



Facilitator Guide



Sector
Apparel / Made-Up's /
Home Furnishing

Sub-Sector
Apparel

Occupation
Sewing

Reference ID: AMH/Q1947, Version 4.0
NSQF Level: 2.5

Self Employed Tailor

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Shri Narendra Modi
Prime Minister of India

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



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About this Guide

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

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

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

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

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

- AMH/N1947: Drafting and Cutting the Fabric
- AMH/N1948: Carry out the process of sewing for dress materials and common household items of textiles
- AMH/N1949: Carry out inspections and alterations to adjust corrections for fittings
- AMH/N1950: Maintain health, safety, security in tailoring shop with Gender & PwD Sensitization
- AMH/N0102: Maintain work area, tools and machines
- AMH/N0104: Comply with industry, regulatory and organizational requirements and Greening of Job roles
- DGT/VSQ/N0101: Employability Skills (30 Hours)

The symbols used in this book are described below.

Symbols Used

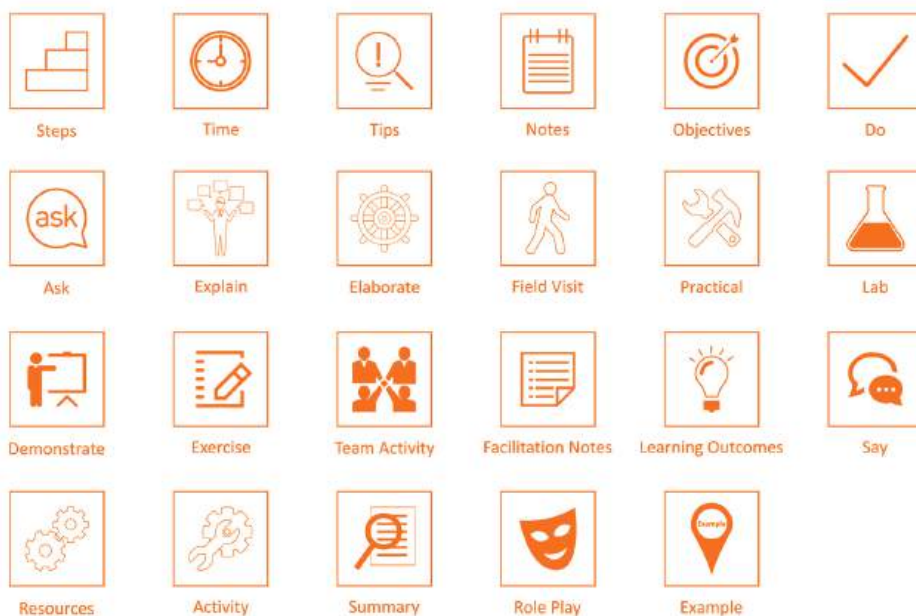


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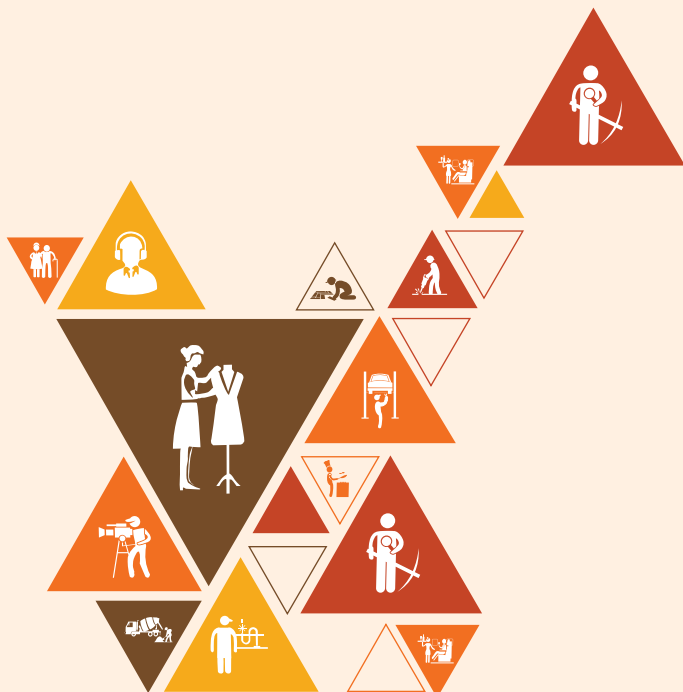


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It is recommended that all trainings include the appropriate Employability skills Module.
Content for the same can be accessed at:
<https://www.skillindiadigital.gov.in/content/list>





Key Learning Outcomes

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

1. Familiarise with apparel industry.
2. Understand the roles and responsibilities of a Tailor.

UNIT 1.1: Introduction to Apparel Industry

Unit Objectives

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

1. Appraise apparel industry in India.
2. Explain region-wise distribution of apparel market.

Resources to be Used

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

Do

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

Say

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

Demonstrate



Fig.1.1.1: Apparel production process

Explain



Ready Made Garments

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



Fig.1.1.2: Apparel production department

Do



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

Demonstrate



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

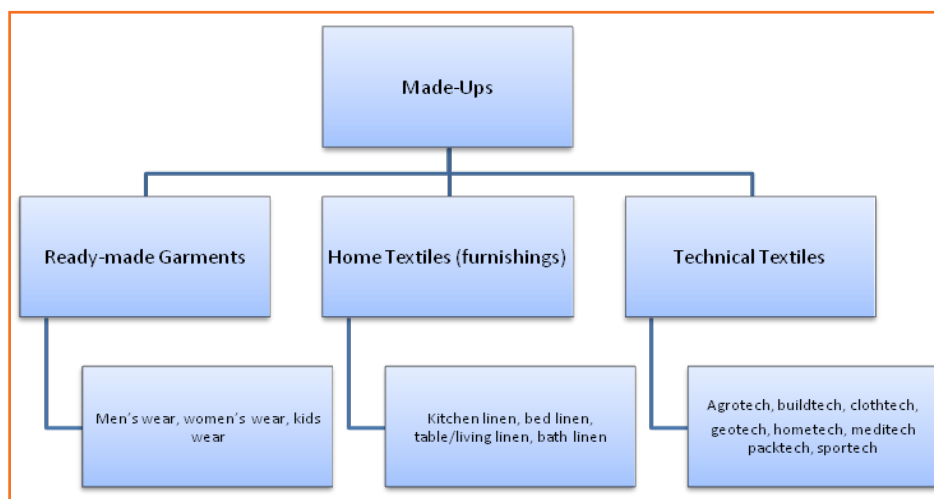


Fig.1.1.3: Made-ups and Home Furnishing Sub-sector

Explain



Size of Indian Textile and Apparel Industry

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

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

Do



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

Say



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

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

Explain



Skill Development Policy

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

Refer to PH "1.1.4 Skill Development Policy"

Employment Scenario in the Sector

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

Refer to PH "1.1.5 Employment Scenario in the Sector"

Notes for Facilitation

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

Ask

Suggestive questions to ask students:

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

Activity

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

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

UNIT 1.2: Role and Responsibilities of a Tailor

Unit Objectives

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

1. Paraphrase the job of SET.
2. Familiarise with the roles and responsibilities of SET.

Resources to be Used

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

Do

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

Say

- Tell them that they are going to learn about the Self Employed Tailor's job role. Self Employed Tailor is a professional tailor who can sew and repair garments, made ups and home-furnishing articles and manage livelihood out of it.
- Discuss with the participants about the Attributes of Self Employed Tailor. He/She should have following attributes:
 - » Good eyesight, Eye-hand-leg coordination
 - » Motor skills
 - » Clear vision and free from colour vision.
 - » He/She should have good interpersonal skills, good listener and business acumen.
 - » The person should be able to do multi-tasking.
- Also tell them about the Duties and Responsibilities of a Production Supervisor.

Elaborate

Tailor's Duties and Responsibilities

- Refer to orders for sewing garments and select appropriate materials.
- Ensure that all materials and auxiliary supplies are available prior to beginning work.
- Start sewing machinery at the beginning of a shift and test it for proper functionality.
- Address any discrepancies or problems faced during the testing period.
- Draw threads through needles and adjust machine functions to meet the requirements of the sewing project.
- Position materials under needles to sew them together or make patterns.
- Replace and rethread needles for a subsequent project or in case of the existing one needing more thread.
- Sew missing stitches or replacement parts in accordance to repair instructions provided.
- Observe operations to detect any faults or defects in stitching.
- Notify supervisors of any problems or discrepancies during the sewing process.
- Attach button, grips, hooks and fasteners to finished garments.
- Attach elastic or tape to garments as specified in the work order.
- Ensure that the finished product conforms to the design and merchandising instructions provided in the work order.
- Ensure that excess material or threads are cut away from the finished product.
- Trim finished garments using scissors and cutters.
- Perform general and preventative maintenance tasks on sewing machines to ensure their longevity.
- Examine finished garments for compliance and ensure that appropriate tags are sewed on them.
- Count number of garments stitched during a shift and record this information in company provided logs.

Notes for Facilitation

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

Suggestive Question to ask participants:

- Ask participants to explain the duties and responsibilities of Self Employed Tailor.

Key Learning Outcomes

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

1. Recognize the different types of material and tools used in stitching.
2. To use the stitching terms.
3. Recognize the different types of fabric.
4. Recognize the trims and accessories.
5. Describe the importance and use of trims and accessories.
6. Identify the different size chart comparison tables.
7. To well verse with the use the different terms used in size charts.
8. To take measurements for different garments.
9. Understand different types of defects.
10. Recognize and rectify the defects during sewing.
11. Identify different types of fabric faults.

UNIT 2.1: Tools and Equipment Required for Tailoring

Unit Objectives

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

1. Identify tools and equipment required in the job.
2. Familiar with the sewing terms.

Resources to be Used

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

Do

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

Do

- Tell the participants about the basic tools and equipment like scissors, rotary cutter, thread, measuring tape, needles, fabric, pins, pincushion, iron and ironing board, seam ripper, pinking shears, cutting fig, sewing gauge, hem gauge, yardstick, hip curve, L-square, Tailor's Chalk, novelty yarns, masking tape, French curve, hand needle, punch needle, frame round, pattern making paper, tracing paper, hand held trimmer, bent neck, metallic tweezer, pencils, pick glass, needle threader, non-woven non-fusible backing paper, hand embroidery book, fabric glue, surface ornamentation materials, buttons, hooks, trims, lace, zipper, pant hooks, sewing mannequin, grayscale and thimble.
- Explain and demonstrate the sewing equipment to the participants with the purpose for which each machine can be used by Self Employed Tailor.

