List the collective concerns and contribute to mutual problem-solving for process efficiency.

Resources to be Used

Whiteboard, markers, flip charts, sticky notes, printed handouts on communication process, chart papers, coloured sketch pens, timer, feedback cards, projector, laptop, sample reporting templates, plain A4 sheets

Say

- Good morning everyone! I'm really excited to have this session with all of you today.
- Today, we're going to explore how effective communication, coordination, and teamwork can improve workflow and team performance.
- This session is important because in any job role, your ability to share feedback, report clearly, and collaborate with your teammates will determine how smoothly your tasks get done.

Ask

- Have you ever faced a situation where you didn't know who to report a problem to at work or at home?
- How do you feel when someone listens to your suggestion and works on it?
- Have you ever solved a problem faster just by talking and coordinating with your friends or siblings?

Do

- Welcome the participants warmly and write the topic of the session on the board.
- Start by engaging the class through the questions listed in the "Ask" section.
- Explain each topic one by one using practical examples and workplace analogies.
- Use the whiteboard and visuals to show how information should flow between team members and departments.
- Guide learners through how to evaluate and communicate feedback and common work challenges.

- Provide handouts or templates and walk participants through how to fill them.
- Summarise each key concept after discussion to reinforce understanding.
- Conduct the group activity using the instructions provided.

Elaborate

- Discuss reporting to superiors and team members to address process-flow improvements, workflow difficulties, and performance-related targets
- Discuss and act on feedback from superiors and other departments to ensure smooth workflow and timely completion of tasks
- Evaluate and sensitise team members about defects, anticipated difficulties, and their impact on productivity
- List the collective concerns and contribute to mutual problem-solving for process efficiency

Demonstrate

Show how to report a workflow issue using a simple template or email format, ensuring clarity, tone, and proper routing of information

Activity

1. **Activity Name:** Communication Relay
2. **Objective:** To understand the importance of proper reporting and teamwork
3. **Type of activity:** Group
4. **Resources:** Chart papers, sketch pens, sticky notes, reporting templates
5. **Time Duration:** 30 minutes
6. **Instructions:**
 - Divide the class into small teams of 4-5 members.
 - Assign each group a mini “task flow” scenario with three process steps (e.g., assembling a basic toolkit).
 - Each group should identify possible defects, difficulties, and suggestions for improvement, then report them in writing using the template.
 - Teams will exchange their reports and offer feedback or solutions to each other’s process.
 - Each team will then revise their report based on the received feedback and present how the communication helped them improve their flow.
7. **Outcome:** Participants will understand how structured communication, reporting, and feedback contribute to better coordination and process efficiency.

Notes for Facilitation

- Encourage equal participation and respectful listening among all trainees.
- Use simple language and relatable examples to connect the content to the real world.
- Emphasise the value of timely and structured reporting to avoid misunderstandings.
- Reinforce that accepting and giving feedback is part of personal and team growth.
- Highlight how effective coordination leads to fewer delays and higher productivity.
- Help learners reflect on how teamwork can solve problems faster than working in isolation.

Unit 8.3: Productivity, Performance Monitoring, and Team Building

Unit Objectives

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

1. Discuss work aids, handling techniques, and systematic training to enhance productivity.
2. Discuss team building, monitor performance, and provide feedback for continuous improvement.
3. Analyse strategies to minimize absenteeism, optimize coordination, and maintain workflow efficiency.
4. List collaboration with other departments based on feedback to ensure seamless production processes.

Resources to be Used

Flipcharts, sketch pens, markers, sticky notes, printouts of a productivity matrix, coloured paper for team roles, stopwatch, attendance and performance tracker sample formats, activity sheet, whiteboard

Say

- Good morning, everyone! I'm really looking forward to this session with you all because it's about making our everyday work smoother and more effective.
- Today, we're going to explore how to improve productivity, monitor our own performance, and work better in teams—these are the core skills that help workplaces function successfully.
- When you understand these topics, you'll be able to perform better at work, manage time smartly, and build stronger relationships with your team.

Ask

- Have you ever worked in a group where one person didn't participate and it affected everyone's performance?
- Can you think of a time when someone's absence at work slowed down the entire process?
- How do you know if you've done a good job at something, and how do you feel when someone appreciates it?

Do

- Begin by engaging the learners with the real-life scenarios from the "Ask" section and allow them to respond briefly.
- Use a flipchart to write down keywords as learners share what productivity, teamwork, and performance mean to them.

- Explain each topic from the “Elaborate” section in a clear, structured format using relatable workplace examples.
- Involve participants in short group brainstorming on ways they currently handle tasks, feedback, and absenteeism.
- Lead the participants into the group activity and monitor each group’s engagement and outcome.

Elaborate

- Describe how to use simple tools and systematic techniques to increase productivity
- Explain safe and correct work aids and handling techniques used on the job
- Demonstrate how teamwork and coordination can enhance workplace efficiency
- Clarify the concept of performance monitoring using daily or weekly checklists
- Illustrate how constructive feedback leads to continuous improvement
- Identify causes of absenteeism and ways to address them at workplace level
- Discuss strategies that help in maintaining steady and efficient workflow
- Outline the benefits of interdepartmental collaboration for seamless production

Demonstrate

Use a basic task like arranging items systematically in a given time using limited resources to show how teamwork, division of roles, and time management can improve productivity and performance.

Activity

1. **Activity Name:** “Task Relay – Coordination for Productivity”
2. **Objective:** To reinforce the importance of team coordination, clear roles, and performance monitoring (Topic: team building, performance monitoring, optimize coordination)
3. **Type of activity:** Group
4. **Resources:** Coloured papers, stopwatch, productivity checklist sheet, pens, simple items for a mock task (e.g. stacking boxes, filing sheets)
5. **Time Duration:** 30 minutes
6. **Instructions:**
 - Divide the participants into groups of 4-5 members.
 - Each group is assigned a mock task (e.g. assembling or arranging items with a method).
 - Assign one person as the ‘monitor’ who will check the task quality and track time.
 - Ask each group to complete the task in the shortest possible time, with roles divided clearly.
 - After completion, ask the monitors to give feedback to the group on timing, coordination, and task completion.
7. **Outcome:** Participants will understand how defined roles, monitoring performance, and clear team coordination lead to higher productivity and reduced errors.

Notes for Facilitation

- Make sure to keep the environment interactive and supportive throughout the session
- Allow time for learners to reflect and connect the content with their personal work experience
- Reinforce that productivity does not always mean speed—it means efficient use of time and resources
- Emphasise the importance of constructive feedback rather than criticism in teams
- Highlight absenteeism not as a fault but as a barrier that can be tackled with planning and support
- Use simple language and visuals to explain performance monitoring tools such as checklists or tracking sheets

Answers to Exercises for PHB

Answer the following questions by choosing the correct option:

1. c. Daily Production Report (DPR)
2. c. Ensure team members understand specifications and techniques
3. c. By fostering peer learning and early defect reporting
4. c. To improve speed, consistency, and accuracy
5. c. Providing small rewards for regular attendance

Answer the following questions briefly.

1. Refer Unit 8.1: Workplace Responsibilities, Ethics, and Compliance
Topic 8.1.4 Work Targets and Review Mechanisms
2. Refer Unit 8.2: Communication, Coordination, and Teamwork
Topic 8.2.2 Receiving and acting on feedback
3. Refer Unit 8.2: Communication, Coordination, and Teamwork
Topic 8.2.2 Receiving and acting on feedback
4. Refer Unit 8.3: Productivity, Performance Monitoring, and Team Building
Topic 8.3.2 Team Building, Performance Monitoring and Adequate Feedback
5. Refer Unit 8.2: Communication, Coordination, and Teamwork
Topic 8.2.1 Reporting Superiors and Team Members for Addressing Workflow



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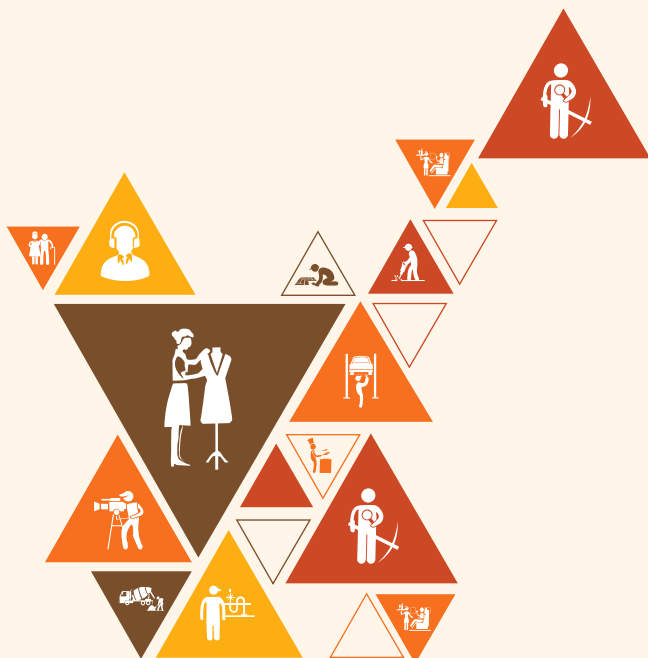


9. Ensure Workplace Orderliness and Efficiently Operate Tools and Machinery

Unit 9.1 - Workplace Safety and Equipment Maintenance

Unit 9.2 - Tools, Machinery, and Material Handling

Unit 9.3 - Quality Control and Waste Management



AMH/N0619

Key Learning Outcomes



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

1. Follow safe working practices for cleaning, maintenance, and handling equipment and materials.
2. Identify and use appropriate cleaning equipment, substances, and methods to ensure a safe and hygienic work environment.
3. Discuss various layering, spreading, and cutting machines, including maintenance and fault rectification.
4. Explain company quality standards, record-keeping procedures, and the importance of accurate documentation.
5. Dispose of waste safely and identify methods to minimize wastage during production.
6. Maintain proper posture and ergonomic working conditions to prevent strain and injuries.
7. Communicate effectively with colleagues and supervisors, adhering to reporting procedures and lines of authority.
8. Understand and follow organizational policies, written instructions, and compliance requirements.
9. Regular maintenance of tools and equipment must be conducted within agreed schedules and limits.
10. Identify and resolve common workplace problems, ensuring safe and efficient operational procedures adherence.

Unit 9.1: Workplace Safety and Equipment Maintenance

Unit Objectives

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

1. Discuss and carry out safe working practices for cleaning and maintaining equipment.
2. Identify different types of cleaning equipment, substances, and their use.
3. List procedures for maintaining tools and equipment and conducting regular maintenance within agreed schedules and limits.
4. List of using cleaning equipment and methods appropriate for the task, ensuring safe handling and storage after use.

Resources to be Used

PPE kit, cleaning cloths, scrubbing brushes, mops, buckets, industrial vacuum cleaner, spray bottles, degreasers, disinfectants, cleaning detergents, tool kit, lubricants, checklists for maintenance, storage racks, gloves, aprons, safety signage samples, whiteboard, markers, projector, training manual

Say

- Good morning everyone! I'm really excited to be with you today to talk about something that affects your work every single day – safety and maintenance.
- Today we're going to learn how to work safely, handle cleaning tools and substances properly, and make sure our equipment stays in good shape.
- When you understand these practices, not only will your work be safer and smoother, but you'll also avoid injuries and keep your tools running longer, which saves everyone time and money.

Ask

- Have you ever seen someone using a cleaning machine carelessly or without protection?
- What would you do if your cleaning brush or vacuum cleaner suddenly stopped working in the middle of a task?
- At home, do you use gloves or take precautions when cleaning with chemicals like toilet cleaner or phenyl?

Do

- Start with a brief discussion on the importance of safety in workplaces and ask trainees to share examples they've seen or heard.
- Display the equipment and cleaning substances, and allow participants to observe and identify them.
- Demonstrate the right way to handle, use and store a few cleaning tools and substances.

- Explain the importance of following the schedule for cleaning and maintenance.
- Highlight examples of risks and hazards when equipment is mishandled or not maintained.
- Emphasise how using the right equipment for the task improves efficiency and reduces risk.

Elaborate

- Discuss and carry out safe working practices for cleaning and maintaining equipment – Explain safety measures such as PPE usage and clean workspaces.
- Identify different types of cleaning equipment, substances, and their use – Describe equipment like mops, scrubbers, and various chemicals and their functions.
- List procedures for maintaining tools and equipment and conducting regular maintenance within agreed schedules and limits – Share routine checks and basic servicing techniques.
- List of using cleaning equipment and methods appropriate for the task, ensuring safe handling and storage after use – Explain how to choose the correct tool and clean/store it properly post-use.

Demonstrate

Demonstrate how to wear PPE, safely use a cleaning brush with a detergent, clean the tool after use, and store it correctly on the rack.

Activity

1. **Activity Name:** Tool and Substance Sorting Challenge (Topic: Identify different types of cleaning equipment, substances, and their use)
2. **Objective:** To help participants recognise different cleaning equipment and substances and associate them correctly with their use
3. **Type of activity:** Group
4. **Resources:** Printed pictures of various tools and cleaning agents, real tools and substances (if available), task cards with names and usage
5. **Time Duration:** 30 minutes
6. **Instructions:**
 - Divide participants into small groups.
 - Provide each group with a mixed set of tools, substances (or images), and task cards.
 - Ask them to match the tool or substance to the correct use and method of handling.
 - Each group will present their sorting and explain their reasoning.
7. **Outcome:** Participants will be able to visually identify cleaning tools and substances and explain their appropriate usage and safety measures.

Notes for Facilitation

- Encourage participation and make the session interactive through real-life examples and simple explanations.
- Be patient and allow slower learners to handle the equipment physically for better understanding.
- Emphasise the use of PPE while handling tools and chemicals.
- Highlight the hazards of storing cleaning substances improperly.
- Reinforce the idea that regular maintenance prevents sudden breakdowns and accidents.
- Demonstrate how improper use of equipment can lead to higher wear and tear or safety risks.