Demonstrate

Various classification of tools which aid each of the processes of sewing are:

- Measuring tools
- Cutting tools
- Marking or drafting tools
- Sewing tools

Measuring tools

- **Measuring tape:** Measuring tape used for sewing to make it softer than that used for construction projects so that it can be used to fit clothing to the body.
- **Ruler:** Ruler is helpful for measuring, drawing accurate seam lines, and marking cutting lines.
- **Tailors square or L-square:** Used to transfer measurements to the draft pattern it also has a tape measure feature.
- **French curve:** The armhole and neck hole depths of the pattern are shaped using the French curve.
- **Sewing Gauge:** a 6 inch gauge with a movable indicator convenient for measuring short lengths.
- **Hem Gauge:** a measuring device marked with various depths and hemline folds. It is practical when hemming straight on grain edges.
- **Yardstick/Meter stick:** used to measure fabric and to check grain line. It can be used in marking long straight lines and in measuring hem lengths.

Cutting tools

- **Thread clippers:** Thread clippers a small spring-loaded instrument that is useful for snipping threads, they are not intended to cut cloth.
- **Seam ripper:** it's used to rip seams.
- **Pinking shears:** cuts a zigzag edge and is used for finishing hem edges, seams, etc. Thread trimmer: used for thread trimming.
- **Scissors:** Scissors are utilized for cutting the fabric and have a handle which is aligned with the blade which helps you do the cutting steadily by keeping the scissors even.
- **Rotary cutter:** the rotary cutter is something which has a blade to cut easily and smoothly through fabric. it's very efficient to be used to all different kinds of projects, however it is especially good for quilting.

Marking or drafting tools

- **Dressmaker pencil**
- **Tracing wheel:** Tracing wheel the serrated edge wheel produces dots on the fabric and is suitable for most types of fabrics.
- **Dressmaker's carbon paper:** A specially waxed carbon paper that transfer's the tracing wheel's markings to the fabric.
- **Hip curve:** It is used in connecting or shaping slightly curve points.
- **French curve:** It is made from metal, wood or plastic composed of many different curves. it is used in manual drafting to draw smooth curves of varying radii.

- **L-square:** It is useful in constructing perpendicular lines with divisional parts located in longer and shorter arms.
- **Tailor's Chalk:** A thin piece of hard chalk used in tailoring for making temporary alteration marks on clothing.
- **Masking tape:** Also known as sticky tape, is a type of pressure-sensitive tape made of a thin and easy-to-tear paper, and an easily released pressure-sensitive adhesive. It is available in a variety of widths. It is used mainly in painting, to mask off areas that should not be painted
- **Pattern making paper:** Used for practising cutting and creating patterns.
- **Pencils (HB, 2B, 4B):** The graphite grading scales used to measure the hardness of a pencil's graphite core. The higher the number the harder the writing core and the lighter the mark left on the paper.

Sewing tool

- **Thread:** Various sort of threads are available, they are available in rainbow colors, including clear ones. For most of the sewing machines all you need is a need a spool of thread. The cone shaped threads are also used however they are for different kind of machine called a serger.
- **Needles:** A sewing machine requires diverse needles than which are used for hand-sewing. Machine needles have a bigger, blunter tip where they fit into the machine. Various types of needles are used on various kinds of projects.
- **Fabric:** As different projects have different types of needle or thread requirements similarly as per the requirement different types of fabrics are also needed with different project for sewing.
- **Pins:** Pins are used to hold fabric together where it's supposed to be sewn and to be adjusted as per the required fitting during alterations.
- **Pincushion:** Pincushions are very useful in keeping the pins in order and in place, it is usually in apple's pumpkin's or tomato's shape.
- **Thimble:** small hard pitted cup worn for protection on the finger that pushes the needle in sewing.

Refer to PH "2.1.1 Basic List of Material and Tools Required for Stitching"

Do

Tell the participants about the different Tailoring Terms such as:

- | | |
|------------------|----------|
| • Lining | • Seam |
| • Inter lining: | • Dart |
| • Seam allowance | • Pleats |
| • Selvedge | • Tucks |
| • Panels | |

Refer to PH "2.1.2 Understanding Tailoring Terms"

Notes for Facilitation

- Ask participants what are the key attributes and role of an inline checker.
- Tell participants to complete the questions at the end of the sub unit.
- Ask participants if they have any doubts. Encourage them to ask questions.
- Answer their queries satisfactorily.

Suggestive Questions to ask participants:

- Ask participants to list tools and equipments required for drafting and cutting of the fabric.
- Ask participants to define basic tools and equipments required for drafting & cutting of the fabric.

UNIT 2.2: Types of Fabric

Unit Objectives

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

1. Recognize the different types of fabric.

Resources to be Used

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

Do

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

Say

- In this unit, we will learn about different types of fabric used in Indian industry. Let's discuss classification of the fabric.

Elaborate

Fabric can be classified into two types:

1. Natural fabric
2. Synthetic fabric

Commonly used Fabric for Garment Sewing

- | | | |
|------------|-------------|-----------|
| • Silk | • Linen | • Flannel |
| • Velvet | • Denim | • Organza |
| • Chiffon | • Polyester | • Wool |
| • Satin | • Rayon | • Leather |
| • Corduroy | | |

Refer to PH "2.2.2 Fabric Commonly used for Garment Sewing"

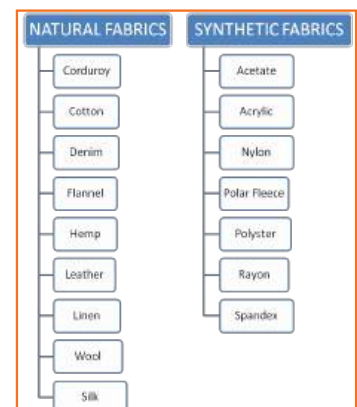


Fig.2.2.1: Types of fabric

Notes for Facilitation

- Ask participants what are the key attributes and role of a self employed tailor.
- Tell participants to complete the questions at the end of the sub unit.
- Ask participants if they have any doubts.
- Encourage them to ask questions.
- Answer their queries satisfactorily.

Suggestive Questions to ask participants:

- Ask participants to explain different types of fabric used in Indian industry.
- Ask participants to classify fabrics into two types.

UNIT 2.3: Trims and Accessories

Unit Objectives

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

1. Recognise the trims and accessories.
2. Describe the importance and use of trims and accessories.

Resources to be Used

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

Do

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

Say

- The trims and accessories are a considered as an important part of any garment. Apart from enhancing the look of the garment, it also increases the usability of the garment.

Elaborate

Trims and Accessories

- | | | |
|-----------------|----------------|-------------------------|
| • Sewing Thread | • Label | • Rivets |
| • Interlining | • Zipper | • Piping |
| • Lace | • Elastic | • Rib Trims |
| • Buttons | • Draw string | • Adjustable waist band |
| | • Hook and eye | • Beads |

Refer to PH "2.3.1 Trims and Accessories"

Notes for Facilitation

- Ask participants what are the key attributes and role of a self employed tailor.
- Tell participants to complete the questions at the end of the sub unit.
- Ask participants if they have any doubts. Encourage them to ask questions.
- Answer their queries satisfactorily.

Suggestive Questions to ask participants:

- Ask participants to explain the importance of Trims & Accessories.
- Ask participants to list Trims & Accessories.

Industry Visit

The purpose of visiting a tailor shop/boutique is to get hands on knowledge about various processes involved in the work of a tailor. During the visit you have to interact with Tailors and owner of the shop to understand how work is done in a tailor shop/boutique. Make sure that you keep a notebook handy and note down any important points that come up during your interaction at the tailor shop/boutique. When you go to an tailor shop/boutique, you should:

- Know and recognize the different types of fabric.
- Know about the commonly used fabrics for garment sewing.
- Understand the importance and use of trims and accessories.
- Ask questions to Tailors/shop owners if you have any query.

UNIT 2.4: Size Chart

Unit Objectives

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

1. Identify the different size chart comparison tables.
2. Follow the different terms used in size charts.

Resources to be Used

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

Do

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

Say

- Different types of size charts are being used world wide in garment industry. Each country formulates and follows its own size charts taking into account the body type and measurements of the general population in the country. The main charts are:
 - » Womens size chart comparison table
 - » Mens size chart comparison table
 - » Kids size chart comparison table
 - » Terms used in size chart

Demonstrate

Womens size chart

Women's dresses and suits													
United States	0	2	4	6	8	10	12	14	16	18	20	22	24
UK	4	6	8	10	12	14	16	18	20	22	24	26	28
Germany	30	32	34	36	38	40	42	44	46	48	50	52	54
France	32	34	36	38	40	42	44	46	48	50	52	54	56
Italy	36	38	40	42	44	46	48	50	52	54	56	58	60
Korea	44	44	55	55	66	66	77	77	88	88			

Fig.2.4.1(a): Womens size chart

Bust	32"	34"	36"	38"	40"
	81 cm	86 cm	91 cm	97 cm	102 cm
Waist	24"	26.5"	29"	31"	33"
	61 cm	67 cm	74 cm	79 cm	84 cm
Hip	35"	37"	39"	41"	43"
	89 cm	94 cm	99 cm	104 cm	109 cm

Fig.2.4.1(b): Womens size chart

Mens size chart

Men's shirts											
UK & other EU / Japan	36	37	38	39	40	41	42	43	44	45	46
UK / US / AUS	14	14½	15	15½	15¾	16¼	16½	17	17½	18	18½
Japan ^[6]	S	S	M	M	L	L	LL,XL	LL,XL	LL,XL		
Korea ^[6]	90		95		100		105		110		

Fig.2.4.2(a): Mens size chart

Men's jeans, slacks, pants, trousers: Waist												
EU	64/68	68/72	72/76	76/80	80/84	84/88	88/92	92/96	96/100	100/104	104/108	108/112
Italy	43	44	45	46	47	48	49	50	51	52	53	54
UK / US	27	28	29	30	31	32	33	34	36	38	40	42

Men's jeans, slacks, pants, trousers: Length									
EU	34	36	38	40	42	44	46	48	
UK / US	25/26	27/28	29/30	31	32	33	34	36	

Fig.2.4.2(b): Mens size chart

Children size chart

Children's Clothing Sizes			
UK	European	US	Australia
12 m	80 cm	12-18 m	
18 m	80-86 cm	18-24 m	18 m
24 m	86-92 cm	23/24 m	2
2-3	92-98 cm	2T	3
3-4	98-104 cm	4T	4
4-5	104-110 cm	5	5
5-6	110-116 cm	6	6
6-7	116-122 cm	6X-7	7
7-8	122-128 cm	7 to 8	8
8-9	128-134 cm	9 to 10	9
9-10	134-140 cm	10	10
10-11	140-146 cm	11	11
11-12	146-152 cm	14	12

Fig.2.4.3: Children size chart

Say

- A measuring tape is a common measuring tool used by all tailors. It is a flexible ruler with linear measurement markings on it. It consists of a ribbon of cloth, plastic, fibre glass, or metal strip. Its flexibility allows for a measure of great length permits one to measure around curves or corners.

Elaborate

Understanding the markings on the measuring tape

Inches: Inches are the long lines that cross either half of, or all of the 1" width of the measuring tape. They usually are preceded or followed by numbers

- $1/2$ of an inch is half of 1 inch.
- $1/4$ of an inch is every four marks on the measuring tape
- $1/8$ of an inch is twice as big as the $1/16$ of an inch. It is every other mark
- $1/16$ of an inch is usually the smallest

Measurement on a tape measure. The distance between every line on the tape measure is $1/16$ of an inch $1/32$ of an inch is even more smaller which only certain measuring tapes indicate. The distance between every line on the tape measure is $1/32$ of an inch

Understanding Fractions

To divide the measuring tapes into inches, various fractions are used on the measuring tape ($1/16$, $1/8$, $1/4$, $1/2$ etc.). The figure indicates the various fractions of an inch of measurement.

Refer to PH "2.4.2 Using a Measuring Tape and Understanding Fractions"

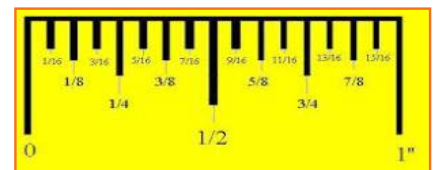


Fig.2.4.4: Measuring tape

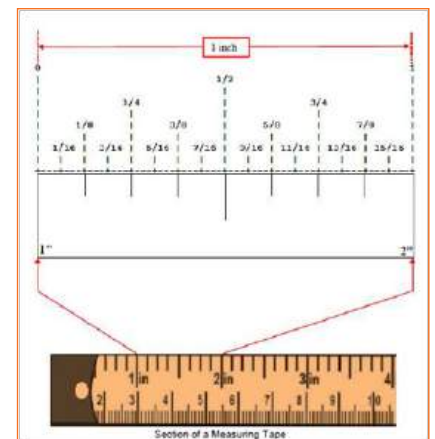


Fig.2.4.5: Fractions in a Measuring tape

Notes for Facilitation

- Ask participants about inch measurement.
- Ask participants to explain sizing terms commonly used.
- Tell participants to complete the questions at the end of the sub unit.
- Ask participants if they have any doubts. Encourage them to ask questions.
- Answer their queries satisfactorily.

UNIT 2.5: Taking Measurements

Unit Objectives

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

1. Take measurements for different garments.

Resources to be Used

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

Do

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

Say

- Let's gain knowledge about the different methods and areas of measurement. I will show you how to take measurement for garments stitching.

Demonstrate

Bust: Raise the arm to the shoulder level. The measuring tape should cross around the fullest part of the bust. The measuring tape should run directly over the nipples and across the shoulder blades on the back.

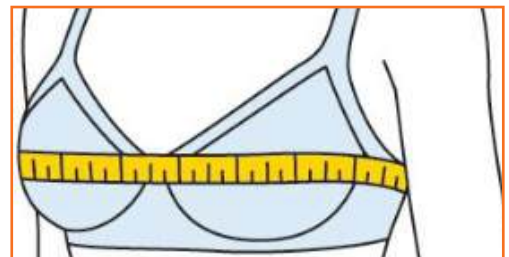


Fig.2.5.1: Bust

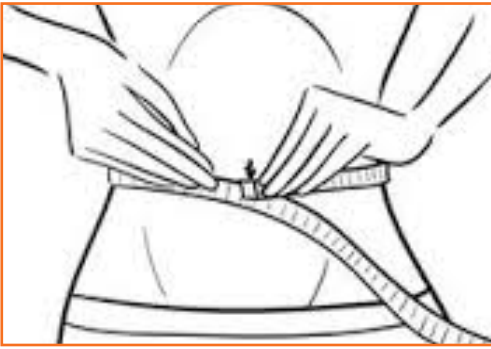


Fig.2.5.2: Waist

Hips: Standing with the knees together, the measurement should be taken around the fullest part of the hips.



Fig.2.5.3: Hips



Fig.2.5.4: Shoulder to Bust

Shoulder to Bust: Run the measuring tape from the tip of the shoulder to the centre of bust.

Front Shoulder to Waist: Measure from tip of shoulder over bust to natural waistline.



Fig.2.5.5: Front Shoulder to Waist



Fig.2.5.6: Shoulder to Shoulder

Shoulder to Shoulder: Measure across the back of neck from the socket of one shoulder to the socket of the other shoulder.

Say

Let's now demonstrate how to take measurement for shirt, trousers etc.

Demonstrate

Neck: The measuring tape should be held around the neck line and just below the Adam's apple



Fig.2.5.8: Full chest

Shoulder width: The tape is held from one shoulder point to the other.



Fig.2.5.10: Right sleeve

Bicep: Measure around the fullest part of the bicep in line with the armpit.

Refer to PH "2.5.2 How to Take Measurement of Basic Garment"



Fig.2.5.7: Neck

Full chest: The tape should cover the fullest part of the chest. The tape should be held right under the armpits and shoulder blades and across the nipples.



Fig.2.5.9: Shoulder width

Right sleeve: Taken from the shoulder tip point down to the desired sleeve length. (The same process is followed for both left and right sleeve measurement)



Fig.2.5.11: Bicep

Notes for Facilitation

- Ask participants to give examples for horizontal and vertical measuring points.
- Tell participants to complete the questions at the end of the sub unit.
- Ask participants if they have any doubts. Encourage them to ask questions.
- Answer their queries satisfactorily.

Suggestive Questions to ask participants:

- Ask participants to explain different methods of measurement.
- Ask participants to list different areas of measurement.

Industry Visit

The purpose of visiting a tailor shop/boutique is to get hands on knowledge about various processes involved in the work of a tailor. During the visit you have to interact with Tailors and owner of the shop to understand how work is done in a tailor shop/boutique. Make sure that you keep a notebook handy and note down any important points that come up during your interaction at the tailor shop/boutique. When you go to an tailor shop/boutique, you should:

- Understand the different size chart comparison tables
- Know the different terms used in size charts.
- Understand the difference between US, UK, European and Australian size charts.
- Analyse how a tailor takes measurement of man, woman and a child.
- Ask questions to Tailors/shop owners if you have any query.

UNIT 2.6: Drafting and Cutting

Unit Objectives

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

- Elaborate drafting and cutting.
- Draft the garments on paper then on fabric.
- Cut the garments.

Resources to be Used

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

Do

- Greet and welcome the participants to the next session of the program.
- Before starting the session ask them do they have any doubts pertaining to the previous unit.
- Capture their responses on board and share them wherever necessary.
- Tell them that they will learn about Drafting and Cutting technique
- Also tell them that while cutting material, ensure precision with minimum wastage.

Explain

First we should draft a pattern on paper. Check the measurements and add the seam allowance and then, place the pattern on fabric and cut along the pattern.

Long sleeve shirt is a common wear of men used as upper body wear. Example shown in section 2.6.2 has subsequent specifics.

Selected fabrics: poplin, cotton, silk, crepe, polyester, oxford cotton.

Materials required: 2.50 mts cloth width is 36"

Measurement required:

- back length = 32"
- n.w length = 17"
- shoulder width = 17"

- chest = 36"
- waist = 32"
- hip or seat = 38"
- sleeve length = 24"
- cuff size = 2 ½" * 11"
- pocket size = 5" * 5 ½"

Do

- Demonstrate the Drafting and Cutting of Long Sleeve Shirt to the participant.
Refer to PH "2.6.2 Drafting and Cutting of Long Sleeve Shirt"
- Ask them to do Drafting and Cutting of Saree Blouse.
Refer to PH "2.6.3 Drafting and Cutting of Saree Blouse"
- Ask them to do Drafting and Cutting of Kurta/Kameez.
Refer to PH "2.6.4 Drafting and Cutting of Kurta/Kameez"
- Ask them to practice on Drafting and Cutting of Pant.
Refer to PH "2.6.5 Drafting and Cutting of Pant"

Notes for Facilitation

- Ask participants what are the key attributes and role of a tailor.
- Tell participants to complete the questions at the end of the sub unit.
- Ask participants if they have any doubts. Encourage them to ask questions.
- Answer their queries satisfactorily.

Suggestive Question to ask participants:

- Ask participants to explain the instructions of drafting and cutting for a basic blouse with waistline dart.

Suggestive Question to ask participants: (for Practical session)

- Ask participants to cut & draft a garment.

Industry Visit

The purpose of visiting a tailor shop/boutique is to get hands on knowledge about various processes involved in the work of a tailor. During the visit you have to interact with Tailors and owner of the shop to understand how work is done in a tailor shop/boutique. Make sure that you keep a notebook handy and note down any important points that come up during your interaction at the tailor shop/boutique. When you go to an tailor shop/boutique, you should:

- Understand drafting and cutting.
- Gather the information about the material equipment and measurement required for drafting and cutting.
- Analyse how a tailor do drafting and cutting of long sleeve shirt, saree blouse, kurta/kameez and pant.
- Ask questions to Tailors/shop owners if you have any query.

UNIT 2.7: Types of Fabric Defects

Unit Objectives

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

- Understand different types of defects.
- Find and rectify the defects.
- Identify different types of faults.

Resources to be Used

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

Do

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

Say

Defects are categorised under three main areas

- **Critical defect:** A defect which makes the garment unsafe for individual consumption or it contravenes any mandatory regulations
- **Major defect:** An obvious defect in the appearance which reduces the usability and sale ability of the garment.
- **Minor defect:** A defect which is caused by a workmanship error beyond the quality standards but does not reduce the sale or consumption of the product.

Refer to PH "2.7.1 Categories of Defects"

Do

- Explain and demonstrate the different types of defects categorised above to the participants.
- Tell them about the factors to be considered for classification of defects.
- Explain different faults and defects that a tailor have to face and go through.

- Ask them to understand the process of the rectification of different types of defects.
- Elaborate the fabric care to the participants.