Unit 9.2: Tools, Machinery, and Material Handling

Unit Objectives

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

1. Discuss various machines used for layering and spreading processes.
2. Discuss different types of cutting machines like scissors, straight knives, band knives, and laser cutting machines.
3. Discuss various markers and tools required for marking.

Resources to be Used

Scissors, straight knife cutting machine, band knife machine, laser cutting machine, hand markers, marker papers, spreading machines, layering table, fabric rolls, chinks, tapes, projectors, whiteboard, videos related to fabric cutting and layering, sample materials for marking and cutting

Say

- Hello everyone! I hope you're all energised and ready for today's session.
- Today we'll be learning about different tools, machinery, and how materials are handled efficiently in processes like spreading, marking, and cutting.
- You'll come across these tools and machines daily in any garment unit or workshop, so understanding them thoroughly will help you work better and safer.

Ask

- Have you ever seen tailors or fabric workers using a big knife or machine to cut fabric rolls?
- What kind of tools do you or people at home use to cut cloth, paper, or plastic?
- When marking clothes or items for stitching or decoration, what do you use and how do you ensure accuracy?

Do

- Begin the session by showing images or samples of cutting tools, marking tools, and spreading machinery
- Briefly describe the purpose of each tool and machinery shown
- Use real samples wherever possible and ask learners to touch and observe them
- Conduct short demonstrations on how to handle basic tools like scissors and markers safely
- Explain the sequence of spreading, marking, and cutting

- Divide participants into small groups and assign each group a tool or machine to observe and note its function
- Highlight safety precautions and maintenance tips throughout the session

Elaborate



- Describe layering machines used to spread fabric uniformly for cutting
- Identify spreading machines like manual spreaders and automated spreaders used in the garment industry
- Explain straight knife cutting machines commonly used in cutting bulk fabric
- Introduce band knife cutting machines useful for complex shapes and curves
- Present laser cutting machines that offer precision and speed for modern cutting requirements
- Demonstrate the use of scissors in basic and intricate fabric cutting
- Show marking tools such as chalks, pens, and markers for drawing outlines and patterns on fabric
- Identify marker papers used to trace the layout before cutting

Demonstrate



Show how to correctly hold and cut fabric using a straight knife cutting machine on a marked fabric roll, maintaining proper posture and hand control for safety

Activity



1. **Activity Name:** Tool and Machine Matching Game
2. **Objective:** To help learners visually identify and understand the use of various tools and machines from the topics Cutting Machines and Marking Tools
3. **Type of Activity:** Group
4. **Resources:** Flashcards with images of tools/machines, labels with names and uses, whiteboard
5. **Time Duration:** 30 minutes
6. **Instructions:**
 - Divide participants into small groups
 - Distribute mixed flashcards of images and their corresponding names/uses to each group
 - Ask groups to match image cards with the correct name and use label within 10 minutes
 - Once done, ask each group to explain the function of 2 tools/machines they matched
 - Write correct matches on the whiteboard for everyone to see and discuss
7. **Outcome:** Learners will be able to visually identify key machines and tools and articulate their functions with more confidence

Notes for Facilitation

- Ensure all learners are engaged by rotating tool samples among them
- Use simple language and repeat key terms for better retention
- Emphasise the importance of handling machines with care to prevent accidents
- Explain how proper material handling improves fabric quality and reduces wastage
- Highlight that marking is the base of accurate cutting and stitching
- Clarify how automation in cutting and spreading has enhanced industry productivity

Unit 9.3: Quality Control and Waste Management

Unit Objectives

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

1. Discuss the company's quality standards and the importance of keeping accurate records.
2. List of quality issues to appropriate personnel and follow quality control procedures.
3. Identify ways of minimizing wastage and disposing of waste safely in designated locations.
4. Discuss the effects of contamination on products (e.g., machine oil, dirt, etc.).

Resources to be Used

Whiteboard, markers, printed handouts on quality standards, waste bins marked for different types of waste, empty packaging material, labels, PPE kit, sample record sheets, projector, laptop, cloth with oil stains, training video clips on waste disposal and quality control, role-play cards, dustbins with lids

Say

- Good morning everyone! I hope you're ready for another great learning session.
- Today, we're going to explore how quality control and waste management help us maintain product standards and workplace safety.
- This session is super important because even a small mistake or a little waste can lead to product rejection or a dangerous work environment, and we don't want that!

Ask

- Have you ever seen food being thrown away just because its packaging was damaged?
- What do you do when there's waste after completing some work at home or in your neighbourhood?
- Do you check the expiry date or quality seal while buying packaged products?

Do

- Start by greeting the participants warmly and briefly recap the previous session if needed
- Introduce today's topic and write the learning objectives on the board
- Engage participants by asking the three daily-life-related questions from the "Ask" section
- Play a short introductory video or share a real example of how poor quality or mismanaged waste caused product failure

- Distribute the handouts and go through each key point, encouraging discussion
- Demonstrate the difference between properly maintained and poorly maintained tools and materials
- Guide participants through the activity and allow time for feedback and questions
- Summarise the session by linking back to the learning objectives

Elaborate

- Discuss the company's quality standards and explain how these help meet customer expectations
- Describe the importance of accurate record keeping to trace quality issues and maintain compliance
- List common quality issues that should be reported and state why timely reporting is necessary
- Explain the purpose of quality control procedures and when they should be followed
- Identify simple methods to reduce wastage like reusing, measuring precisely, and using correct tools
- Describe how and where to safely dispose of different types of waste as per workplace rules
- Discuss the impact of contamination such as dirt or oil on finished products and how to prevent it

Demonstrate

Show how to inspect a product for quality issues and record the findings accurately using a sample record sheet

Activity

1. **Activity Name:** Waste Sorting Challenge
2. **Objective:** To help participants identify, segregate, and dispose of workplace waste correctly
3. **Type of activity:** Group
4. **Resources:** Marked bins, sample waste items like wrappers, cloth, metal pieces, papers, oil-soaked rags
5. **Time Duration:** 25 minutes
6. **Instructions:**
 - Divide participants into small groups
 - Provide each group with a mix of waste items
 - Ask them to sort the items into bins marked for different categories (biodegradable, non-biodegradable, hazardous)
 - Once sorted, review the waste bins and provide feedback
 - Discuss why it's important to handle and dispose of each type properly
7. **Outcome:** Participants will learn to identify types of waste and practise proper disposal techniques (Topic: Identify ways of minimizing wastage and disposing of waste safely in designated locations)

Notes for Facilitation

- Always encourage participation through open-ended questions and real-life examples
- Maintain a positive and supportive environment to boost learning
- Emphasise how small acts like checking quality or proper disposal help meet big goals
- Clarify that contamination is not always visible, so cleanliness is key even when things look clean
- Reinforce that quality records are not just paperwork—they are crucial for safety, audits, and improvement
- During the activity, highlight the environmental impact of improper disposal methods

Answers to Exercises for PHB

Answer the following questions by choosing the correct option:

1. b. Compressed air blower
2. c. Heat-sealed edges that prevent the fabric from fraying
3. d. Thread marking (tacking)
4. c. To prevent repeated problems and improve quality
5. c. Applying marker efficiency and fabric layering

Answer the following questions briefly.

1. Refer Unit 9.1: Workplace Safety and Equipment Maintenance
Topic 9.1.1 Safe Working Practices for Cleaning and Maintenance of Equipment
2. Refer Unit 9.2: Tools, Machinery, and Material Handling
Topic 9.2.2 Types of Cutting Machines
3. Refer Unit 9.2: Tools, Machinery, and Material Handling
Topic 9.2.3 Markers and Tools Required for Marking in Fabric Cutting
4. Refer Unit 9.3: Quality Control and Waste Management
Topic 9.3.1 Importance of Keeping Accurate Quality Records
5. Refer Unit 9.3: Quality Control and Waste Management
Topic 9.3.4 Ways to Minimize Waste and Dispose of It Safely



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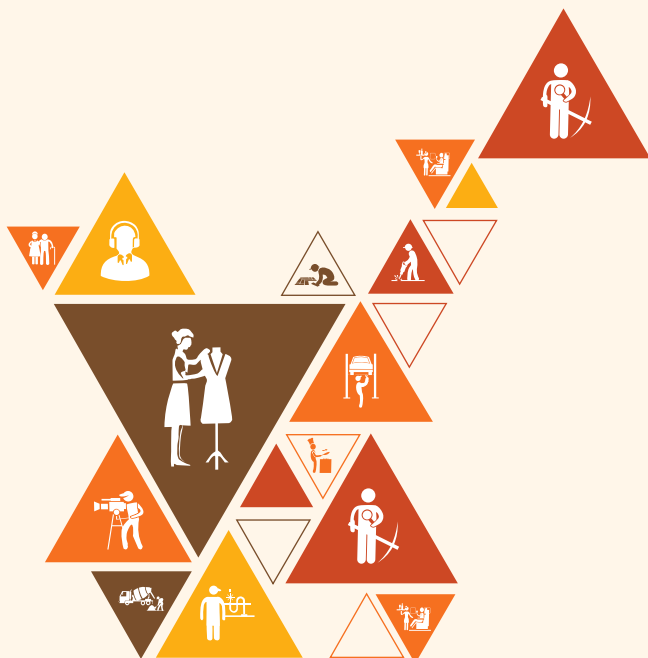


10. Promote and Sustain Safety, Health, and Security in the Workplace while Fostering Gender and Persons with Disabilities (PwD) Sensitization

Unit 10.1 - Workplace Health, Safety, and Compliance

Unit 10.2 - Risk Management and Emergency Preparedness

Unit 10.3 - Workplace Inclusion, Awareness, and Best Practices



AMH/N0620

Key Learning Outcomes



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

1. Follow health and safety practices applicable at the workplace, including compliance with gender and PwD-related guidelines.
2. Identify and use appropriate personal protective equipment (PPE) such as nose masks and lock guards.
3. Recognise and interpret health and safety signage to ensure workplace safety.
4. Identify workplace hazards, including physical injuries, electric shock, and fire risks, and take corrective actions where possible.
5. Demonstrate basic first aid, emergency response, and fire-fighting procedures, including participation in mock drills.
6. Safely handle and maintain stitching tools and equipment, including identifying and correcting machine malfunctions.
7. Maintain hygiene, sound health, and good workplace habits to support overall well-being.
8. Follow organizational procedures for safely handling machines and compliance with stitching-related safety requirements.
9. Participate in workplace training and sensitization programs on gender equality, PwD awareness, and safety measures.

Unit 10.1: Workplace Health, Safety, and Compliance

Unit Objectives

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

1. Explain workplace health and safety practices, including compliance with safety, gender, and PwD-related instructions.
2. Identify health and safety signage and compliance requirements related to stitching.
3. Discuss hazards of sewing machine operations, such as physical injuries and electric shocks.
4. Identify and correct (if possible) malfunctions in sewing machines and other equipment.
5. Discuss the importance of personal protective equipment (PPE) like nose masks and lock guards.

Resources to be Used

Training manual, PPE kits like gloves and nose masks, sewing machine model or mock machine, safety signage printouts, colour-coded stitching compliance chart, small hand tools, power plug or model switchboard, malfunction checklist, flipchart, markers

Say

- Hello everyone! Great to see you all today – we’re going to talk about something that keeps each one of us safe and productive at the workplace.
- Today we’ll understand the important health and safety practices that we must follow at the stitching unit – from signage to handling machines to wearing the right safety gear.
- Once you understand how safety works here, you’ll not only protect yourself but also make your workplace better for your peers and team.

Ask

- Have you ever seen any warning signs or boards around machines or electric panels? What did they mean to you?
- What do you usually do if your fan, mixer, or iron at home doesn’t work properly or gives an electric shock?
- Why do doctors and nurses wear gloves and masks while working? Can you think of something similar that we might need here?

Do

- Begin the session by pointing to common safety signs pasted in the classroom and ask learners what they might mean
- Show the PPE kit items one by one and pass them around for the learners to examine

- Demonstrate the correct method of switching off and unplugging the sewing machine
- Ask a few learners to point out where injuries might occur on a sewing machine
- Take the learners around the machine and ask them to locate any exposed wires or risky spots

Elaborate

- Explain workplace health and safety practices including gender and PwD-related norms
- Identify health and safety signage and stitching-specific safety instructions
- Discuss physical hazards from sewing machines and causes of electric shocks
- Identify common equipment malfunctions and how to report or fix them
- Describe the importance and types of PPE such as nose masks and lock guards

Demonstrate

Show how to wear a nose mask and hand gloves properly before operating the sewing machine and switch off the power supply before maintenance.

Activity

1. **Activity Name:** Safety Spot Check (Topics: Health and safety signage, PPE, Equipment malfunction)
2. **Objective:** To enable trainees to identify safety signage, PPE use, and signs of equipment malfunction
3. **Type of activity:** Group
4. **Resources:** Sewing machine setup, PPE kit, safety signage samples, printed malfunction checklist
5. **Time Duration:** 30 minutes
6. **Instructions:**
 - Divide the class into small groups of 3–4
 - Give each group a station setup with safety signage, PPE samples, and a machine setup with a few planted 'faults' like a loose wire, missing guard, etc.
 - Ask each group to list down the safety items and faults they can spot in 10 minutes
 - Let each group present what they found
 - Discuss findings and correct answers as a group
7. **Outcome:** Learners will be able to identify key safety signs, PPE needs, and unsafe machine setups in a simulated environment

Notes for Facilitation

- Encourage all learners to interact and participate actively
- Use simple language and relate topics to the learners' home and daily experiences
- Emphasise that safety is everyone's responsibility and not just the supervisor's
- Highlight that proper PPE use is not optional, especially when working in dusty or machine-heavy areas
- Remind learners that even small machine faults must be reported to avoid injury
- Mention that gender-sensitive safety protocols are necessary to ensure comfort and equality at the workplace

Unit 10.2: Risk Management and Emergency Preparedness

Unit Objectives

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

1. Analyse the workplace and work processes for potential risks and threats (e.g., injuries, fire hazards).
2. Discuss mock drills, evacuation procedures, and emergency response training, including fire-fighting and first aid.
3. Discuss basic first aid and undertake safety-related training programs.
4. Discuss the importance of maintaining hygiene, a healthy lifestyle, and good habits at work.