Elaborate



Factors to be considered for classification of defects

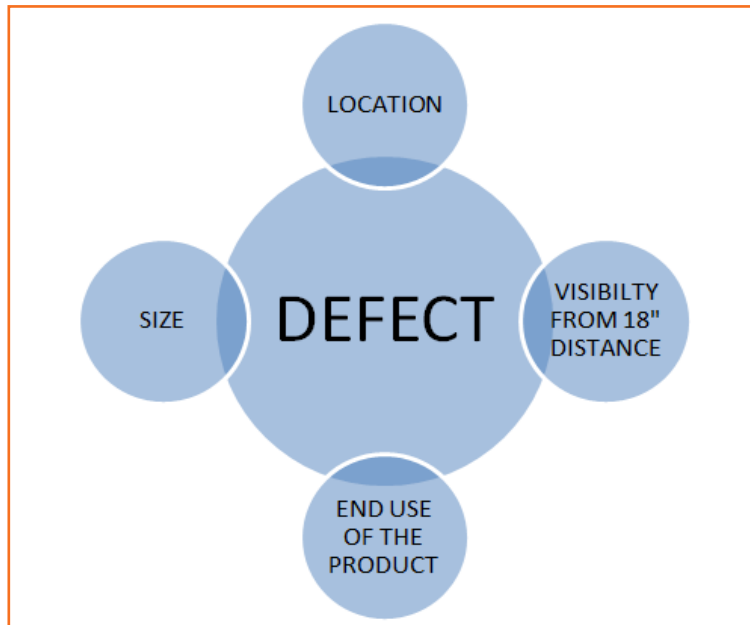


Fig.2.7.1: Classification of defects

Types of Faults and Defects

The different types of faults and defects found in garments can be categorised as:

- Preproduction Defects
- Stitching Defects
- Fabric Defects

Refer to PH "2.7.3 Types of Faults and Defects"

Rectification of defects

- | | |
|--------------------------------------|--|
| • Improper Stitching | • Unbalanced Tension (over edge Machine) |
| • Improper feeding | • Uneven Stitches |
| • Skip stitching | • Cracked Seam |
| • Skip stitching (over edge machine) | • Thread Breakage |
| • Wavy Seam | • Seam grin |
| • Wavy Seams (overedge machine) | • Machine Jam |
| • Piles Feed unevenly | • Unthreading of needle |
| • Unbalanced Tension | • Needle Breakage |
| | • Bobbin Thread breakage |

Fabric Care

The proper care of clothes ensures that the garments last longer and gives one value for money and look great after a number of washings

Safe Ironing temperatures limits for fabrics

Cotton	400 o -425o F
Linen	450 o F
Silk	300 o F
Wool	300 o F
Nylon	300 o -350 o F
Polyester	325 o F
Rayon	350 o -375 o F (Reverse and iron)
Rubber	Do not iron

Fig.2.7.2: Safe Ironing temperatures limits for fabrics

Notes for Facilitation

- Ask participants to define defect and give examples for fabric defect and also ask them to suggest remedies.
- Tell participants to complete the questions at the end of the sub unit.
- Ask participants if they have any doubts. Encourage them to ask questions.
- Answer their queries satisfactorily.

Suggestive Questions to ask participants:

- Ask participants to list various categories of defects.
- Ask participants to explain defects of knitted fabric.

Industry Visit

The purpose of visiting a tailor shop/boutique is to get hands on knowledge about various processes involved in the work of a tailor. During the visit you have to interact with Tailors and owner of the shop to understand how work is done in a tailor shop/boutique. Make sure that you keep a notebook handy and note down any important points that come up during your interaction at the tailor shop/boutique. When you go to an tailor shop/boutique, you should:

- Inspect stitched products against specifications.
- Analyze how tailors:
 - » Inspect stitched products against specifications
 - » Carryout alterations
 - » Sew and apply trims by hand and machine
- Also Understand the inspection and possible defects.
- Ask questions to Tailors/shop owners if you have any query.



Key Learning Outcomes

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

1. Recognize the different types of sewing machine and understand the different parts of a sewing machine.
2. Thread a sewing machine.
3. Explain the different hand sewing methods.
4. Identify flat stitches, loop stitches and knotted stitches.
5. Carry out flat stitches, loop stitches and knotted stitches.

UNIT 3.1: The Sewing Process

Unit Objectives

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

1. Recognize the different types of sewing machine and understand the different parts of a sewing machine.
2. Thread a sewing machine.
3. Explain the different hand sewing methods.

Resources to be Used

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

Do

- Greet and welcome the participants to the next session of the program.
- Before starting the session ask them do they have any doubts pertaining to the previous unit.
- Capture their responses on board and share them wherever necessary.
- Tell them that they will learn about sewing Process as per requirement and how to ornament it.

Say

- Tell the participants about the sewing process. Explain that in accordance with the job requirement, the tailor uses different types of sewing machines. These machines have to be chosen and handled with care to provide best results.

Elaborate

Lockstitch sewing machine: Also called the domestic sewing machine, this is a regular and popular machine which is used at home and also in schools. It is run manually but also can be converted to electric power machine.



Fig.3.1.1: Hand driven Lockstitch sewing machine



Fig.3.1.2: Single needle lock stitch machine

Embroidery Machine: This is used in making diverse kinds of embroidery and fancy stitches on fabrics. This machine is popularly used in making pillow cases, linen, and other novelty.



Fig.3.1.4: Button Holer Machine

Button Attachment Machine: This machine is used in attaching buttons to the garments



Fig.3.1.6: Bartacking Machine

Refer to PH "3.1.1 Types of Sewing Machines"

Refer to PH "3.1.2 Parts of a Basic Sewing Machine and Their Functions"

Single needle lock stitch machine: It is modern high quality the color LCD touch panel sewing machine which reduces the disposition of the thread ends.



Fig.3.1.3: Embroidery Machine

Button Holer Machine: As the name of the machine suggests This is used in making buttonholes on garments.



Fig.3.1.5: Button Attachment Machine

Bartacking Machine: This is used in reinforcing the opening and closing of pockets.

Elaborate

How to Thread a Sewing Machine

1. Place the presser foot in the upward position. Place a spool of thread on the spool holder. Traveling from the spool holder, across the top of the machine, look for a minimum of one thread guide. Insert the thread in the thread guide(s).
2. Now look for a tension mechanism. Bring the thread downward to the tension mechanism, slip the thread between the metal disks of the tension mechanism, and travel back upwards with the thread.
3. Look for a take up mechanism. This is the area on the front of the machine which will go up and down, when you turn the hand wheel. Place the thread through the take up lever. Some machines are set up so the thread will slide in to this, others require you to place the thread through a hole.
4. Now the thread will go downward on the left side of the take up lever.
5. Locate and thread any thread guides, leading down to the sewing machine needle.
6. Thread the sewing machine needle. Hold the thread with your left hand and turn the hand wheel.
7. Watch for any thread to flap around. If this happens, you have probably missed a thread guide.

Say

- Now tell them about common sewing machine problems. Tell them that a Tailor should know how to tackle simple sewing machine problem. Below is the checklist for machine problems and the best ways to solve them.

Elaborate

Machine troubles	Causes	Remedies
Skipped stitches	• Defective machine needle • Low pressure on the presser foot	• Replace the needle • Increase pressure on the presser foot.
Knotting or breaking thread	• Bad quality thread • Machine is threaded wrongly • Bobbin and Bobbin case is threaded incorrectly.	• Completely un-thread your sewing machine and re-thread it. • Thread it correctly.
Machine runs noisily	• Insufficient oil • Loose screw	• Oil the sewing machine • Tighten the screws
Thread bunching or "Birds nesting"	• Tension setting is too low • The thread is positioned wrongly • The bobbin case is positioned incorrectly	• Reset the tension • Re-thread the top thread ensuring the threading line indicator on the hand wheel is positioned to the top • Check the position of your bobbin case and reset as per instruction manual

Fabric not feeding	• Feed has not been accidentally lowered. • Stitch regulator not set on zero • Too tight pressure on presser foot	• Raise the feed to ensure the fabric will move forward. • Adjust stitch regulator to desired stitch length • Add pressure to presser foot by adjusting the pressure regulator screw
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Fig.3.1.7: Common Sewing Machine Problems and their Solutions

Refer to PH "Fig.3.1.11: Solving common problem of a sewing machine"

Say



- Tell the participants about the different hand sewing methods. Every tailor should know a few of the basic hand stitching methods. The popularly used hand stitching methods are listed below.

Elaborate



Running Stitch: Push point of needle in and out of fabric until you have several stitches on the needle. Hold fabric taut with left hand, pull the needle through. It's the basic stitch in hand-sewing and embroidery, on which all other forms of sewing are based.

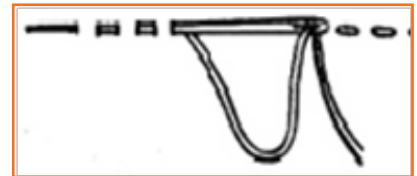


Fig.3.1.8: Running Stitch



Fig.3.1.9: Back Stitch

Back Stitch: It is used in strengthening a seam made by hand.

- Make a running stitch
- Take a back stitch to the beginning of the first stitch, overlapping each running stitch.

Trainer's Note:

- These are supporting content to the Participant Manual, please adhere to the Participant Manual and Explain the trainees' the concept and Demonstrate the concepts (For Example: Preparation of Pocket Bag (Front); Pocket Attaching (Front) ; Fly Making and Attaching; Sipper Attaching and etc

Say



- Tell the participants that now they will learn how to make a simple apron with pocket. Give them a demonstration on it.

Notes for Facilitation

- Ask participants how to Identify flat stitches, loop stitches and knotted stitches at a glance.
- Tell participants to complete the questions at the end of the sub unit.
- Ask participants if they have any doubts. Encourage them to ask questions.
- Answer their queries satisfactorily.

Suggestive Questions to ask participants:

- Ask questions to list different types of sewing machine.
- Ask participants to explain different parts of a sewing machine.

UNIT 3.2: Stitching

Unit Objectives

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

1. Recognize the different parts of a trouser and a shirt.
2. Stitch trouser and shirt.

Resources to be Used

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

Do

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

Say

- Tell the participants about the different parts of a trousers. Demonstrate them the process of stitching a trousers.

Elaborate

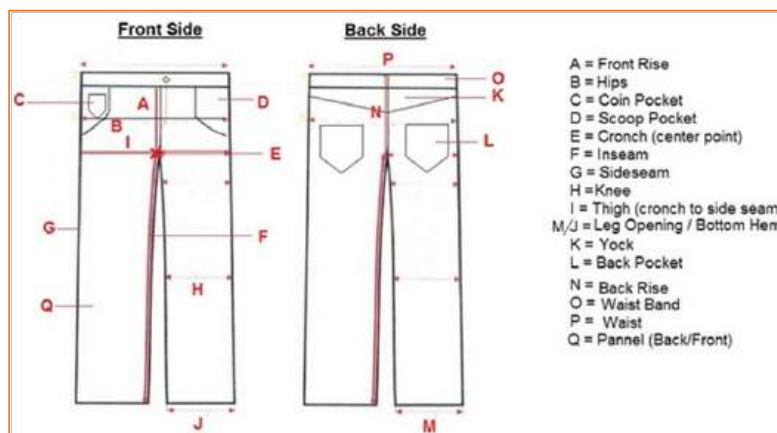


Fig 3.2.1: Parts of a trouser

Trainer's Note:

- These are supporting content to the Participant Manual, please adhere to the Participant Manual and Explain the trainees' the concept and Demonstrate the concepts (For Example: Preparation of Pocket Bag (Front); Pocket Attaching (Front) ; Fly Making and Attaching; Sipper Attaching and etc.

Say

- Tell the participants about the different components of a shirt. Also demonstrate them the process of stitching a shirt.