Resources to be Used

First aid kit, fire extinguisher, whistle, safety chart, hygiene posters, markers, chart papers, dummy or CPR manikin, evacuation map, projector, safety signs, water bottles, cleaning supplies, audio-visual on safety drill

Say

- Good morning everyone! I'm excited to be here today and take you through a session that's all about keeping ourselves and our workplace safe.
- Today, we're going to explore how to identify risks at the workplace, respond to emergencies, and maintain good hygiene and safety habits.
- Understanding this helps us stay alert, act fast when needed, and take care of ourselves and others—both physically and mentally.

Ask

- Have you ever seen someone get hurt at work or in your neighbourhood? What happened?
- Do you know what to do if there's a fire in the building?
- What's something simple you do every day to stay healthy and clean?

Do

- Begin by showing a short video clip on workplace hazards and emergencies.
- Point out safety signs in the classroom or training room and explain their meaning.
- Share real-life examples of how quick thinking during emergencies prevented major accidents.
- Demonstrate basic first aid and fire-fighting techniques using real or dummy equipment.
- Engage the group in a hygiene-based quiz to emphasise good workplace habits.
- Use visuals and infographics to explain risk identification and the importance of lifestyle habits.

Elaborate

- Analyse potential hazards by identifying common threats such as slippery floors, loose wires, or flammable materials
- Discuss emergency drills by explaining their purpose, steps, and how to participate in them effectively
- Demonstrate basic first aid by teaching how to handle minor cuts, burns, fainting, and use of the first aid kit
- Undertake safety training by encouraging participation in periodic workshops and certifications
- Emphasise hygiene and habits by explaining the impact of handwashing, clean uniforms, and balanced meals on daily productivity

Demonstrate

Demonstrate how to use a fire extinguisher using the PASS method: Pull, Aim, Squeeze, Sweep

Activity

1. **Activity Name:** Safety Spotters
2. **Objective:** To help trainees identify hazards and plan emergency responses
3. **Type of Activity:** Group
4. **Resources:** Hazard scenario chart, safety signs, markers, chart papers, whistle
5. **Time Duration:** 30 minutes
6. **Instructions:**
 - Divide the class into small groups of 4-5 participants
 - Assign each group a corner of the room with a hazard-themed poster or chart
 - Ask them to observe and note potential risks and the immediate actions they would take
 - Each group presents their findings and explains their risk management plan
7. **Outcome:** Participants will gain awareness about identifying hazards and planning emergency responses effectively

Notes for Facilitation

- Ensure every participant gets involved by rotating roles during group activities
- Keep the session interactive with visual aids and real-life examples
- Reinforce the idea that emergencies are unpredictable and require calm and clarity
- Emphasise that fire-fighting should only be attempted if it is safe to do so
- Explain that personal hygiene also includes mental well-being and self-awareness
- Remind participants to report any unsafe situations to supervisors without delay

Unit 10.3: Workplace Inclusion, Awareness, and Best Practices

Unit Objectives

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

1. Discuss the significance of training programs for gender and PwD awareness.
2. List of usage and maintain tools and equipment safely, such as scissors and thread cutters.
3. Discuss how to ensure a safe and inclusive work environment for all employees.

Resources to be Used

Projector, whiteboard, markers, scissors, thread cutters, gender and PwD awareness charts, videos on inclusive workplace behaviour, safety posters, role-play cue cards, pens, worksheets

Say

- Hello everyone! I'm really glad to be with you all today—let's explore something meaningful and useful for everyone in the workplace.
- Today, we'll understand how to make our workplaces safe, respectful, and inclusive for people of all genders and those with disabilities.
- This topic matters because a positive and inclusive workplace helps everyone work better, feel respected, and stay safe with tools and practices.

Ask

- Have you seen someone struggle to use a tool because it wasn't suited to them?
- Do you think everyone feels equally welcome and respected at your workplace or in school?
- What safety habits do you follow at home when using sharp items like scissors?

Do

- Begin with a brief icebreaker about respect and cooperation to set a welcoming tone
- Show a short video on the benefits of gender and PwD inclusion at work
- Use real tools like scissors and thread cutters to demonstrate safe handling techniques
- Explain the difference between a general workspace and an inclusive workspace
- Display posters on inclusive practices and workplace safety
- Encourage learners to share personal experiences related to inclusiveness and tool use

Elaborate

- Explain the importance of training for gender and disability awareness in workplace culture
- Describe the safe usage and maintenance of common tools like scissors and thread cutters
- Discuss strategies to create a secure, comfortable, and inclusive environment for all
- Highlight the value of empathy and respect in team settings
- Outline steps to identify and remove barriers for Persons with Disabilities
- Emphasise personal responsibility in workplace safety and inclusion

Demonstrate

Show the correct method to hold, use, and store scissors and thread cutters safely, ensuring attention to special considerations for people with limited hand mobility.

Activity

1. **Activity Name:** Inclusion Poster Challenge
2. **Objective:** To raise awareness about inclusive workplace practices for all genders and Persons with Disabilities
3. **Type of Activity:** Group
4. **Resources:** Chart paper, sketch pens, magazines for cut-outs, scissors, glue
5. **Time Duration:** 30 minutes
6. **Instructions:**
 - Divide participants into small groups
 - Each group creates a poster promoting workplace inclusion or safe tool use
 - Encourage using slogans, symbols, and real-life examples
 - Display the posters in the training room
7. **Outcome:** Participants will demonstrate understanding of inclusive practices and express them creatively

Notes for Facilitation

- Encourage all participants to share and participate equally
- Use simple language and allow enough time for each discussion point
- Reinforce that inclusivity is about everyday actions, not just policies
- Be sensitive when discussing disability—focus on ability, not limitation
- Highlight that tool safety is everyone's responsibility regardless of role
- Remind that respect in the workplace strengthens teamwork and trust

Answers to Exercises for PHB

Answer the following questions by choosing the correct option:

1. c. To prevent repetitive strain injuries and improve posture
2. b. Improper plug use
3. c. Radiation exposure
4. b. Guiding and accounting for team members at the assembly point
5. c. Pass them handle-first

Answer the following questions briefly.

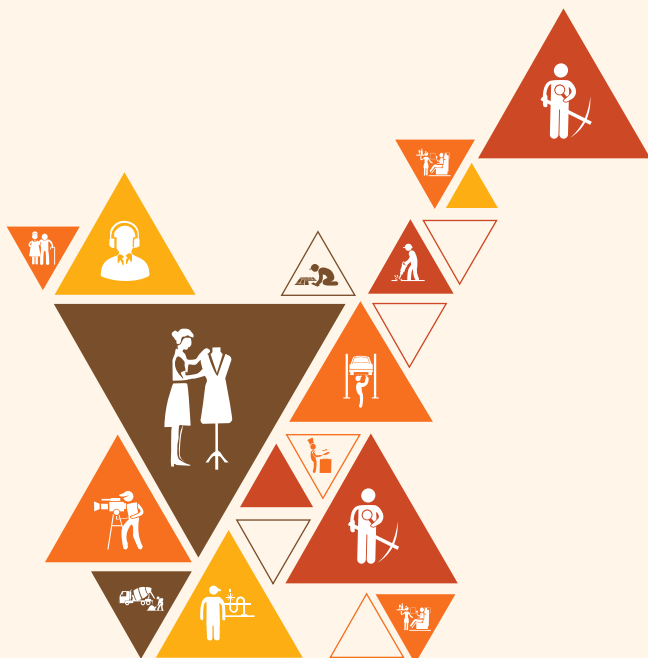
1. Refer Unit 10.3: Workplace Inclusion, Awareness, and Best Practices
Topic 10.3.1 Significance of Training Programs for Gender and PwD Awareness
2. Refer Unit 10.1: Workplace Health, Safety, and Compliance
Topic 10.1.3 Importance of Personal Protective Equipment (PPE)
3. Refer Unit 10.2: Risk Management and Emergency Preparedness
Topic 10.2.2 Mock drills, evacuation processes and emergency response training
4. Refer Unit 10.1: Workplace Health, Safety, and Compliance
Topic 10.1.1 Workplace Health and Safety Practices
5. Refer Unit 10.3: Workplace Inclusion, Awareness, and Best Practices
Topic 10.3.3 Ensuring a Safe and Inclusive Work Environment for all Employees



11. Adhere to Industry, Regulatory, and Organizational Standards and Embrace Environmentally Sustainable Practices

Unit 11.1 - Ethical Practices, Compliance, and Governance

Unit 11.2 - Organizational Procedures, Reporting, and Responsibilities



AMH/N0621

Key Learning Outcomes



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

1. Follow ethical, value-based governance and organizational policies, ensuring compliance with the apparel industry's legal, regulatory, and ethical requirements.
2. Adhere to customer and country-specific regulations, along with mandated work process requirements.
3. Maintain punctuality, attendance, and personal responsibility while following reporting procedures for deviations.
4. Monitor the workplace for risks, threats, and potential hazards, reporting them to supervisors as necessary.
5. Minimize wastage by effectively using resources, conserving energy, and properly handling and storing waste materials.
6. Follow organizational procedures for safe machine handling, including proper shutdown when not in use and correct storage of hazardous substances.
7. Use personal protective equipment (PPE) per protocol to ensure workplace safety.
8. Participate in first aid, CPR, and emergency response training, reporting health and safety concerns.
9. Support supervisors and team members in enforcing organizational policies and ensuring quality, safety, and environmental standards compliance.
10. Seek clarifications on policies and procedures from supervisors and authorized personnel while ensuring documentation and compliance with reporting protocols.

Unit 11.1: Ethical Practices, Compliance, and Governance

Unit Objectives

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

1. Explain the importance of ethical, legal, and regulatory compliance in the apparel industry, including customer and country-specific requirements.
2. List organizational policies, procedures, and reporting protocols to ensure compliance with legislation and ethical standards.
3. Discuss clarifications from supervisors or authorised personnel on policies, procedures, and responsibilities.
4. Discuss sustainability guidelines, including responsible waste disposal and equipment handling to reduce environmental impact.

Resources to be Used

Printed handouts on ethical and legal compliance, organisation's code of conduct manual, sample policy documents, waste disposal and equipment handling guidelines, whiteboard, markers, chart papers, post-it notes, pens, short video on sustainability practices in the apparel industry, compliance checklist, role play cue cards.

Say

- Good morning, everyone! I hope you're all doing well and ready to explore an essential part of working professionally in the apparel industry.
- Today, we're going to dive into the world of ethical practices, governance, and legal compliance and understand how it connects with our daily responsibilities.
- This topic is important because knowing the rules and doing the right thing not only helps you grow in your career but also builds a trustworthy industry and a safer environment for everyone.

Ask

- Have you ever seen someone being treated unfairly at work or in public? What do you think should be done?
- When you throw away waste like cloth scraps or packaging at work or home, do you think about where it ends up?
- Have you come across a rule or policy at work that you didn't understand clearly?

Do

- Begin the session with a short video on ethical and environmental compliance in the apparel sector to set the context.
- Distribute handouts of company policies and briefly go through important terms such as code of conduct, waste management protocols, and compliance checks.
- Facilitate a discussion on real-life examples where policies were violated and what the consequences were.
- Guide the trainees in identifying different types of workplace compliance and who to report to when in doubt.
- Conduct a short quiz or checklist activity to reinforce understanding of compliance areas.
- Conclude by linking sustainability guidelines to daily work practices like material handling and proper disposal.

Elaborate

- Explain the importance of ethical, legal, and regulatory compliance in the apparel industry
- List the various internal policies and procedures that govern ethical behaviour and legal adherence
- Discuss the steps to take when one needs clarity on rules or roles from supervisors or authorised personnel
- Describe how sustainability guidelines promote responsible environmental behaviour
- Identify the practices of responsible waste disposal and equipment use
- Outline the role of individual accountability in maintaining industry standards
- Recognise how non-compliance can lead to serious legal and professional consequences

Demonstrate

Show a step-by-step example of how to report a suspected policy violation using the organisation's compliance reporting protocol.

Activity

1. **Activity Name:** Ethics in Action – Role Recognition
2. **Objective:** To identify correct ethical responses in common workplace situations and understand reporting channels (from Topic: Organisational policies, procedures, and reporting protocols)
3. **Type of activity:** Group
4. **Resources:** Role play cue cards with scenarios, whiteboard, markers, printed compliance flowchart
5. **Time Duration:** 25 minutes
6. **Instructions:**
 - Divide the class into small groups of 4–5 participants.
 - Give each group a cue card describing a workplace scenario involving an ethical or compliance challenge.

- Ask the group to discuss the right course of action and identify which policy or protocol applies.
 - Each group will present their solution and explain how they would report the issue, using the compliance flowchart provided.
 - Facilitator gives feedback after each group presentation and reinforces correct practices.
7. **Outcome:** Participants will be able to identify ethical issues, apply relevant organisational policies, and describe the correct reporting process.

Notes for Facilitation

- Ensure all learners are engaged through questions and encourage open discussion.
- Provide enough time for learners to share personal experiences and relate them to the topic.
- Emphasise the link between ethical conduct and building trust with clients and stakeholders.
- Reiterate the importance of knowing reporting channels and not hesitating to seek help.
- Highlight that sustainability is not just a policy but a daily practice at every level of the job.
- Clarify any confusing terms or concepts in the policies with real examples or analogies.

Unit 11.2: Organizational Procedures, Reporting, and Responsibilities

Unit Objectives

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

1. Discuss punctuality, attendance, and accountability following workplace policies.
2. Discuss reporting procedures for deviations, risks, and regulatory compliance issues.
3. Analyse team coordination, enforce organizational guidelines and maintain accurate documentation.

Resources to be Used

Whiteboard, markers, projector, laptop, printed handouts on workplace policies, reporting procedure templates, attendance sheets, organizational guidelines booklet, note pads, pens, flip chart, sample documentation forms.

Say

- Hello everyone! I'm excited to explore with you how important organizational procedures and responsibilities help keep our workplace efficient and trustworthy.
- Today, we'll learn about punctuality, attendance, reporting procedures, and teamwork coordination that are essential for smooth operations in any organization.
- Understanding these topics will help you become a dependable and effective team member, ready to handle workplace challenges professionally.

Ask

- How do you make sure you are on time for an appointment or class in your daily life?
- Can you think of a time when you had to report something important to a teacher, family member, or friend? What did you do?
- How do you work with your friends or family members to get things done together? What rules do you follow to make it easier?

Do

- Begin by briefly discussing the importance of punctuality and attendance in real life and in the workplace.
- Explain the reporting procedures using simple examples and relate them to everyday experiences.
- Introduce the concept of team coordination and organizational guidelines using visuals and handouts.
- Encourage note-taking and questions throughout the session.
- Facilitate discussions that connect these topics with the trainees' personal or past experiences.

Elaborate

- Discuss punctuality and attendance by explaining how following workplace policies builds accountability.
- Explain reporting procedures by describing how deviations, risks, and compliance issues should be communicated.
- Analyse team coordination by highlighting the importance of enforcing organizational guidelines and maintaining accurate documentation.

Demonstrate

Show how to fill out a basic attendance and reporting form correctly, explaining each section step-by-step.

Activity

1. **Activity Name:** Workplace Procedure Role Play
2. **Objective:** To practice punctuality, reporting deviations, and team coordination through interactive role play.
3. **Type of activity:** Group activity
4. **Resources:** Sample attendance sheets, reporting forms, organizational guidelines handouts, role cards.
5. **Time Duration:** 30 minutes
6. **Instructions:**
 - Divide participants into small groups of 4-5.
 - Assign each group a role: employee, supervisor, or team member.
 - Provide each group with a scenario where punctuality, reporting, or team coordination is involved (e.g., reporting a delay, attending a team meeting, documenting an incident).
 - Each group acts out the scenario demonstrating the correct organizational procedures.
 - After each role play, invite feedback from other participants and discuss the importance of the procedure shown.
7. **Outcome:** Participants will gain hands-on experience following workplace procedures, improve their communication and teamwork skills, and understand the practical importance of accurate reporting and accountability.

Notes for Facilitation

- Create an open, encouraging environment so participants feel comfortable sharing and asking questions.
- Manage time strictly to cover all key topics without rushing.
- Emphasize the real-world impact of punctuality and accurate reporting to make it relatable and meaningful.
- Clarify any doubts on organizational guidelines during discussions to avoid confusion.
- Encourage participants to reflect on how these procedures benefit their future work life.
- Use examples relevant to the local work culture or common workplace settings to increase engagement.

Answers to Exercises for PHB

Answer the following questions by choosing the correct option:

1. c. Enhanced transparency and accountability
2. c. Conduct an internal investigation and assessment
3. c. Using energy-efficient machines and switching them off during idle times
4. c. Report it to your supervisor or maintenance team
5. c. Reusing treated water and upcycling fabric waste

Answer the following questions briefly.

1. Refer Unit 11.1: Ethical Practices, Compliance, and Governance
Topic 11.1.1 Importance of an Ethical and Value-Based Approach to Governance
2. Refer Unit 11.1: Ethical Practices, Compliance, and Governance
Topic 11.1.2 Procedures to Follow When Legal, Regulatory, and Ethical Requirements Are Not Met
3. Refer Unit 11.1: Ethical Practices, Compliance, and Governance
Topic 11.1.4 Implementation of Sustainable Consumption Practices in Daily Work
4. Refer Unit 11.2: Organizational Procedures, Reporting, and Responsibilities
Topic Unit 11.2: Organizational Procedures, Reporting, and Responsibilities
5. Refer Unit 11.2: Organizational Procedures, Reporting, and Responsibilities
Topic 11.2.3 Support to Supervisors and Team Members in Enforcing Organizational Considerations



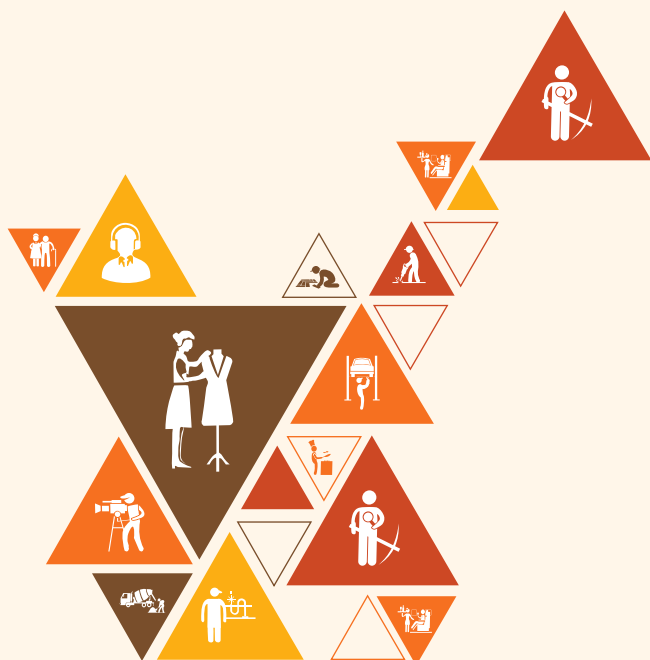
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& ENTREPRENEURSHIP



12. Employability Skills



DGT/VSQ/N0102

Scan the QR codes or click on the link for the e-books



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Employability Skills



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& ENTREPRENEURSHIP

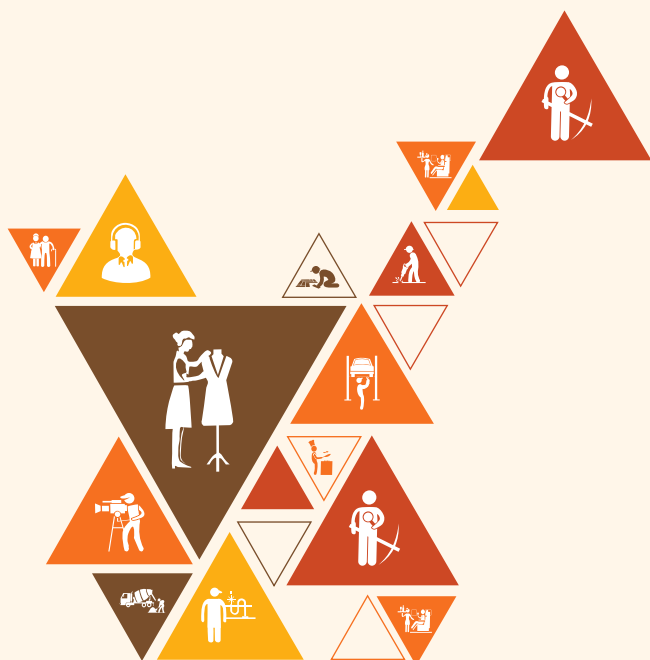


12. Annexures

Annexure I: Training Delivery Plan

Annexure II: Assessment Criteria

Annexure III: List of QR Codes Used in PHB



Annexure I

Training Delivery Plan

Training Delivery Plan			
Program Name:	Production Supervisor- Sewing		
Qualification Pack Name & Ref. ID	Production Supervisor- Sewing, AMH/Q2101		
Version No.	4.0	Version Update Date	17-12-2024
Pre-requisites to Training (if any)	Training in Apparel Production/Apparel Manufacturing Technology/Machine Maintenance Procedures preferably		
Training Outcomes	After completing this programme, participants will be able to: 1. Interpret production specification and process. 2. Plan production as per specifications and schedule. 3. Coordinate with various departments for facilitating the production process 4. Execute production parameters as per the plan, schedule and quality norms. 5. Monitor the production process as per the plan, schedule and quality norms. 6. Manage performance and relations with people in the group and out of the group. 7. Maintain tools, equipments and machinery. 8. Maintain health, safety and security at work place. 9. Comply with industry, regulatory and organizational essentials.		

SL	Module Name	Session name	Session Objectives	NOS	Methodology	Training Tools/Aids	Duration (hours)
1.	Introduction and Orientation	Apparel Industry and Role of a Production Supervisor- Sewing	- Describe the size and scope of the apparel industry. - Describe various employment opportunities for a 'Production Supervisor- Sewing' in the apparel industry. - Explain roles and responsibilities of a 'Production Supervisor- Sewing'. - Describe the apparel production process and the role that the 'Production Supervisor- Sewing' plays in the process	Bridge Module	Classroom lecture / Power-Point Presentation / Question & Answer / Group Discussion	Charts, Models, Flip Chart, White-Board/ Smart Board, Marker, Duster, training kit (trainer guide, presentations)	3 Theory (3:00) Practical (00:00)

SL	Module Name	Session name	Session Objectives	NOS	Methodology	Training Tools/Aids	Duration (hours)
2.	Interpret Production Specification and Process	Organizational Policies, Procedures, and Compliance	- State the organization's policies and procedures. - State the organization's standard operating procedures related to production. - State compliance requirements for specific clients. - Identify reporting structure of the organisation. - Identify the limits of own role and responsibilities. - Identify who to refer problems to when they are outside the limit of own authority. - Ensure all concerned people are updated of all the changes in buyer's specification.	AMH/ N2101 PC2, PC12	Classroom lecture / Power-Point Presentation / Question & Answer / Group Discussion	Charts, Models, Flip Chart, White-Board/ Smart Board, Marker, Duster, training kit (trainer guide, presentations)	8 Theory (3:00) Practical (5:00)
		Understanding Production Planning and Scheduling	- Collate the required details regarding production planning and scheduling. - Analyze schedules and throughput of various styles. - Identify alternative processes with same or similar output. - Identify the manufacturing processes of the organization.	AMH/ N2101 PC2, PC4			8 Theory (3:00) Practical (5:00)
		Interpretation and Application of Technical Documents	Interpret the given techpack or specification sheet of the garment sample to be developed.	AMH/ N2101 PC1			7 Theory (3:00) Practical (4:00)
		Machinery Operations and Workplace Safety	- Describe the basic operation of machines used in the manufacturing operations. - Describe common hazards in the work area and workplace procedures for dealing with them.	AMH/ N2101 PC8			7 Theory (3:00) Practical (4:00)

SL	Module Name	Session name	Session Objectives	NOS	Methodology	Training Tools/Aids	Duration (hours)
		Skill Identification and Manpower Allocation	- Describe skill and proficiency level for each manufacturing operation. - Identify skill levels of the operators for the production line. - Identify operators and assign them tasks as per their skill and proficiency levels.	AMH/ N2101 PC13, PC14			7 Theory (3:00) Practical (4:00)
		Communication and Information Protocols	State protocol to obtain more information on work related tasks.	AMH/ N2101 PC12			7 Theory (3:00) Practical (4:00)
		Teamwork and Work Relationships	Describe the importance of team work and harmonious working relationships.	AMH/ N2101 PC13, PC14			7 Theory (3:00) Practical (4:00)
3.	The Production Process	Machinery Layout and Pilot Run Management	- Describe machinery layout requirements for the specific products. - Describe how to refer to findings of the pilot run as and when required. - Conduct a pilot run. - Ensure all concerned people are updated of all the changes in buyer's specification.	AMH/ N2101 PC8, PC11, PC12	Classroom lecture / Power-Point Presentation / Question & Answer / Group Discussion	Charts, Models, Flip Chart, White-Board/ Smart Board, Marker, Duster, Job Card, White/Black Board+ Marker/ chalk+ Duster, Tailor'S Chalk (quantity may vary as per requirement), Students Chairs With Table Arms, Teacher'S Table & Chair ,	8 Theory (3:00) Practical (5:00)
		Material and Accessories Management	- Identify materials required by each type of product manufactured by the organization. - Evaluate the consumption of material and accessories. - Plan reduction of material and start-up losses.	AMH/ N2101 PC5, PC6, PC10			8 Theory (3:00) Practical (5:00)
		Sample Conformance and Specification Compliance	- Ensure conformance of samples pattern & cut pieces as per the given specification sheet. - Ensure all concerned people are updated of all the changes in buyer's specification.	AMH/ N2101 PC3, PC12			8 Theory (3:00) Practical (5:00)

SL	Module Name	Session name	Session Objectives	NOS	Methodology	Training Tools/Aids	Duration (hours)
		Production Process Analysis and Breakdown Operations	- Identify breakdown operations. - Identify the process and product problem. - Describe basic elements of PMTS.	AMH/ N2101 PC4, PC7		Industrial Single Needle Lock-Stitch sewing Machine with needle guard+ stool, Personal Protective Equipment (thimble etc), Overlock Machine(5 Thread) + stool, Flat lock machine + stool, Button Tack Machine + stool, Feed of the Arm Machine+ stool, Bar Tack machine+ stool, Bottom Hemming Machine, Straight Knife Cutting Machine, Pressing Unit, Machine for Front Placket, Continuous Fusing Press Machine, Dress Form(size medium, one male)	7 Theory (2:00) Practical (5:00)
		Operator Management and Task Allocation	- Identify operator rating. - Identify incentive system or wage plan of the organisation.	AMH/ N2101 PC13, PC14			7 Theory (2:00) Practical (5:00)
		Quality Control Planning	Plan quality check points and control limits.	AMH/ N2101 PC9			7 Theory (2:00) Practical (5:00)
		Troubleshooting and Defect Handling (Related to machinery and raw materials)	- Describe common defects present in the raw materials and their handling. - Explain the principles of basic troubleshooting of the manufacturing machines.	AMH/ N2101 PC8, PC4			7 Theory (2:00) Practical (5:00)
		Production Planning and Scheduling	Collect the required details regarding production planning and scheduling. Also review orders received from production planning as per style/product category/class.	AMH/ N2101 PC2			7 Theory (2:00) Practical (5:00)

SL	Module Name	Session name	Session Objectives	NOS	Methodology	Training Tools/Aids	Duration (hours)
		Operational Breakdown and Assembly Line Management	- Breakdown operations and prepare or interpret operation bulletin - organize processes or sub-processes in assembly line sequence to ensure productivity, easy monitoring and quality.	AMH/ N2101 PC7		& woman), Pattern making kit (eg, pattern paper, normal straight big ruler, hip curve, leg curve, L Scale, french curve, pattern master as per req), Tracing Wheel, Storage Boxes/ poches, Techpack Sample, Fabric/Accessories/ trims Swatch File, Hourly & Daily Production Report, Quality Control Check-List/AQL, Production & Ready Pattern, Record Maintenance Register, Basic Stationary Items (Pens, Pencils, Eraser, notebook), Quality Tag, Stopwatch, Defect List and samples, Dustbin,	7 Theory (2:00) Practical (5:00)

SL	Module Name	Session name	Session Objectives	NOS	Methodology	Training Tools/Aids	Duration (hours)
						Machine Oil, First Aid Box, Students Notes, Fire Extinguisher, Dexterity Test Kit, Garment , Made ups and Home Furnishing Samples (qnt may vary), Pattern/cutting table, Sewing Machine attachments, Sewing Kit(eg: bobbin and bobbin case, trimmer, measuring tape , fabric cutting , seam ripper, scissors etc), Sewing Machine needles, Sewing thread (surplus needed, qnt may vary), Fabric(surplus, muslin cumpolso-ry, other types as per requirement), qnt may vary, trims and accessories, Sewing Machine Tool Kit, Projector / LCD, color matching light box.	