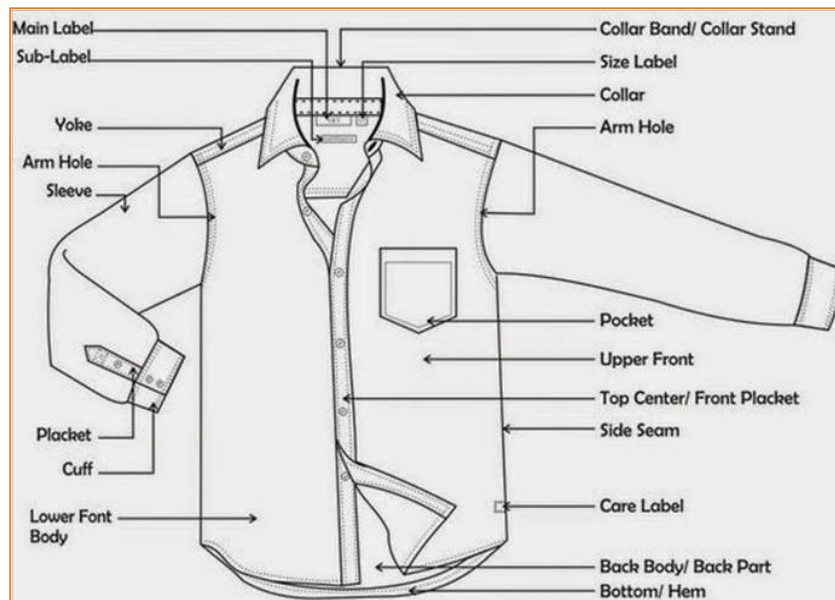
Elaborate **Parts of a Shirt**

Fig 3.2.2: Parts of a Traditional Shirt

Trainer's Note:

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

Say

- Tell the participants about the different parts of a saree blouse. Also demonstrate them the process of stitching a saree blouse.

Elaborate

Measurements needed

- Chest
- Full length of the blouse
- Shoulder
- Sleeve length
- Sleeve round
- Front length-Measured from shoulder along the highest point of bust to where bra cup ends.

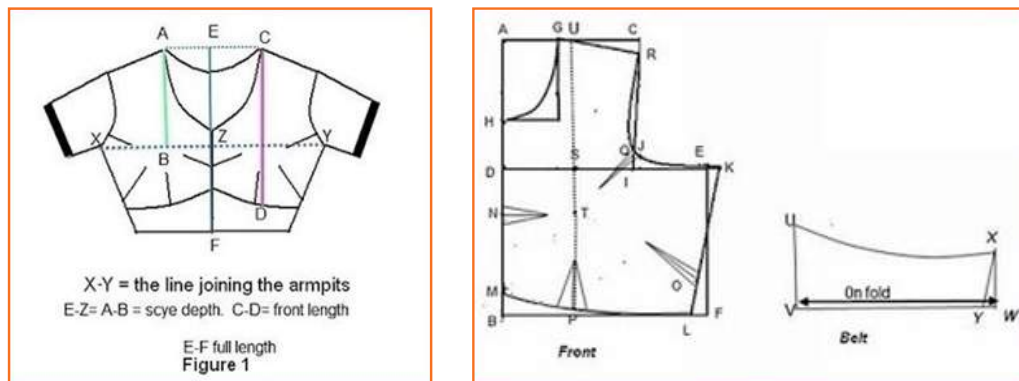


Fig 3.2.3: Drafting of a saree blouse

Trainer's Note:

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

Demonstrate

Stitching a saree blouse:

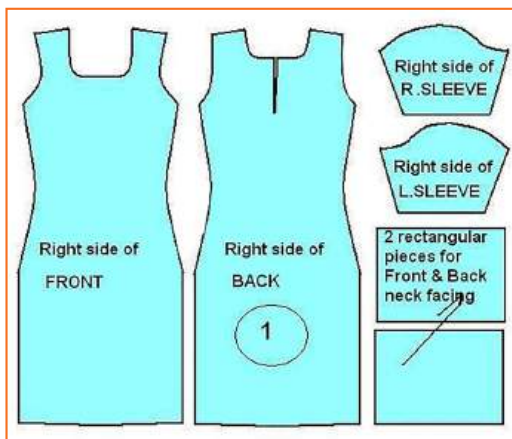
- **Step 1** Stay stitch neck, arm scyes and sleeve top.
- **Step 2** Stitch darts.
- **Step 3** Attach the belt to the body.
- **Step 4** Stitch button stands. Right side should overlap the left side. Extension is stitched to the left side and right side is finished with a facing.
- **Step 5** Join shoulders.
- **Step 6** Finish neck line with Piping or flat facing.
- **Step 7** Hem the lower edge of the sleeves and back.
- **Step 8** Attach sleeves to the body, matching center line of the sleeves to the shoulder line and easing wherever necessary.
- **Step 9** Stitch sides of the sleeves and body.
- **Step 10** Sew hook on the underside of right button stand and work eyes on the right side of left front facing.

Say

Tell the participants about the different parts of kurta. Also demonstrate the process of stitching a kurta.

Demonstrate

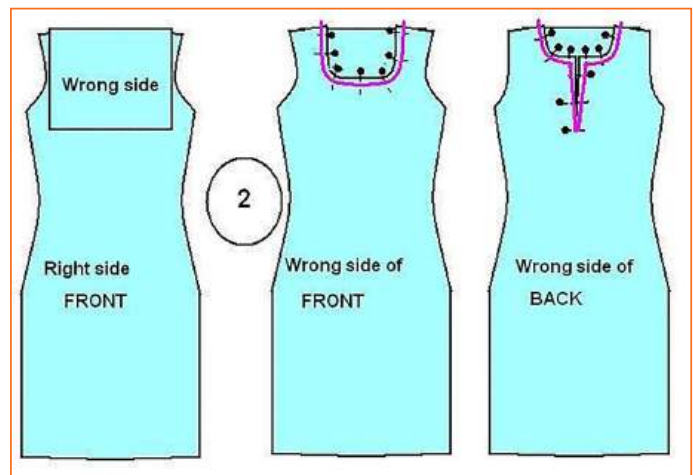
Stitching a Kurta/Kameez



STEP 1: Take 2 Pieces of Kameez (Front and Back)
2 Pieces of Sleeve (Right and Left) and 2 rectangular pieces for Neck facing.

Trainer's Note:

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



STEP 2: Place the neck facing rectangular pieces for the front and back Kameez pieces respectively. Make sure that the right sides are together. Pin and sew along the neck line with $\frac{1}{4}$ " seam allowance. Cut the excess of facing pieces and make notches on seam. Then turn right sides out and press. Give topstitch at neckline.

Say

- Tell the participants how to stitch button and make button holes in garments.

Elaborate



Buttons: The various types of buttons available in the market differ in that they have different number of holes – 2 or 4. The method for fixing them remains the same. The spot where the button needs to be fixed is determined and then the needle is taken out first from one and then the other to properly fix the button. There should be a little looseness in the stitch so that the button can be easily passed through the button hole.



Fig 3.2.4: Button attaching

Button hole

Of utmost importance in the tailoring trade, as it is used on almost all types of garments – ladies, men's and children. There is a need to keep an opening somewhere on the garment for ease of wearing and taking off. Most of such openings are closed with the help of buttonhole stitches. The button hole is always made on the top portion. The buttonhole stitch is used to finish the button hole. It is made on two or more layers of cloth. The button hole has a slight curve on one side known as the fan and an edge on the other known as the bar.

Trainer's Note:

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

Notes for Facilitation



- Ask participants what are the key attributes and role of an inline checker.
- Tell participants to complete the questions at the end of the sub unit.
- Ask participants if they have any doubts. Encourage them to ask questions.
- Answer their queries satisfactorily.

Suggestive Questions to ask participants:

- Ask participants to explain different parts of a Trouser.
- Ask participants to list steps of stitching a saree blouse.

UNIT 3.3: Knowledge of Basic Embroidery Stitches

Unit Objectives

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

1. Practice flat stitches, loop stitches and knotted stitches.
2. Carry out flat stitches, loop stitches and knotted stitches.

Resources to be Used

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

Do

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

Say

- Tell the participants about the flat stitches. Discuss that flat stitches are simple embroidery stitches in which individual stitches are made without crossing or looping the thread. These stitches are used to form broken or unbroken lines or starbursts, fill shapes and create geometric designs.

Elaborate

Commonly used types of Flat Stitches and their techniques are given below:

- Running Stitch
- Back Stitch
- Stem Stitch
- Satin Stitch
- Kashmiri Stitch
- Couching Stitch
- Cross Stitch
- Herringbone Stitch

Trainer's Note:

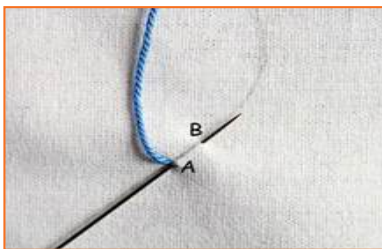
- These are supporting content to the Participant Manual, please adhere to the Participant Manual and Explain the trainees' the concept and explain the demonstration of the all the steps mentioned in the Participant manual, for example: Steps of Carrying out running stitch; Steps of Carrying out Back Stitch; Steps of Carrying out Back Stitch and etc.

Say

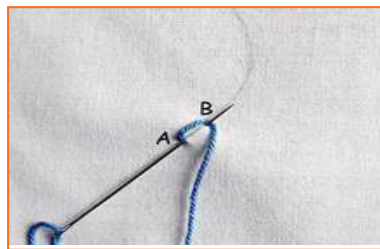
- Tell the participants about loop stitch. Explain that loop stitch gets its name from the long loops it leaves behind. Commonly used types of Loop Stitches and their techniques are given below:
- Chain stitch
- Button-hole stitch
- Blanket Stitch
- Fishbone stitch
- Feather stitch
- Fly Stitch

Demonstrate

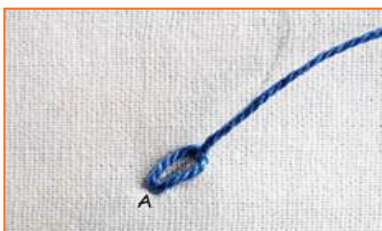
The chain stitch is a looped stitch that can be worked along a curved or straight line. Variations of this stitch including the single or detached chain, lazy daisy, feathered chain, square chain, cable chain, heavy chain, zig-zag chain and many more. This stitch is commonly used for outlining, straight and curved lines, filling if rows are stitched closely together



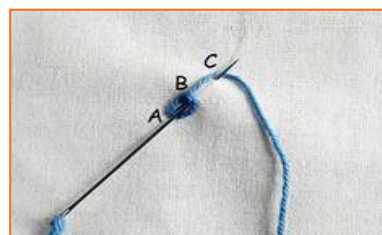
Step 1: Bring the thread out through A. Put the needle back in A and bring it out through the point B, but don't pull the needle out completely.



Step 2: Take the thread around the needle from left to right to form a loop



Step 3: Pull out the needle now to tighten the loop and you will get the first part of the chain.



Step 4: Put the needle in through B (now inside the loop) and bring it out on C (outside of the loop).



Step 5: Continue the action by taking the thread around the back of the needle from left to right to form a loop and pull out the needle to get the next loop of the chain. Keep on with this procedure to finish the design.

Trainer's Note:

- These are supporting content to the Participant Manual, please adhere to the Participant Manual and Explain the trainees' the Demonstrate the concepts (For Example: Steps of Carrying Button Hole Stitch; Steps of Carrying out Blanket Hole Stitches).