SL	Module Name	Session name	Session Objectives	NOS	Methodology	Training Tools/Aids	Duration (hours)
4.	Plan production as per specifications and schedule	Stitching Process Comprehension	- Describe the stitching process using correct terminology and classify it according to garment components. - Explain basics of sewing and the various types of stitching required for various products. - Break down complex garment styles into smaller component sewing operations and explain their sequence. - Interpret the layout and positioning of machines for specific stitching operations in a production line.	AMH/N2102 PC3, PC4, PC7, PC8	Classroom lecture / Power-Point Presentation / Question & Answer / Group Discussion	Charts, Flip Chart, White-Board/ SmartBoard, Marker, Duster, Job Card, White/Black Board+ Marker/ chalk+ Duster, Tailor's Chalk (quantity may vary as per requirement), Students Chairs With Table Arms, Teacher's Table & Chair, Industrial Single Needle Lock-Stitch sewing Machine with needle guard+ stool, Personal Protective Equipment (thimble etc), Overlock Machine(5 Thread)+ stool, Flat lock machine + stool, Button Tack Machine+ stool, Feed of the Arm Machine+	8 Theory (4:00) Practical (4:00)
		Organisational Quality and Compliance	- Describe quality and compliance requirements of the organisation and explain how they impact production. - Plan quality checkpoints and control limits to ensure defect-free production. - Identify buyer-specific compliance needs and communicate required changes to relevant departments. - Plan and implement strategies to reduce material wastage and startup losses in the production process.	AMH/N2102 PC9, PC10, PC12			8 Theory (4:00) Practical (4:00)

SL	Module Name	Session name	Session Objectives	NOS	Methodology	Training Tools/Aids	Duration (hours)
		Machinery and Tools Familiarity	- Describe machinery and work aids used in the stitching process, matching them with appropriate tasks. - Analyse the resource and equipment requirement as per the job order and ensure readiness. - Coordinate with technical teams to verify the machine layout and tools needed for optimal workflow. - Evaluate availability of required materials and resources in alignment with the job order.	AMH/N2102 PC6, PC8		stool, Bar Tack machine+ stool, Bottom Hemming Machine, Straight Knife Cutting Machine, Pressing Unit, Machine for Front Placket, Continuous Fusing Press Machine, Dress Form(size medium, one male & woman), Pattern making kit (eg, pattern paper, normal straight big ruler, hip curve, leg curve, L Scale, french curve, pattern master as per req), Tracing Wheel, Storage Boxes/ pouches, Techpack Sample, Fabric/Accessories/ trims Swatch File, Hourly &	8 Theory (4:00) Practical (4:00)
		Sewing Fundamentals and Product Differentiation	- Explain basics of sewing and differentiate between types of stitching based on garment type. - Identify the stitching needs of a specific product category and align them with organisational standards. - Compare stitching techniques used for varied product categories and justify their appropriateness. - Recognise the sewing operations based on component requirements such as collar, pocket or side seam.	AMH/N2102 PC3, PC4			8 Theory (4:00) Practical (4:00)

SL	Module Name	Session name	Session Objectives	NOS	Methodology	Training Tools/Aids	Duration (hours)
		Output Planning and Target Setting	- Set qualitative and quantitative output targets for each operation in line with style requirements. - Determine operational efficiency measures and propose improvements to meet production goals. - Allocate manpower and work aids based on skill sets to meet planned output targets effectively. - Develop tracking systems to monitor performance and ensure productivity across operations.	AMH/N2102 PC7, PC10, PC13		Daily Production Report, Quality Control Check-List/AQL, Production & Ready Pattern, Record Maintenance Register, Basic Stationary Items(Pens, Pencils, Eraser, notebook), Quality Tag, Stopwatch, Defect List and samples, Dustbin, Machine Oil, First Aid Box, Students Notes, Fire Extinguisher, Dexterity Test Kit, Garment , Made ups and Home Furnishing Samples (qnt may vary), Pattern/cutting table, Sewing Machine attachments, Sewing Kit(eg: bobbin and bobbin case, trimmer,	8 Theory (4:00) Practical (4:00)
		Pilot Run Implementation	- Carry out pilot run for new styles and assess its results against standard parameters. - Update the findings of the pilot run to relevant teams to refine the production process. - Use pilot run outcomes to make recommendations for changes in stitching sequences or resources. - Document pilot run observations and interpret them for scale-up decisions.	AMH/N2102 PC11			8 Theory (2:00) Practical (6:00)

SL	Module Name	Session name	Session Objectives	NOS	Methodology	Training Tools/Aids	Duration (hours)
		Buyer-Specific Compliance Understanding	- Identify buyer-specific compliance requirements and describe their impact on production processes. - Ensure that changes in buyer's specifications are effectively communicated to all relevant teams. - Evaluate risks of non-compliance and develop mitigation measures. - Monitor adherence to buyer quality norms throughout the production cycle.	AMH/N2102 PC9, PC12		measuring tape , fabric cutting , seam ripper, scissors etc), Sewing Machine needles, Sewing thread (surplus needed, qnt may vary), Fabric(surplus, muslin cumpolso-ry, other types as per require-ment), qnt may vary,	8 Theory (2:00) Practical (6:00)
		Fabric and Garment Knowledge	- Explain various types of fabrics and garments and their influence on stitching operations. - Analyse material consumption based on fabric type and garment design. - Evaluate how different fabric characteristics affect machine settings and stitching performance. - Select appropriate stitching methods based on the fabric and garment construction.	AMH/N2102 PC3, PC5		trims and accessories, Sewing Machine Tool Kit, Projector / LCD, color matching light box.	7 Theory (2:00) Practical (5:00)
		Inter-departmental Coordination	- Coordinate with planning and industrial engineering departments for machine layout and workflow. - Engage with the team to ensure availability of resources, tools and manpower for scheduled tasks. - Identify skill levels of available operators and communicate task allocation accordingly. - Assist in aligning machinery and work aids with the specific needs of the production batch.	AMH/N2102 PC6, PC8, PC13			6 Theory (2:00) Practical (4:00)

SL	Module Name	Session name	Session Objectives	NOS	Methodology	Training Tools/Aids	Duration (hours)
		Pre-Production Participation and Communication	- Participate in pre-production meetings and share inputs for process optimisation. - Communicate proactively to develop better understanding of the product and process. - Relay any changes or updates from buyers or planning departments to production personnel. - Engage in dialogue with cross-functional teams to clarify design, construction and compliance concerns.	AMH/N2102 PC6, PC12, PC14			6 Theory (2:00) Practical (4:00)
5.	Coordinate and Monitor production as per specifications and schedule	Identifying and Addressing Stitching Defects	- Describe various kinds of stitching and handling defects. - Analyse stitching operations to ensure they conform to the specification sheet. - Breakdown operations and organise sub-processes to maintain defect-free output.	AMH/N2102 PC3, PC4, PC7	Classroom lecture / Power-Point Presentation / Question & Answer / Group Discussion	Charts, Flip Chart, White-Board/ SmartBoard, Marker, Duster, Job Card, White/Black Board+ Marker/ chalk+ Duster, Tailor's Chalk (quantity may vary as per requirement), Students Chairs With Table Arms, Teacher's Table & Chair, Industrial Single Needle Lock-Stitch sewing Machine with needle guard	8 Theory (4:00) Practical (4:00)
		Applying IT Literacy in Production Processes	- Explain elements of IT literacy and specific tools used in the production environment. - Maintain organisation-specific ERP systems and digital reports accurately. - Use digital tools to document findings from pilot runs and production feedback.	AMH/N2102 PC11			8 Theory (4:00) Practical (4:00)
		Managing Material Movement and Process Accuracy	- Ensure process accuracy during interdepartmental and vendor movement. - Verify correctness of incoming and outgoing materials in relation to job order requirements. - Plan reduction of material and start-up losses by reviewing material consumption data.	AMH/N2102 PC6, PC10			8 Theory (4:00) Practical (4:00)

SL	Module Name	Session name	Session Objectives	NOS	Methodology	Training Tools/Aids	Duration (hours)
		Monitoring and Evaluating Production Progress	- Monitor production targets using the recording systems used in the organisation. - Evaluate performance indicators against control limits and quality checkpoints. - Conduct or interpret findings of pilot runs for consistency and accuracy.	AMH/N2102 PC9, PC11		+ stool, Personal Protective Equipment (thimble etc), Overlock Machine(5 Thread)+ stool, Flat lock machine + stool,	8 Theory (4:00) Practical (4:00)
		Decision Making and Escalation Planning	- Identify alternatives for troubleshooting during line or batch operations. - Identify the escalation hierarchy and follow proper communication channels. - Allocate operators and helpers based on their proficiency for specific tasks.	AMH/N2102 PC13, PC14		+ stool, Button Tack Machine+ stool, Feed of the Arm Machine+ stool, Bar Tack machine+ stool, Bottom Hemming Machine,	8 Theory (4:00) Practical (4:00)
		Setting and Managing Sewing Line Processes	- Set the process/ line assembly/batch for efficient sewing operation execution. - Interpret operation bulletin to organise workflow along the assembly line. - Understand and plan machinery layout as per the product style requirements.	AMH/N2102 PC4, PC7, PC8		Straight Knife Cutting Machine, Pressing Unit, Machine for Front Placket, Continuous Fusing Press Machine, Dress	8 Theory (2:00) Practical (6:00)
		Coordinating for Production Preparedness	- Coordinate with stores, cutting department, QC lab, and managers to ensure production preparedness. - Collect and review details regarding production planning and schedules. - Ensure availability of materials, resources, tools, and equipment for execution.	AMH/N2102 PC2, PC6		Form(size medium, one male & woman), Pattern making kit (eg, pattern paper, normal straight big ruler, hip curve,	8 Theory (2:00) Practical (6:00)

SL	Module Name	Session name	Session Objectives	NOS	Methodology	Training Tools/Aids	Duration (hours)
		Effective Allocation of Manpower	- Allocate the operators as per their skill level for various operations. - Identify operator capabilities and assign processes accordingly. - Assess manpower distribution for optimum productivity across all sub-processes.	AMH/N2102 PC13, PC14		leg curve, L Scale, frenchcurve, pattern master as per req), Tracing Wheel, Storage Boxes/ poches, Techpack Sample, Fabric/Accessories/ trimsSwatch File, Hourly & Daily Production Report, Quality Control Check-List/AQL, Production & Ready Pattern, Record Maintenance Register, Basic Stationary Items(Pens, Pencils, Eraser, notebook), Quality Tag, Stopwatch, Defect List and samples, Dustbin, Machine Oil, First Aid Box, Students Notes, Fire Extinguisher, Dexterity Test Kit, Garment ,	7 Theory (2:00) Practical (5:00)
		Quality Coordination and Checkpoint Planning	- Coordinate with quality control to check initial output. - Plan and set appropriate quality check points across the production line. - Ensure all stakeholders are informed of changes in buyer's specifications.	AMH/N2102 PC9, PC12			6 Theory (2:00) Practical (4:00)
		Maintaining Documentation and Communication	- Maintain accurate records in ERP related to production planning and updates. - Communicate changes across departments based on revised specifications. - Review and act on orders received from production planning to ensure clarity and readiness.	AMH/N2102 PC2, PC12			6 Theory (2:00) Practical (4:00)

SL	Module Name	Session name	Session Objectives	NOS	Methodology	Training Tools/Aids	Duration (hours)
						Made ups and Home Furnishing Samples (qnt may vary), Pattern/cutting table, Sewing Machine attachments, Sewing Kit(eg: bobbin and bobbin case, trimmer, measuring tape , fabric cutting , seam ripper, scissors etc), Sewing Machine needles, Sewing thread (surplus needed, qnt may vary), Fabric(surplus, muslin cumpolso-ry, other types as per requirement), qnt may vary, trims and accessories, Sewing Machine Tool Kit, Projector / LCD, color matching light box.	

SL	Module Name	Session name	Session Objectives	NOS	Methodology	Training Tools/Aids	Duration (hours)
6.	Execute production as per the plan, schedule and quality norms	Organizational Rules and Product Knowledge	- State the organization's rules, codes, guidelines and standards. - List main types of products manufactured by the company.	AMH/N2103 PC1, PC3, PC8	Classroom lecture / Power-Point Presentation / Question & Answer / Group Discussion	Charts, Flip Chart, White-Board/ Smart Board, Marker, Duster, Job Card, White/Black Board Marker/chalk Duster, Tailor's Chalk (quantity may vary as per requirement), Students Chairs With Table Arms, Teacher's Table & Chair, Industrial Single Needle Lock-Stitch sewing Machine with needle guard stool, Personal Protective Equipment (thimble etc.), Overlock Machine(5 Thread)+ stool, Flat lock machine + stool, Button Tack Machine+ stool, Feed of the Arm Machine+ stool,	8 Theory (2:00) Practical (6:00)
		Machine Setup and Material Handling Efficiency	Describe how to setup machines in such an arrangement which makes it easier and effective for material handling.	AMH/N2103 PC1			8 Theory (2:00) Practical (6:00)
		Operating Procedures and Query Management	- Identify the procedures for operating stitching machine. - Identify the contact person in case of queries on procedure or products.	AMH/N2103 PC1, PC2			8 Theory (2:00) Practical (6:00)
		Legal and Safety Responsibilities	State statutory responsibilities of a 'Production Supervisor' under health, safety and environmental legislation and regulations.	AMH/N2103 PC1, PC17			8 Theory (2:00) Practical (6:00)
		Equipment Maintenance and Inventory Management	- Ensure all machinery work aids and handling aids are in proper condition. - Ensure all accessories are in the store ready for issue.	AMH/N2103 PC2, PC3			8 Theory (2:00) Practical (6:00)

SL	Module Name	Session name	Session Objectives	NOS	Methodology	Training Tools/Aids	Duration (hours)
						Bar Tack machine+ stool, Bottom Hemming Machine, Straight Knife Cutting Machine, Pressing Unit, Machine for Front Placket, Continuous Fusing Press Machine, Dress Form(size medium,one male & woman), Pattern making kit (eg,pattern paper,normal straight big ruler,hip curve,leg curve, L Scale, frenchcurve,pattern master as per req), Tracing Wheel, Storage Boxes/ poches, Techpack Sample, Fabric/Accessories/ trimsSwatch File, Hourly & Daily Production Report,	

SL	Module Name	Session name	Session Objectives	NOS	Methodology	Training Tools/Aids	Duration (hours)
						Quality Control Check-List/AQL, Production & Ready Pattern, Record Maintenance Register, Basic Stationary Items(Pens, Pencils,Eraser, notebook), Quality Tag, Stopwatch, Defect List and samples, Dustbin, Machine Oil, First Aid Box, Students Notes, Fire Extinguisher, Dexter-ity Test Kit, Garment , Made ups and Home Furnishing Samples (qnt may vary), Pat-tern/cutting table, Sew-ing Machine attach-ments, Sew-ing Kit(eg: bobbin and bobbin case, trimmer, measuring tape , fabric cutting , seam ripper,	

SL	Module Name	Session name	Session Objectives	NOS	Methodology	Training Tools/Aids	Duration (hours)
						scissors etc), Sewing Machine needles, Sewing thread (surplus needed, qnt may vary), Fabric(surplus, muslin cumpolso-ry, other types as per require-ment), qnt may vary, trims and accessories, Sewing Machine Tool Kit, Projector / LCD, color matching light box.	
7.	Monitor produc-tion as per the plan, schedule and quality norms	Safe Han-dling of Tools and Machinery	- Describe methods to handle tools and equipment safely and explain the health and safety implications of improper handling. - Ensure that preventive maintenance schedules are followed.	AMH/N2103 PC2, PC17	Classroom lec-ture / Power-Point Presenta-tion / Question & Answer / Group Discus-sion	Charts, Flip Chart, White-Board/ SmartBoard, Marker, Duster, Monitor-ing and recording tools and equipment	8 Theory (2:00) Practical (6:00)
		Quality Control and Check-points	- State statistical quality control systems and their applications. - Describe the elements of quality management systems. - Ensure all quality checkpoints are in place for incoming, intermediate and final stages. - Follow up and check the incoming material for the first few pieces for every operation. - Seek approval of the initial pieces from the quality control department.	AMH/N2103 PC4, PC5, PC6, PC7, PC8, PC9			8 Theory (2:00) Practical (6:00)

SL	Module Name	Session name	Session Objectives	NOS	Methodology	Training Tools/Aids	Duration (hours)
			- Ensure that the product is as per the spec sheet. - Ensure that all comments from the buyer have been updated in the product by the merchandiser.				
		Analytical and Problem-Solving Skills	- Describe basic arithmetic and numeric calculations for analysis related to work. - Explain machine settings and elementary repair in case of breakdown. - Explain types of defects in the product and their root causes. - Identify the escalation hierarchy relating to technical issues. - Ensure that specified organisational procedures are followed in case of contingencies.	AMH/N2103 PC10, PC14			8 Theory (2:00) Practical (6:00)
		Output Monitoring and Control	- Create a mechanism or arrangement for updating output periodically. - Monitor periodic output in order to maintain it as per target (qualitative and quantitative). - Motivate and support team members to achieve and improve the desired level of output.	AMH/N2103 PC11, PC12, PC13			8 Theory (2:00) Practical (6:00)
		Waste and Loss Minimisation	- Ensure that the cost and wastage is minimum. - Ensure that losses such as breakdown time, waiting time etc. are minimum.	AMH/N2103 PC10, PC15			6 Theory (1:00) Practical (5:00)
		Organisational Collaboration and Initiatives	Participate in organizational level initiatives on quality and productivity.	AMH/N2103 PC16			6 Theory (1:00) Practical (5:00)

SL	Module Name	Session name	Session Objectives	NOS	Methodology	Training Tools/Aids	Duration (hours)
		Machine Setup and Readiness	- Layout and set up machines in an arrangement that makes material handling easier and more effective, considering world-class manufacturing layouts. - Ensure all accessories are in the store ready for issue with the desired quality.	AMH/N2103 PC1, PC3			6 Theory (1:00) Practical (5:00)
8.	Manage Performance and Relations with People in the Group and Out of the Group	Effective Communication and Instruction Reception	- Interpret and respond to work instructions and feedback from reporting managers or seniors to ensure smooth process flow. - Demonstrate proactive behaviour in seeking clarification and direction to maintain uninterrupted operations.	AMH/N2104 PC1	Classroom lecture / Power-Point Presentation / Question & Answer / Group Discussion	Charts, Flip Chart, White-Board/ Smart Board, Marker, Duster, Monitoring and recording tools and equipment	8 Theory (3:00) Practical (5:00)
		Target Setting and Concurrence	- Communicate assigned targets clearly to team members and gain their agreement on shared goals. - Evaluate team performance against the communicated targets at the end of the day to ensure goal achievement.	AMH/N2104 PC2			8 Theory (3:00) Practical (5:00)
		Process Flow Feedback and Improvement	- Explain process-flow challenges and recommend improvements to reporting superiors for better operational efficiency. - Summarise observed bottlenecks and provide constructive suggestions for continuous improvement.	AMH/N2104 PC3			8 Theory (3:00) Practical (5:00)

SL	Module Name	Session name	Session Objectives	NOS	Methodology	Training Tools/Aids	Duration (hours)
		Communi-cation of Production Defects	- Describe identified defects and anticipated production difficulties to relevant personnel. - Alert stakeholders regarding potential disruptions in production through timely communication.	AMH/N2104 PC4			8 Theory (3:00) Practical (5:00)
		Previous Process Defects and Associated Losses	- Assess the impact of defects inherited from previous processes on current performance and output. - Explain the financial and operational losses resulting from inherited defects to the team.	AMH/N2104 PC5			8 Theory (3:00) Practical (5:00)
		Reporting Shortages and Per-formance Targets	- Report material shortages and gaps in performance to the reporting superior with supporting details. - Justify the need for corrective measures based on resource constraints and performance indicators.	AMH/N2104 PC6			8 Theory (3:00) Practical (5:00)
		Acting on Feedback	- Rework on tasks and responsibilities based on feedback provided by superiors regarding products, processes, and personnel. - Demonstrate willingness to adapt and implement feedback in order to enhance output quality.	AMH/N2104 PC7			7 Theory (2:00) Practical (5:00)
		Team Motivation and Result Orientation	- Organise and motivate team members to align with performance expectations and achieve collective targets. - Illustrate leadership through effective delegation and morale-building activities.	AMH/N2104 PC8			7 Theory (2:00) Practical (5:00)

SL	Module Name	Session name	Session Objectives	NOS	Methodology	Training Tools/Aids	Duration (hours)
		Sensitisation on Productivity Issues	- Sensitise group members on the negative impact of absenteeism and low productivity on team outcomes. - Educate peers on accountability and the importance of consistent participation in achieving targets.	AMH/N2104 PC9			7 Theory (2:00) Practical (5:00)
		Performance Monitoring and Assistance	- Monitor individual performance using relevant metrics and identify areas requiring improvement. - Provide constructive assistance and guidance to team members to enhance their skills and efficiency.	AMH/N2104 PC10			7 Theory (2:00) Practical (5:00)
		Representing Collective Concerns	- Represent the collective issues and concerns of the team to appropriate authorities effectively. - Advocate team welfare and process-related challenges through structured communication channels.	AMH/N2104 PC11			7 Theory (2:00) Practical (5:00)
		Interdepartmental Coordination	- Collaborate with colleagues from other departments to streamline input-output flow across processes. - Demonstrate interdepartmental cooperation for optimised production and reduced operational delays.	AMH/N2104 PC12			7 Theory (2:00) Practical (5:00)

SL	Module Name	Session name	Session Objectives	NOS	Methodology	Training Tools/Aids	Duration (hours)
9.	Ensure Workplace Orderliness and Efficiently Operate Tools and Machinery	Safe Material and Equipment Handling	- Demonstrate the ability to implement safe and precise methods for handling materials, machinery, equipment, and tools to maintain a hazard-free workplace. - Apply correct lifting and handling protocols during operational tasks to ensure personal and workplace safety. - Optimise the use of materials by applying strategies that reduce waste and ensure safe disposal of surplus materials.	AMH/N0619 PC1, PC2, PC3	Classroom lecture / Power-Point Presentation / Question & Answer / Group Discussion	Charts, Models, Flip Chart, White-Board/ SmartBoard, Marker, Duster, White/Black Board+ Marker/ chalk+ Duster, Tailor's Chalk (quantity may vary as per requirement), Students Chairs With Table Arms, Teacher's Table & Chair , Industrial Single Needle Lock- Stitch sewing Machine with needle guard+ stool, Personal Protective Equipment (thimble etc), Overlock Machine(5 Thread)+ stool, Flat lock machine + stool, Button Tack Machine+ stool, Feed of the Arm Machine+	8 Theory (4:00) Practical (4:00)
		Maintenance and Housekeeping Practices	- Carry out routine maintenance and cleaning activities in accordance with assigned roles and scheduled timelines. - Employ appropriate cleaning tools and techniques suited to specific tasks to maintain workplace hygiene and functionality.	AMH/N0619 PC4, PC8			8 Theory (4:00) Practical (4:00)
		Incident and Safety Compliance	- Report any damaged or unsafe equipment and hazardous incidents immediately to the designated authority using correct reporting channels. - Verify the presence and condition of machine guards to ensure operational safety and regulatory compliance.	AMH/N0619 PC5, PC6			8 Theory (4:00) Practical (4:00)
		Ergonomics and Workplace Comfort	Maintain an ergonomically sound and comfortable posture during work to enhance productivity and reduce physical strain.	AMH/N0619 PC7			6 Theory (3:00) Practical (3:00)

SL	Module Name	Session name	Session Objectives	NOS	Methodology	Training Tools/Aids	Duration (hours)
						stool, BarTack machine+ stool, Bottom Hemming Machine, Straight Knife Cutting Machine, Pressing Unit, Machine for Front Placket, Continuous Fusing Press Machine, Dress Form (size medium, one male & woman), Pattern making kit (e.g. pattern paper, normal straight big ruler ,hip curve, leg curve, L Scale, French curve, pattern master as per req), Tracing Wheel, Storage Boxes/ pouches, Tec pack Sample, Fabric/Accessories/ trims watch File, Hourly & Daily Production Report,	

SL	Module Name	Session name	Session Objectives	NOS	Methodology	Training Tools/Aids	Duration (hours)
						Quality Control Check-List/AQL, Production & Ready Pattern, Record Maintenance Register, Basic Stationary Items(Pens, Pencils, Eraser, notebook), Quality Tag, Stopwatch, Defect List and samples, Dustbin, Machine Oil, First Aid Box, Students Notes, Fire Extinguisher, Dexter-ity Test Kit, Garment , Made ups and Home Furnishing Samples (quantity may vary), Pattern/cutting table, Sewing Machine attachments, Sewing Kit(eg: bobbin and bobbin case, trimmer, measuring tape , fabric cutting ,	

SL	Module Name	Session name	Session Objectives	NOS	Methodology	Training Tools/Aids	Duration (hours)
						seam ripper, scissors etc), Sewing Machine needles, Sewing thread(surplus needed, quantity may vary), Fabric(surplus, muslin compulsory, other types as per requirement), quantity may vary, trims and accessories, Sewing Machine Tool Kit, Projector / LCD, colour matching light box	
10.	Promote and sustain safety, health, and security in workplace, while fostering Gender and Persons with Disabilities (PwD) Sensitization	Compliance with Workplace Protocols	- Demonstrate adherence to organisational guidelines on health, safety, gender sensitivity, and PwD inclusion in daily workplace practices. - Execute proper procedures for handling and maintaining materials and equipment in line with established safety standards.	AMH/N0620 PC1, PC4	Classroom lecture / Power-Point Presentation / Question & Answer / Group Discussion	Charts, Models, Flip Chart, White-Board/ SmartBoard, Marker, Duster, Personal protective equipment, various types of fire extinguishers.	8 Theory (4:00) Practical (4:00)
		Emergency Preparedness and Response	- Participate in mock drills, evacuation exercises, and safety discussions to reinforce security protocol awareness. - Exhibit proficiency in administering first aid, performing basic firefighting, and responding to emergencies as per shutdown and evacuation procedures.	AMH/N0620 PC2, PC5			8 Theory (4:00) Practical (4:00)