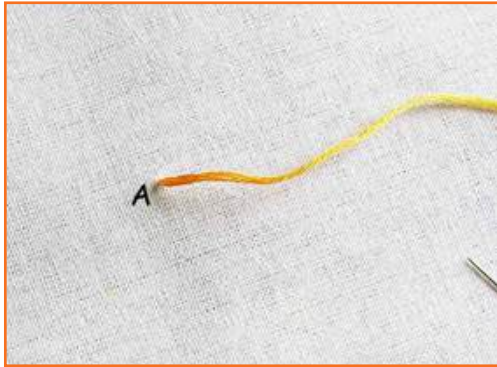
Say

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

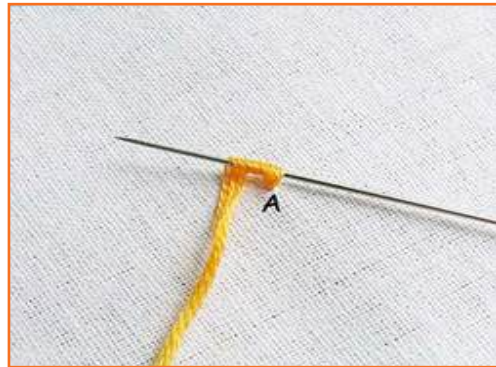
Demonstrate

Steps of Carrying out French Knot

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



Step 1: Bring the needle out through A.



Step 2: Place the needle close to the fabric. Wrap the thread around it twice.



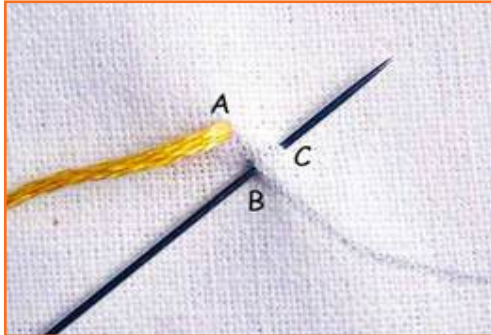
Step 3: Keep the longer end of the thread pulled back with your fingers while putting the needle back in a point just close to A or even through A.



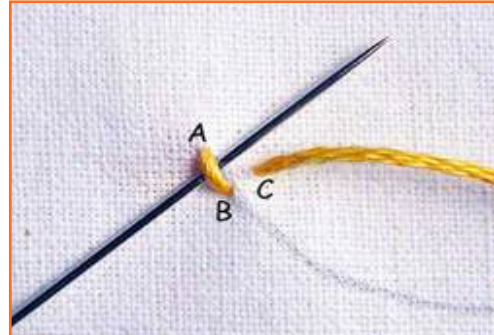
Step 4: Pull down the needle through the fabric. You will see your first French knot formed.

Steps of Carrying out Double Knot

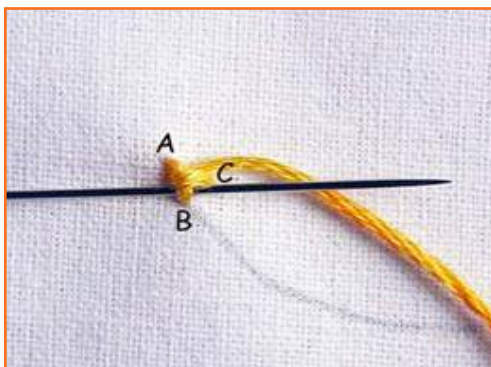
It is also known as Palestrina knot stitch. This stitch is usually used for outlining or bordering purposes.



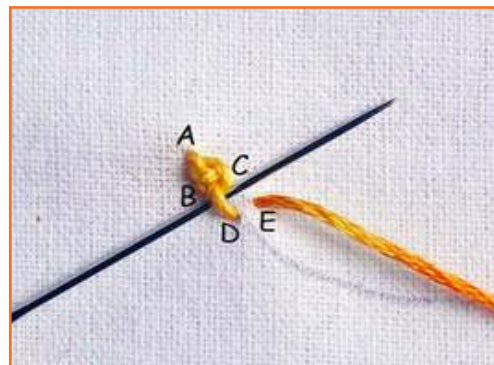
Step 1: Bring the needle out through the point A, which lies on the stitch line. Then, take the needle in through B, which lies on the stitch line too. Bring out the needle through C, a point straight above and not too far from B.



Step 2: Take the needle below the stitch A-B, without plucking the fabric underneath. The needle will be angled above or towards the left of the point C.



Step 3: Take the needle under the stitch A-B. Only, this time, the needle is angled below or towards the right side of the point C. Then, loop the thread around the needle



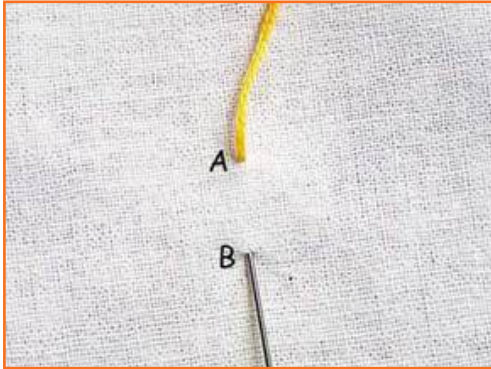
Step 4: When we pull out the needle, the first double knot is formed. For the next knot by putting in the needle through D on the stitch line and bringing it out from E, just above the point D. Continue with the procedure as we did for the first knot.



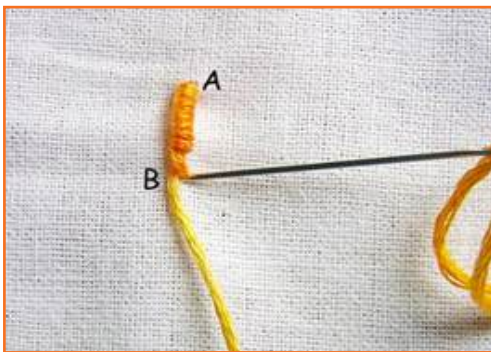
Step 5: The finished portion of double knot would look like as in figure.

Steps of Carrying out Bullion Knot

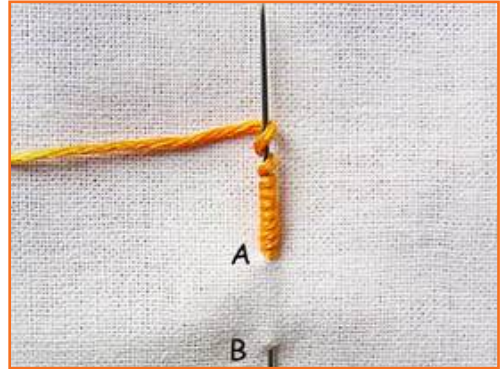
This knot is very similar to the French Knot, but here the loop is threaded around the needle more times, producing a worm of a knot that is inserted a slight distance from the needle's original entry point. Bullion knot is used to create decorative dots, leaves, plants etc.



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



Step 3: Hold the wrapped thread with your fingers and pull the needle out with the other finger. Keep pulling the needle completely in an upward direction till the wraps lay on the fabric. Adjust and straighten the wraps if required and put in the needle back through B.



Step 2: Bring the needle out through A again. Then, wind the thread around the needle as shown. The distance of wound thread should measure the same as the distance between A and B. Too many or too less wraps will spoil the stitch.



Step 4: The finished bullion stitch would look like as in the figure

Notes for Facilitation

- Ask participants what are the key attributes and role of an inline checker.
- Tell participants to complete the questions at the end of the sub unit.
- Ask participants if they have any doubts. Encourage them to ask questions.
- Answer their queries satisfactorily.

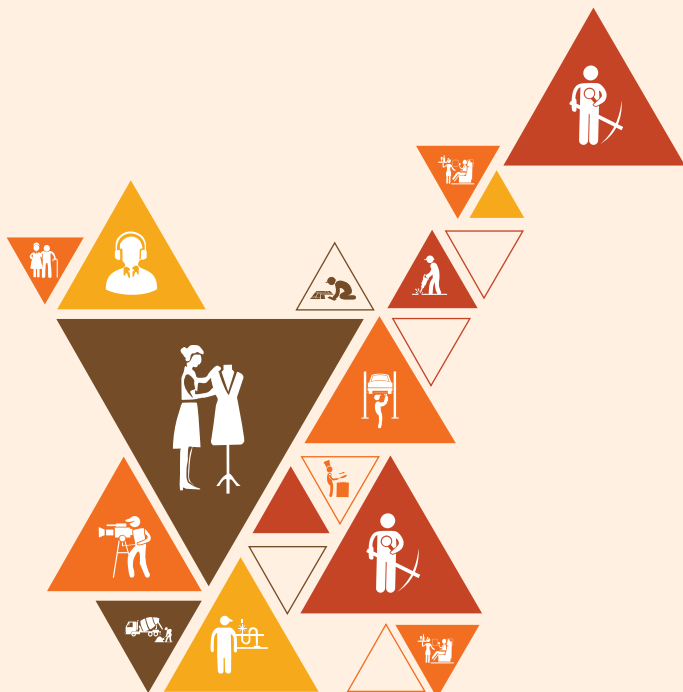
Suggestive Questions to ask participants:

- Ask participants to explain different types of flat stitches.
- Ask participants to explain knotted stitch.



4. Inspections and Alterations of Garments for Fittings

Unit 4.1 - Inspections and Alterations of Garments for Fittings



AMH/N1949

Key Learning Outcomes

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

1. Explain the importance of basic elements of garment fitting.
2. Carry out fitting inspection.
3. Recognise the common fitting errors and their solutions.

UNIT 4.1: Inspections and Alterations of Garments for Fittings

Unit Objectives

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

1. Explain the importance of basic elements of garment fitting.
2. Carry out fitting inspection.
3. Recognise the common fitting errors and their solutions.

Resources to be Used

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

Do

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

Say

- Tell the participants about the Basic Elements of Garment Fitting. Explain that a good fitting garment is very important for customer satisfaction. Great attention to details has to be paid when a tailor does fittings. If the fittings are incorrect the look and design of the garment is destroyed.

Elaborate

A good fit is based on 5 classic elements

1. **Grain:** for a good fit the garment should be cut on the right grain. If the garment is off-grain, the seam lines may twist or hang crooked. Inaccurate cutting or stitching may result in deviation in the grain line.
2. **Set:** Is when the garment fits perfectly without any undesirable wrinkles. Wrinkles usually occur because the garment is too large or too small for the customer.
3. **Line:** Refers how the lines of the garment are in alignment with the natural lines of the body. Poor design or construction can result in an out of line garment.

Say

- Tell the participants how to inspect the fitting of the garments.

Elaborate

A tailor must check the following details when he checks the fittings of a garment

Shoulders

- Seam should lie on the edge of the shoulder.
- The shoulders should be wide enough to ensure that the sleeves hang comfortably into position.
- The shoulder slope of the garment should go in sync with the shoulder slope of the wearer.