SL	Module Name	Session name	Session Objectives	NOS	Methodology	Training Tools/Aids	Duration (hours)
		Promoting Inclusivity and Sensitisation	- Engage in training programs that enhance understanding of gender equality and PwD inclusion to foster a more supportive and inclusive work environment. - Analyse scenarios in sensitisation sessions to reflect on inclusive practices and apply them effectively at the workplace.	AMH/N0620 PC3			8 Theory (4:00) Practical (4:00)
		Risk Identification and Safety Monitoring	- Monitor workplace conditions to identify safety hazards and report them through the appropriate channels. - Evaluate risks affecting all employees, including PwDs, and propose actions that uphold safety and gender equality principles.	AMH/N0620 PC6			6 Theory (3:00) Practical (3:00)
11.	Adhere to Industry, Regulatory, and Organizational Standards and Embrace Environmentally Sustainable Practices	Compliance and Organizational Standards	- Explain how to carry out job responsibilities in alignment with organizational standards and legal regulations, with an emphasis on eco-friendly practices. - Implement and uphold policies and procedures by integrating sustainable consumption habits in daily tasks. - Contribute actively to the improvement of organizational performance by advocating and applying environmentally responsible practices.	AMH/N0621 PC1, PC2, PC3	Classroom lecture / Power-Point Presentation / Question & Answer / Group Discussion	Charts, Flip Chart, White-Board/ SmartBoard, Marker, Duster, Training kit (trainer guide, presentations)	8 Theory (4:00) Practical (4:00)

SL	Module Name	Session name	Session Objectives	NOS	Methodology	Training Tools/Aids	Duration (hours)
		Safe Handling and Eco-Conscious Work Environment	- Describe safe handling methods for materials, equipment, and software to maintain a clean and hazard-free workspace while supporting green practices. - Perform scheduled maintenance and cleaning tasks effectively, managing any disruptions to the workflow efficiently. - Report unsafe conditions or hazardous equipment promptly to appropriate personnel to ensure quick resolution and reduced risk.	AMH/N0621 PC4, PC5, PC6			8 Theory (4:00) Practical (4:00)
		Efficient and Sustainable Maintenance Practices	Demonstrate the use of suitable cleaning equipment and task-specific techniques to enhance efficiency and support sustainability in workplace upkeep.	AMH/N0621 PC7			8 Theory (4:00) Practical (4:00)
		Digital Efficiency and Data Management	- Request necessary system or software upgrades to optimise work output, while creating and maintaining data backups for design software usage. - Organise and store digital copies of design work systematically to ensure easy access and preservation of important project resources.	AMH/N0621 PC8, PC9			6 Theory (3:00) Practical (3:00)

SL	Module Name	Session name	Session Objectives	NOS	Methodology	Training Tools/Aids	Duration (hours)
Total Duration							Theory: 156:00 Practical: 294:00
Employability Skills (DGT/VSQ/N0102) https://www.skillindiadigital.gov.in/content/list							60:00
OJT Duration (Mandatory)							60:00
Total							Theory + Practical + ES 570:00

Annexure II

Assessment Criteria

CRITERIA FOR ASSESSMENT OF TRAINEES

Assessment Criteria for Production Supervisor- Sewing	
Job Role	Production Supervisor- Sewing
Qualification Pack	AMH/Q2101, V4.0
Sector Skill Council	Apparel

S. No.	Guidelines for Assessment
1	Criteria for assessment for each Qualification Pack will be created by the Sector Skill Council. Each Performance Criteria (PC) will be assigned marks proportional to its importance in NOS. SSC will also lay down proportion of marks for Theory and Skills Practical for each PC.
2	The assessment for the theory part will be based on knowledge bank of questions created by the SSC.
3	Individual assessment agencies will create unique question papers for theory part for each candidate at each examination/training center (as per assessment criteria below.)
4	Individual assessment agencies will create unique evaluations for skill practical for every student at each examination/ training center based on these criteria.
5	To pass the Qualification Pack, every trainee should score a minimum of 70% in every NOS.
6	In case of successfully passing only certain number of NOSs, the trainee is eligible to take subsequent assessment on the balance NOS's to pass the Qualification Pack.
7	In case of unsuccessful completion, the trainee may seek reassessment on the Qualification Pack.

Assessment Outcomes	Assessment Criteria for Outcomes	Marks Allocation		
		Theory	Practical	Viva
AMH/N0619: Ensure workplace orderliness and efficiently operate tools and machinery.	PC1 Implement safe and precise methods to handle materials, machinery, equipment, and tools, ensuring a workplace environment that is clean and free from hazards.	2	5	1
	PC2 Follow correct protocols for lifting and handling during operations.	2	5	1
	PC3 Optimize material usage to minimize waste and ensure safe disposal of any excess material at designated locations.	2	3	1
	PC4 Carry out routine maintenance and cleaning duties within assigned roles and agreed-upon schedules.	2	10	1
	PC5 Immediately report any unsafe or damaged equipment, as well as hazardous incidents, to authorized personnel.	2	3	0.5
	PC6 Confirm the presence of appropriate machine guards to maintain operational safety.	2	3	1
	PC7 Maintain a working posture that is both comfortable and ergonomically sound.	1	10	0.5
	PC8 Employ appropriate cleaning equipment and techniques tailored to the specific tasks at hand.	1	10	1
	NOS Total	14	49	7

AMH/N0620: Promote and sustain safety, health, and security in workplace, while fostering Gender and Persons with Disabilities (PwD) Sensitization	PC1 Demonstrate strict adherence to health, safety, gender, and PwD (People with Disability) guidelines governing the workplace environment.	4	2	1
	PC2 Engage actively in mock drills, evacuation exercises, and group discussions pertaining to workplace safety and security protocols.	4	2	1
	PC3 Participate in advanced training and sensitization programs focused on gender equality and PwD awareness, facilitating a more inclusive workplace environment.	4	2	1
	PC4 Execute proper handling and maintenance of materials and equipment in accordance with established protocols and standards.	3	2	1
	PC5 Exhibit proficiency in performing first-aid, firefighting, and other emergency response procedures, promptly adhering to organizational shutdown and evacuation protocols when necessary.	4	2	1
	PC6 Monitor workplace conditions, identify risks, report promptly, ensure safety, including for individuals with disabilities, and uphold gender equality principles.	3	2	1
	NOS Total	22	12	6
AMH/N0621: Adhere to industry, regulatory, and organizational standards and embrace environmentally sustainable practices	PC1 Execute job responsibilities according to organizational standards, with a strong emphasis on eco-friendly solutions, while strictly adhering to established procedures, policies, and legal regulations.	2	1	1
	PC2 Implement and uphold organizational policies and procedures, integrating sustainable consumption practices into daily operations.	2	1	1
	PC3 Actively engage in enhancing organizational performance by driving the transition towards environmentally friendly processes and practices.	2	1	1
	PC4 Safely handle materials, equipment, computers, and software to maintain a clean and hazard free work environment, actively supporting the adoption of eco-friendly practices throughout the workplace.	3	2	2
	PC5 Perform routine maintenance and cleaning tasks within assigned duties and agreed-upon schedules, effectively managing any interruptions to workflow.	3	1	1
	PC6 Immediately report any instances of unsafe equipment or hazardous incidents to the appropriate personnel to ensure swift resolution and mitigate risks.	2	1	1
	PC7 Utilize appropriate cleaning equipment and techniques tailored to specific tasks, promoting efficiency and sustainability in workplace maintenance.	2	1	1
	PC8 Proactively request system or software upgrades as necessary to optimize work efficiency, while also maintaining backup files to ensure data integrity and security when using various design software.	2	1	1
	PC9 Maintain digital copies of design work in organized files for future reference, ensuring accessibility and preservation of valuable project assets.	2	1	1
	NOS Total	20	10	10
AMH/N2101: Plan and organize sewing processes & Understand production specification and process	PC1 Analyse & interpret the given techpack or specification sheet of the garment sample to be developed	0.5	5	1
	PC2 Collect the required details regarding production planning and scheduling. Also review orders received from production planning as per style/product category/class	0.5	2	0.5
	PC3 Ensure conformance of samples pattern & cut pieces as per the given specification sheet & identify broad stitching operation required to sew the product class/category	1	5	1

	PC4 Analyse schedules and throughput of various styles & split sewing operation for a particular style of product category into discrete stitching processes for component sewing (like, pocket attaching, side joining, collar sewing etc.)	1	4	0.5
	PC5 Evaluate the consumption of material and accessories	1	4	0.5
	PC6 Get update about the bill of material for the job order & ensure availability of materials, resources, tools and equipment as needed for execution of tasks as per assembly line sequence	1	2	0.5
	PC7 Breakdown operations and prepare or interpret operation bulletin organize processes or sub-processes in assembly line sequence to ensure productivity, easy monitoring and quality	1	2	0.5
	PC8 Understand machinery layout requirements for the specific products	0.5	2	0.5
	PC9 Plan quality check points and control limits	1	5	0.5
	PC10 Plan reduction of material and start-up losses	1	5	0.5
	PC11 Conduct or refer findings of pilot run	0.5	3	0.5
	PC12 Ensure all concerned people are updated of all the changes in buyer's specification	1	2	0.5
	PC13 Identify skill levels of the operators for the production line & allocate manpower (operators, helpers etc.) based on skill-set and suitability for distinct processes or sub-processes	1	2	0.5
	PC14 Identify operators and assign them tasks as per their skill and proficiency levels	1	2	0.5
	NOS TOTAL	12	45	8
AMH/N2102: Supervise sewing operations & Co-ordinate and Plan production as per specifications and schedule	PC1 Participate in pre-production meetings and communicate pro-actively to develop process and product understanding set qualitative and quantitative output target for each operation & ensure no accumulation of material	1	3	0.5
	PC2 Set qualitative and quantitative output target for each operation & the workload is equitably distributed as per skill-set, speed and performance	2	4	0.5
	PC3 Carryout pilot run or update with the findings of the pilot run and sampling for the particular style	1	16	0.5
	PC4 Coordinate with planning /industrial engineering / for machine layout work aids	1	3	0.5
	PC5 Coordinate with corresponding departments for ensuring the right quantity and quality of material is received	1	2	0.5
	PC6 Allocate the operators as per their skill level for various operations	1	3	0.5
	PC7 Coordinate with stores/ cutting dept./ qc lab / manager in charge to ensure preparedness to meet the production target	1	2	0.5
	PC8 Set the process / line assembly/ batch in the sewing operation & Ensure standards, reference sample, templates etc. Are available at respective process stages	1	2	1
	PC9 Coordinate with quality control to check initial output and set quality check points	2	6	1
	PC10 Ensure process for accuracy of input and output with regards to interdepartmental movement, vendor movement, incoming material and outgoing material.	2	5	1
	PC11 Creating or complying with recording systems being used for monitor production targets	1	3	0.5
	NOS Total	14	49	7

AMH/N2103: Execute and monitor production as per the plan, schedule and quality norms	PC1 Layout / set up machines in an arrangement that makes it easier and effective for material handling considering world class manufacturing layouts	1	7	0.5
	PC2 Ensure all machinery work aids and handling aids are in proper condition	1	5	0.5
	PC3 Ensure all accessories are in the store ready for issue with desired quality	1	3	0.5
	PC4 Ensure all quality checkpoints are in place for incoming intermediate and final stages	1	2	0.5
	PC5 Follow up and check the incoming material for the first few pieces and report the same	0.5	2	0.5
	PC6 Follow up and check first few pieces coming out of every operation	0.5	5	-
	PC7 Approve the pieces from the quality control department	1	3	0.5
	PC8 Verify the product as per the spec sheet provided by Customer	1	6	0.5
	PC9 Verify the product through the merchandiser for ensuring all comments from the buyer have been updated	1	2	0.5
	PC10 Minimize losses such as breakdown time, waiting time etc.	0.5	2	0.5
	PC11 Create a mechanism / arrange for updating output periodically and monitor the same	1	2	0.5
	PC12 Monitor and maintain periodic output as per target. (qualitative and quantitative)	1	3	0.5
	PC13 Motivate and support team members to achieve and improve the desired level of output	0.5	1	-
	PC14 Make necessary changes in case of contingencies and highlight the same to production manager	1	2	0.5
	PC15 Control cost and wastage	1	2	0.5
	PC16 Collaborate in organizational level initiatives on quality & productivity	0.5	1	-
	PC17 Ensure preventive maintenance and Autonomous Maintenance schedules are followed	0.5	1	0.5
	NOS Total	14	49	7
AMH/N2104: Manage performance and relations with people in the group and out of the group	PC1 Receive work instructions and feedback from reporting manager or other seniors in a proactive manner to ensure smooth process flow.	1	3	0.5
	PC2 Communicate targets and get concurrence on targets from team members and ensure the target is been met at end of the day	1	3	-
	PC3 Communicate to reporting superior about process-flow improvements and smooth process flow	0.5	3	0.5
	PC4 Communicate and sensitize about the defects and anticipated difficulties during production	0.5	4	0.5
	PC5 Sensitize about the defects received from previous process and the losses on account of the same	2	3	-
	PC6 Communicate to reporting superior about the shortages or performance related targets	0.5	2	0.5
	PC7 Re-work based on feedback provided by superior on product, process and people	0.5	4	-
	PC8 Motivate and organize team members to achieve the desired results	0.5	2	-
	PC9 Sensitize group members on the effects of absenteeism and low productivity	0.5	2	0.5

	PC10 Monitor each individual for his performance and assist him for improvement	0.5	2	0.5
	PC11 Represent collective concerns to appropriate authorities	1	2	0.5
	PC12 Work with colleagues of other departments to ensure smooth process flow of input and output	0.5	2	0.5
	NOS Total	9	32	4
DGT/VSQ/N0102: Employability Skills (60 Hours)	Introduction to Employability Skills	1	1	
	PC1. identify employability skills required for jobs in various industries	-	-	
	PC2. identify and explore learning and employability portals	-	-	
	Constitutional values – Citizenship	1	1	
	PC3. recognize the significance of constitutional values, including civic rights and duties, citizenship, responsibility towards society etc. and personal values and ethics such as honesty, integrity, caring and respecting others, etc.	-	-	
	PC4. follow environmentally sustainable practices	-	-	
	Becoming a Professional in the 21st Century	2	4	
	PC5. recognize the significance of 21st Century Skills for employment	-	-	
	PC6. practice the 21st Century Skills such as Self- Awareness, Behaviour Skills, time management, critical and adaptive thinking, problem-solving, creative thinking, social and cultural awareness, emotional awareness, learning to learn for continuous learning etc. in personal and professional life	-	-	
	Basic English Skills	2	3	
	PC7. use basic English for everyday conversation in different contexts, in person and over the telephone	-	-	
	PC8. read and understand routine information, notes, instructions, mails, letters etc. written in English	-	-	
	PC9. write short messages, notes, letters, e-mails etc. in English	-	-	
	Career Development & Goal Setting	1	2	
	PC10. understand the difference between job and career	-	-	
	PC11. prepare a career development plan with short- and long-term goals, based on aptitude	-	-	
	Communication Skills	2	2	
	PC12. follow verbal and non-verbal communication etiquette and active listening techniques in various settings	-	-	
	PC13. work collaboratively with others in a team	-	-	
	Diversity & Inclusion	1	2	
	PC14. communicate and behave appropriately with all genders and PwD	-	-	
	PC15. escalate any issues related to sexual harassment at workplace according to POSH Act	-	-	
	Financial and Legal Literacy	2	3	
	PC16. select financial institutions, products and services as per requirement	-	-	
	PC17. carry out offline and online financial transactions, safely and securely	-	-	
	PC18. identify common components of salary and compute income, expenses, taxes, investments etc	-	-	

	PC19. identify relevant rights and laws and use legal aids to fight against legal exploitation	-	-	
	Essential Digital Skills	3	4	
	PC20. operate digital devices and carry out basic internet operations securely and safely	-	-	
	PC21. use e- mail and social media platforms and virtual collaboration tools to work effectively	-	-	
	PC22. use basic features of word processor, spreadsheets, and presentations	-	-	
	Entrepreneurship	2	3	
	PC23. identify different types of Entrepreneurship and Enterprises and assess opportunities for potential business through research	-	-	
	PC24. develop a business plan and a work model, considering the 4Ps of Marketing Product, Price, Place and Promotion	-	-	
	PC25. identify sources of funding, anticipate, and mitigate any financial/ legal hurdles for the potential business opportunity	-	-	
	Customer Service	1	2	
	PC26. identify different types of customers	-	-	
	PC27. identify and respond to customer requests and needs in a professional manner.	-	-	
	PC28. follow appropriate hygiene and grooming standards	-	-	
	Getting ready for apprenticeship & Jobs	2	3	
	PC29. create a professional Curriculum vitae (Résumé)	-	-	
	PC30. search for suitable jobs using reliable offline and online sources such as Employment exchange, recruitment agencies, newspapers etc. and job portals, respectively	-	-	
	PC31. apply to identified job openings using offline/online methods as per requirement	-	-	
	PC32. answer questions politely, with clarity and confidence, during recruitment and selection	-	-	
	PC33. identify apprenticeship opportunities and register for it as per guidelines and requirements	-	-	
	NOS Total	20	30	

Annexure III

List of QR Codes Used in PHB

Module No.	Unit No.	Topic Name	Page No. in PHB	URL	QR Code (s)
Module 1: Introduction and Orientation	Unit 1.1: Role and Scope of a Production Supervisor in the Apparel Industry	1.1.1 Size and scope of apparel industry for a Production Supervisor-Sewing	9	https://youtu.be/5dLX8m-RAE88	 Apparel Industry in India
	Unit 2.1 Organizational Policies, Procedures, and Compliance	2.1.3 Reporting Structure of the Production Organisation	48	https://youtu.be/aKWzlo1EjL0	 Apparel Sewing Reporting Structure
Module 2: Interpret Production Specification and Process	Unit 2.2 Manufacturing Processes and Operations	2.2.2 Operating Machines Used in Manufacturing	48	https://youtu.be/VhjdG6YibuE	 Apparel Industry Tools and Equipments
	Unit 2.3: Workforce Management and Task Allocation	2.3.1 Skill Level of Operators in Production Line	48	https://youtu.be/7-E4i0ppt0g	 Sewing Operator Skill Levels
	Unit 2.4: Workplace Safety, Teamwork, and Problem-Solving	2.4.1 Workplace Hazards and Organisational Safety Procedures	48	https://youtu.be/POIQ27GQ-Zp0	 Textile Apparel Hazard Management

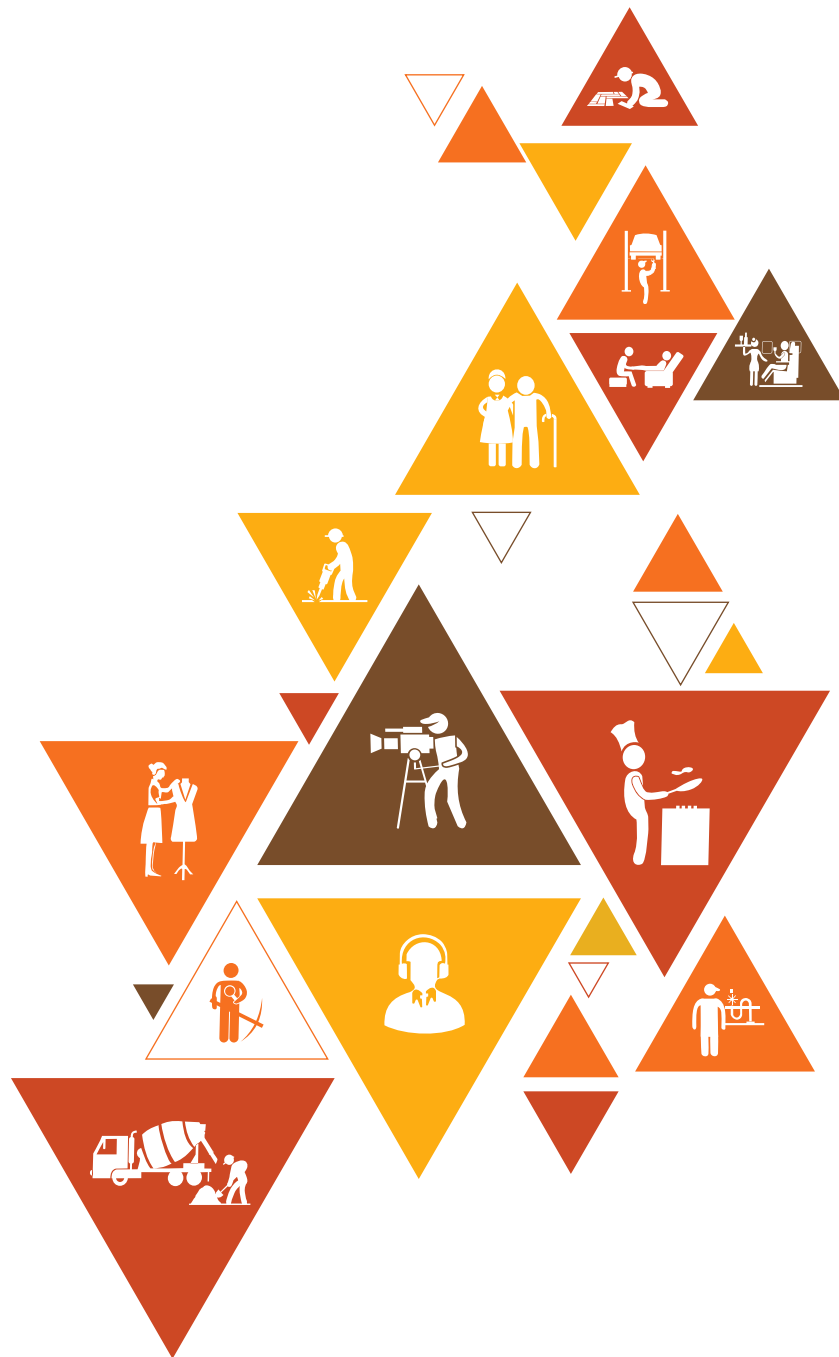
Module No.	Unit No.	Topic Name	Page No. in PHB	URL	QR Code (s)
Module 3: The Production Process	Unit 3.1: Material Requirements and Quality Assurance	3.1.1 Materials Required for Each Type of Product Manufactured by the Organisation	81	https://youtu.be/3zvL83ju4dl	 Apparel Manufacturing System Types
	Unit 3.2: Production Process Optimization and Workforce Management	3.2.1 Break-down Operations	81	https://youtu.be/lrJ3eVda2aY	 Apparel Operation Breakdown Bulletin
	Unit 3.3: Machinery and Quality Control	3.3.1 Machinery Layout Requirements	81	https://youtu.be/K46J636PcSs	 Fabric Consumption and Apparel Plant Layout
Module 4: Plan production as per specifications and schedule	Unit 4.1: Stitching Process, Machinery, and Compliance Requirements	4.1.1 Stitching Process	109	https://youtu.be/U_VK9esyk_8	 Garment Manufacturing: Stitching Process
	Unit 4.2: Production Planning and Process Optimization	4.2.2 Types of Fabrics and Garments	109	https://youtu.be/Vi6RPM-bau98	 Types of Fabrics in Fashion Industry

Module No.	Unit No.	Topic Name	Page No. in PHB	URL	QR Code (s)
Module 5: Coordinate and Monitor production as per specifications and schedule	Unit 5.1: Quality Control and Troubleshooting	5.1.2 Quality Control to Check Initial Output	133	https://youtu.be/0gwmJTVsiPA	 Quality Control in Apparel Industry
	Unit 5.2: Production Planning and Process Optimization	5.2.1 Process/line Assembly/ Batch of the Sewing Operation	133	https://youtu.be/6vQLVvfl-GkM	 Batch setting and line balancing concepts
	Unit 5.3: IT and Workflow Management	5.3.1 Elements of Information Technology and Specific Tools	133	https://youtu.be/feWEnrF-MudY	 Computer Applications in Apparel Industry
Module 6: Execute production as per the plan, schedule and quality norms	Unit 6.1 Organizational Policies, Procedures, and Compliance	6.1.1 Organisation's Rules, Codes, Guidelines, and Standards	157	https://youtu.be/kajr39AxJjU	 Organisational Planning and structures
	Unit 6.2 Machine Setup, Operations, and Resource Management	6.2.1 Machine Set-Up in an Arrangement	157	https://youtu.be/5nUjGNDImIk	 Apparel Manufacturing Machine Setup

Module No.	Unit No.	Topic Name	Page No. in PHB	URL	QR Code (s)
Module 7: Monitor production as per the plan, schedule and quality norms	Unit 7.1: Workplace Safety and Equipment Handling	7.1.1 Methods to Handle Tools and Equipment Safely	196	https://youtu.be/MilkgWDe-ONo	 Machine Safety and Guarding in Apparel Industry
	Unit 7.2: Quality Control and Defect Management	7.2.1 Quality Management Systems	196	https://youtu.be/zX9KoZ7tz6Y	 Quality Assurance in Apparel Manufacturing
	Unit 7.3: Production Monitoring and Optimization	7.3.3 Periodic Output to Maintain the Production Target	196	https://youtu.be/KV7BvBziXvs	 Apparel Industry Planning, Reporting & Control
	Unit 7.4: Organizational Efficiency and Continuous Improvement	7.4.1 Statistical Control Systems and its Applications	196	https://youtu.be/-T0S3D4e-2Q4Y?-list=PLTj8Y3qI-Wmg-GR-gEE9zwx91-L3Jbl412Mr	 Understanding Statistical Quality Control
Module 8: Manage performance and relations with people in the group and out of the group	Unit 8.1: Workplace Responsibilities, Ethics, and Compliance	8.1.1 Responsibilities and line of reporting within the work area	226	https://youtu.be/wuZ5iTvG-nU	 Workplace Responsibilities, Ethics, and Compliance

Module No.	Unit No.	Topic Name	Page No. in PHB	URL	QR Code (s)
Module 9: Ensure workplace orderliness and efficiently operate tools and machinery	Unit 8.2: Communication, Coordination, and Teamwork	8.2.1 Reporting Superiors and Team Members for Addressing Workflow	226	https://youtu.be/xbJD4bjqSPs	 Incident Reporting and Escalation
	Unit 8.3: Productivity, Performance Monitoring, and Team Building	8.3.2 Team Building, Performance Monitoring and Adequate Feedback	226	https://youtu.be/iAWAzjvebDg	 Team Building & Performance Monitoring
	Unit 9.1: Workplace Safety and Equipment Maintenance	9.1.1 Safe Working Practices for Cleaning and Maintenance of Equipment	251	https://youtu.be/KfHLOJOZfiM	 Cleaning the Sewing Machine
	Unit 9.2: Tools, Machinery, and Material Handling	9.2.2 Types of Cutting Machines	251	https://youtu.be/W8H-FLereLDM	 Types of Garment Cutting Machines
	Unit 9.3: Quality Control and Waste Management	9.3.1 Importance of Keeping Accurate Quality Records	251	https://youtu.be/Vhrerx1r5_U	 Document and Record Management

Module No.	Unit No.	Topic Name	Page No. in PHB	URL	QR Code (s)
Module 11: Adhere to industry, regulatory, and organizational standards and embrace environmentally sustainable practices	Unit 11.1: Ethical Practices, Compliance, and Governance	11.1.1 Importance of an Ethical and Value-Based Approach to Governance	268	https://youtu.be/_sQZAJTRcOg	 Ethical and Value-Based Governance
	Unit 11.2: Organizational Procedures, Reporting, and Responsibilities	11.2.2 Reporting Procedures for deviations, risks and regulatory compliance issues	268	https://youtu.be/xuijsuCDnI	 Deviation, Risk & Compliance Reporting





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सत्यमेव जयते
GOVERNMENT OF INDIA
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& ENTREPRENEURSHIP



**APPAREL MADE-UPS HOME FURNISHING
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