Trainer's Note:

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

Say

- Tell the participants how to do the fitting of the garments.

Elaborate

To have a good fit of a garment, accurate calculations and design corrections is not enough. They can only provide an approximation of one's figure needs. The other points to be considered to have a good fit are:

1. The stylishness of the attire whether it suits oneself or not.
2. The sufficient ease in the garment.
3. The posture and the individual figure of the wearer.

Only on a fabric test fit, these can be evaluated. Since only minor changes can be made once the garment has been cut on the fabric. Hence a test fit can save lot of waste. There are times when test fit is not necessary, those are when one is sure of the style, know from experience how to adjust the pattern, have sufficient material to recut if necessary and have adequate seam allowances to borrow in crises. But if one has any doubts whatsoever, then test fitting is a must.

Usually used test material is muslin, bleached or unbleached. It should be used in a similar weight to that of the final fabric. Any other solid coloured plain weave fabric like poplin in a similar weight to final fabric would do. A plain surface is recommended as this clearly shows all seams, darts and other style details. Layout the pattern cut and mark your test fit fabric with equal amount of care as you would your final garment fabric. The fastest way to get the outcome of the finished garment without actual stitching is to overlay and pin all the seams lines. Pinning gives the same result and information, that one wants without going to the machine. It is so faster to unpin and then re-pin. After that to rip stitching and re-stitching.

Pins must be placed at the right angle to the seam line, as in, this method there is least amount of straining or pull on the seam, and it does not gape. When test-fitting trousers remember to baste stitch the crotch seam.

Check the test fit muslin and make alteration till fully satisfied. Mark all the rectifications and the same should be relocated on the pattern for it is the paper pattern that one should use to cut the final fabric and not the test fit muslin. Mark new notches as the old ones may not hold good after the alterations. Check the lengths of two corresponding seams to ensure that the alterations have not created more problems, e.g. if you have corrected the dart intake of side seam dart in the front, check to ensure that both the side seams are still equal or not and if vital make the necessary changes.

Methods of fit

There are two kinds of fitting:

1. The first test fit is done on muslin at the time when the design is made. A basic test fit is done to cross check, the pattern fitting; the pattern is cut with relevant seam allowances and pinned in place for test fitting. Make sure that seams and darts are in place. This fitting is done from the right side of the garment. These corrections become the new seam lines for the garment. Check the garment for ease and fullness. It is important to mark buttons and buttonholes at right places in this fit.
2. The second is after the garment has been stitched before final finishing. Stitch the garment with relevant interfacing/ or underlining in place press it well and test fit to check the position of darts, seams, puckers if any and locate the position of outer seams. This type of fitting refines and perfects the fit of the garment. Other times when refitting becomes necessary are if the garment has been purchased readymade from the market some alterations may be required for it to be fitted to an individuals size and also if there are changes in the body size, like if some one has grown thin or has put on weight or if a child has gained height.

Say

- Discuss the common fitting errors and their solutions with the participants.

Elaborate

Most of fitting errors can be altered or changed easily.

Problems	Solutions
Folds below the bust dart	Undo the dart and part of the side seam. Lift shoulder a little, re-pin a bigger dart and pin the side seam to take out the excess fabric.
Gaping armhole	Undo dart and pin a bigger dart. Making sure that it points towards the bust point. One may need to lift shoulder seam at the armhole.
Low neckline gapes.	Lift at the front shoulder seam. Lower the dart point if necessary.
Folds in the dress below the waist.	Undo the side seam from below the armhole and ease out until the garment hangs smoothly.
Tight neck or armhole.	Slash and snip seam allowance to release tension
Neckline stands away and folds below.	Release shoulder seam and let it out at the armhole edge.

Shoulder seam lies towards the front of the shoulder.	Undo shoulder seam and release front seam allowances only.
Sleeve hangs towards the back	Remove the sleeve and re-pin by moving the notch at the centre of the sleeve toward the back so that the sleeve may hang towards the front.
Wrinkles and creases around the upper arm.	Release the underarm seam allowance and add the ease.
Sleeve pulls at the back armhole.	Unpin the sleeve and release the seam allowance on both the armholes of sleeve and bodice.
Trousers are loose at waist, hip or leg. Creases on leg and trousers stands away at waist.	Take excess fabric at side and pin at original seam lower down. For larger hip increase the dart intake. Pin the excess towards the outer seam.
Trousers tight below the waist, crease around abdomen.	Release darts and reduce their width and length, also release some ease on the outer seams and re-pin.

Fig.4.1.1: Common Fitting Errors and Their Solutions

Notes for Facilitation

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

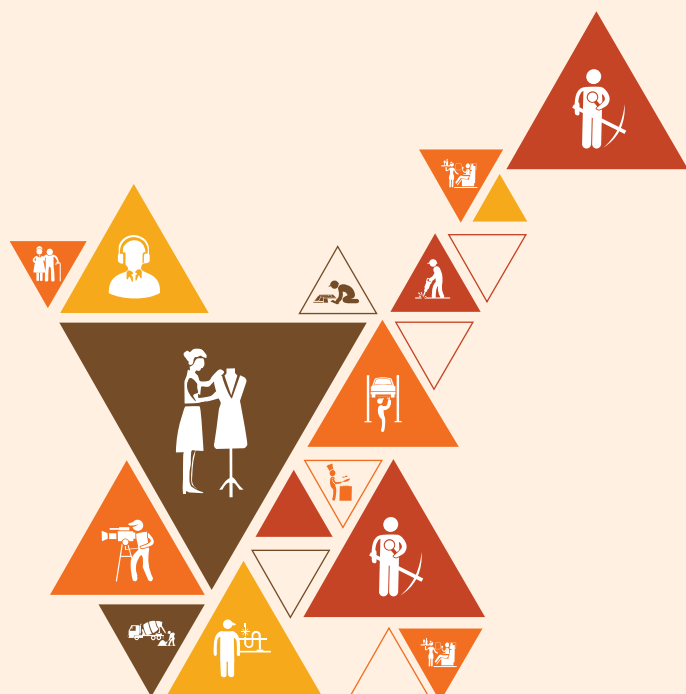
Suggestive Questions to ask participants:

- Ask participants to explain basic elements of garment fitting.
- Ask participants to explain methods of fit.
- Ask them to give examples for commonly seen fitting errors and also ask them to suggest solutions.



5. Maintain Work Area, Tools and Machines

Unit 5.1 - Maintain Work Area, Tools and Machines



AMH/N0102

Key Learning Outcomes

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

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

UNIT: 5.1 Maintain Work Area, Tools and Machines

Unit Objectives

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

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

Resources to be Used

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

Do

- Greet and welcome the participants to the next session of the program.
- Before starting the session ask them do they have any doubts pertaining to the previous unit.
- Capture their responses on board and share them wherever necessary.
- Tell them that they will learn about working place, tools, and machine maintenance, as well as how it contributes to a safe working environment.

Say

Machines are essential to modern production. However, along with increased productivity, they have brought hazards into the workplace. Proper control of machine hazards has traditionally been seen as costly and a constraint on productivity. In general, the garment manufacturing industry is considered to be less dangerous than other industrial sectors and, therefore, safety policy is a low priority in many enterprises. For example, it has been observed that some workers remove guards protecting belts from sewing machines and manual cutting machines are operated with naked hands which could be dangerous to the employees. Machine maintenance should be prioritised in order to extend their lives, reduce breakdowns, prevent defective outputs, and ensure safe operation. Effective workplace maintenance can assist eliminate workplace hazards and aid in the completion of a job in a safe and efficient manner which may result in increased production.

Do

- Teach the participants about the techniques of maintaining machines.
- Make them learn how to clean the Bobbin area.
- Describe effects of contamination on products i.e. Machine oil, dirt etc.
- Explain the steps of cleaning the feed dog assembly.
- Explain the steps of lubricating the machine and also make them understand the functions of the machine guards.
- The basic steps of maintain the machine should be thoroughly demonstrated to them.
- Make them understand the safety tips that are common towards using and handling the machine.
- Teach them the importance of work in a comfortable position with the correct posture.
- Explain the waste management techniques.
- Explain the importance of safe work practices and how to Maintain a Hazard Free Work Environment.
- Lastly, it is extremely essential to make them understand the safety tips that are common towards using and handling the machine.

Demonstrate

Cleaning the Bobbin Area

- **Step 1:** Turn off and unplug the sewing machine.
- **Step 2:** Remove the bobbin cover and the bobbin.
- **Step 3:** Using a small lint brush (many machines come with one), carefully remove any lint from the bobbin area. Be especially sure to remove any lint from crevices and tight places, since compacted lint can actually stop the machine from running.
- **Step 4:** Using the lint brush or canned air, remove the lint from the area around the needle, the presser foot and the thread guides.
- **Step 5:** Remove any lint from the inside of the doors and lids of the sewing machine.

- **Step 6:** Replace the bobbin and the bobbin cover.
- **Step 7:** Plug the sewing machine back in and turn it on.

Note: Make sure to check that after cleaning all the machine parts are properly placed and tightened. It should be safe for using it the next time.

Trainer's Note:

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

Elaborate



Machine Guard

There are different safety guards given in the sewing machine which are important to use and it is also essential to check that the correct safety guard is in place as per the requirement. Below are given the machine guards of a sewing machine.

- Finger guard
- Eye guard
- Belt guard
- Motor pulley guard

Troubleshoot Common Machine

In several cases machine issues are due to the employee not having received correct training in basic machine maintenance. This causes issues that need to be corrected by a certified mechanic/technician. All garment enterprises suffer from such issues to varying degrees. Some common causes are:

- Incorrect needles
- Incorrect machine settings for the fabric
- Inexperienced workers
- Inexperienced mechanics/technicians
- Fabric finishes.

On-the-job training sessions could also be organized for beginners as part of their training period. Enlist the assistance of senior operators with teaching skills. group work will provide good opportunities for these training sessions. Sessions ought to embrace acquiring the essential sewing skills and troubleshooting sewing issues.

Carry out Basic Maintenance of Machine

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

- Must check the needle point and stitch quality while working. Be attentive and look for any kind of oil leakage is found, replace (or inform) immediately. For hazard free environment always keep the hook area clean and tidy.
- **Routine Maintenance:** This covers sub kinds of maintenance i.e.
 - » Daily maintenance of the machinery

- » Weekly maintenance
- » Monthly maintenance

Field Visit



- Make the students show you about the maintenance techniques.
- Ask them to check and note down the wastage disposal techniques followed in the industry.
- Ask them to demonstrate them the store cleaning equipments.

Notes for Facilitation



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

Suggestive Questions to ask participants:

- Ask participants to list the steps to clean the Bobbin area.
- Ask participants to list the steps to clean the Feed Dog Assembly.

AMH/N1950

Key Learning Outcomes

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

1. Comply with health and safety related instructions applicable to the tailoring shop.
2. Follow environment management system related procedures.
3. Store materials and equipment in line with manufacturer's and organizational requirements.
4. Safely handle and move waste and debris.
5. Minimize health and safety risks to self and others due to own actions.
6. Monitor the tailoring shop and work processes for potential risks and threats.
7. Participate in mock drills/ evacuation procedures organized at the tailoring shop.
8. Undertake first aid, fire-fighting and emergency response training, if asked to do so.
9. Take action based on instructions in the event of fire.
10. Identify different methods of first aid.
11. Perform first aid.
12. Understand CPR.
13. Perform CPR in case of emergency.

UNIT: 6.1 Maintain Health, Safety and Security in Tailoring Shop

Unit Objectives

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

1. Comply with health and safety related instructions applicable to the tailoring shop.
2. Follow environment management system related procedures.
3. Store materials and equipment in line with manufacturer's and organizational requirements.
4. Safely handle and move waste and debris.
5. Minimize health and safety risks to self and others due to own actions.
6. Monitor the tailoring shop and work processes for potential risks and threats.
7. Participate in mock drills/ evacuation procedures organized at the tailoring shop.
8. Undertake first aid, fire-fighting and emergency response training, if asked to do so.
9. Take action based on instructions in the event of fire.

Resources to be Used

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

Do

- Greet and welcome the participants to the next session of the program.
- Before starting the session ask them do they have any doubts pertaining to the previous unit.
- Capture their responses on board and share them wherever necessary.
- Tell them that they will learn about how to maintain health, safety and security at a tailoring shop.

Say

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

Elaborate

Ergonomically-designed job ensures that an employee who is tall is given a comfortably enough space in or near his/her workspace so that the work efficiency is not hindered. Similarly, an employee who is shorter is able to reach all of his or her tools and products without upsetting comfort and safe assortment. Workers are usually compelled to work in the confinement of the job or workstation that previously was designed with no dynamism or change when they are hired. This leads the workforce to work in difficult postures and positions, all of which may result in work-related injuries/disorders.

Injuries and illnesses among textile and apparel workers

- 81% complained CTDs to the wrist.
- 70% of Tailor complains of back pain.
- 49% of workers is suffering from neck pains.
- 35% report obstinate lower back pain.
- 25% have suffered a compensable increasing trauma disorder
- 14% reported CTDs to the elbow.
- 5% reported CTDs to the shoulder.
- Absenteeism increases as working conditions worsens.
- High employee turnover is associated with detrimental working conditions.
- Embroidery tasks are associated with pain in the shoulders, wrists, and hands.
- Ironing by hand is associated with elbow pain.
- Fitting fabric in frames like of work, are associated with CTDs of the hands and wrists.

Some fundamental ergonomic principals that should be followed in our tailoring shops are:

- **Proper tools:** Tools and equipment provided at work place should be appropriate for the specific tasks being performed. The apparatus should allow the workers to keep their hands and wrists straight – the position they would be in if they were droopy relaxed at your side. The workers should bend the tool– not the wrist.
The tool should fit easily into the hand. If the grip size is too large or too small, it will be uncomfortable and will increase the risk of injury. Tools should not have sharp edges.
- **Keep repetitive motions to a minimum:** Workstations or tasks can often be redesigned to reduce the number of repetitive motions that must be performed. Using a power-driven screwdriver or tools with a ratchet device can reduce the number of twisting motions with the arm. For prevention of ergonomic injuries, workers should be encouraged to change work and take frequent but short breaks. Work stations should have enough space for the given tasks and provide proper seating. Manufacturing tools and machinery should incorporate ergonomic design principles and should not require an excessive amount of force to operate. Some tasks can be automated or redesigned to eliminate repetitive movements and musculoskeletal injuries.
- **Avoid awkward postures:** Your job should not require you to work with your hands above shoulder height on a regular basis. Arms should be kept low and close to your body. Bending and twisting of your wrists, back and neck should also be avoided.
- **Use safe lifting procedures:** Avoid lifting objects that are too heavy. Use more than one person or a mechanical device to reduce the load. Your workstation should not require you to lift objects above your head or twist your back while lifting. Keep the load close to your body and ensure that you have a good grip. Heavy and frequently lifted objects should be stored between knee and shoulder height – not on the ground or above your head.

- **Get proper rest:** The workers need to rest their body and mind in order to prevent injuries. Give your muscles a rest during your coffee breaks, lunches and weekends by doing something different from what you do in your job.

For example, if you stand all day, while performing your job you should sit down to rest your legs and feet during your breaks. If you sit down, when working you should stand up and walk around during your breaks to give your back a rest and to increase circulation in your legs. By doing this the musculoskeletal injuries can be prevented.

- **Other things to consider:** Chemicals also have a part in garment manufacturing. Dyes, enzymes, solvents and other chemicals are used to create different fabric finishes and provide durability to the product. Proper ventilation and personal protective equipment are important for protection of workers engaged in chemical processing. Similarly, for workers who handle the finished material and may be exposed to excess chemicals and off-gassing, protective equipment should be used.

Good Lighting for Quality Products

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

You will learn from this topic how to attain better lighting without increasing the electricity bill; you may even pay less and your business, as well as the workers, will definitely benefit from these improvements. First of all, one has to identify if at all you need to work upon the existing brightness level in the work place

Lighting requirements are reliant on three main features

- The nature of the task
- The sharpness of the worker's eyesight
- The environment of the working area
- Natural light is the best and the cheapest source of illumination. One had to gauge the surface area of the work area and measure the windows and skylights. Ideally the open space that includes the windows, ventilation windows and door should be one-third of the total area of work.

Natural light is the best and the cheapest source of illumination. One had to gauge the surface area of the work area and measure the windows and skylights. Ideally the open space that includes the windows, ventilation windows and door should be one-third of the total area of work.

Reporting an Accident and an Incident

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

If they are injured at work they must:

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

Sanitary Facilities

There are several reasons why the provision of washing facilities is important:

- Dirt and grime can be ingested and cause sickness or disease; they are, in any case, unpleasant and demoralizing.

- Washing is a necessity when women have their monthly periods.
- Washing is required for basic hygiene after using the toilet

Ready for Emergencies

Accidents can happen even if proper preventive measures are installed; so, always be prepared for emergencies, like cuts and bruises, eye injuries, burns, poisoning and electric shocks. Every enterprise, therefore, has to maintain a well-stocked first-aid box and assign at least one person from every shift to handle emergencies.

First-aid boxes should be clearly marked and located so that they are readily accessible in an emergency. They should not be more than 100 metres away from any place on the work site. Ideally, such kits should be near a wash-basin and in good lighting conditions. Their supplies need to be regularly checked and replenished. The contents of a first-aid box are often regulated by law, with variations according to the size and the likely industrial hazards of the enterprise. A typical basic kit may include the following items in a dustproof and waterproof box:

- Sterile bandages, pressure bandages, dressings (gauze pads) and slings. These should be individually wrapped and placed in a dustproof box or bag. Sufficient quantities of the different sizes should be available at all times to treat small cuts and burns.
- Cotton wool for cleaning wounds
- Scissors, tweezers (for splinters) and safety pins
- An eye bath and eye wash bottle
- Ready-to-use antiseptic solution and cream
- Simple over-the-counter medicines such as aspirin and antacid
- A booklet or leaflet giving advice on first-aid treatment

First aid requires some training, but this is not difficult to arrange in most places. The names and location (including telephone number) of those responsible for first aid should be put on a notice board. Worker involvement, especially for emergency situations, is strongly advised and everyone should know the procedures for obtaining medical assistance. Small establishments without their own facilities should keep contact with a nearby clinic or hospital, so that the time between the occurrence of an accident and medical assistance is very short, preferably much less than 30 minutes. Transport to the clinic or hospital should also be pre-arranged. An outside ambulance may be called in, if necessary. It is also desirable to have a stretcher available.

Safety Signs at Workplace

Safety Signs: A sign informs and instructs about safety and health at work by means of a signboard, a colour, an illuminated sign or acoustic signal, a voice or hand signal.

Field Visit



In the industry visit, make sure that the participants:

- Use and maintain personal protective equipment as per protocol.
- Maintain a healthy lifestyle and guard against dependency on intoxicants.
- Follow environment management system related procedures. » Identify and correct (if possible) malfunctions in machinery and equipment.
- Store materials and equipment in line with manufacturer's and organizational requirements.
- List out the basic safety signs installed in the industry.

- Minimize health and safety risks to self and others due to own actions.
- Monitor the workplace and work processes for potential risks and threats.
- Carryout periodic walk-through to keep work area free from hazards and obstructions, if assigned.
- Report hazards and potential risks/threats to supervisors or other authorized personnel.
- Participate in mock drills/ evacuation procedures organized at the workplace.
- Undertake first aid, fire-fighting and emergency response training, if asked to do so.
- Take action based on instructions in the event of fire.

Notes for Facilitation

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

Suggestive questions to ask students

- Ask students to list some fundamentals ergonomic principles that should be followed in a tailor shop.
- Ask students to explain safety signs of workplace.

Unit 6.2: First Aid and CPR

Unit Objectives

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

1. Identify different methods of first aid.
2. Perform first aid.
3. Understand CPR.
4. Perform CPR in case of emergency.

Resources to be Used

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

Do

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

Say

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

Do

- Explain the importance of being aware of CPR and other First Aid methods.

Demonstrate

- Show them the CPR process on a dummy.
- Show them the contents of a First Aid Box.

Notes for Facilitation

- You could ask the participants about the expectations from the course.
- Invite participants to participate.
- List the expectations on the whiteboard.
- Give the participants a brief overview of what all will be covered in the program.

Activity

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

Skill Practice	Time	Resources
1. Practice CPR on a dummy	1 hour	Dummy

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

Unit Objectives

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

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

Resources to be Used

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

Do

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

Say

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

Elaborate

Sensitization

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

Sensitivity to People with Disability

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

Please refer to PH "8.3.1 What is sensitization?"

Do

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

Say

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

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

Explain

Myths and Stereotypes

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

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

People's first language

Here are some general tips to keep in mind:

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

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

What is Gender?

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

What is Gender Bias?

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

Need for Gender Sensitivity

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

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

How to stop gender bias

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

Please refer to PH "6.3.2.1 Need for Gender Sensitivity"

Exercise



1. Heart rate of a healthy person should be:
 - a) 40-60 beats per minute
 - b) 70-110 beats per minute
 - c) 80-100 beats per minute
 - d) 60-100 beats per minute
2. What is not in Four A's of First Aid:
 - a) Awareness
 - b) Assessment
 - c) Action
 - d) Attitude

3. The symptoms of fracture:
 - a) Pain
 - b) Swelling
 - c) Visible bone
 - d) All of the above
4. Which degree of burn is explained as; Extremely Serious and requires many years with repeated plastic surgery and skin grafting to heal?
 - a) 1st Degree Burn
 - b) 2nd Degree Burn
 - c) 3rd Degree Burn
 - d) 4th Degree Burn
5. is a level of medical care which is used for victims of life-threatening illnesses or injuries until they can be given full medical care at a hospital.
 - a) Basic life support (BLS)
 - b) CPR
 - c) ABC
 - d) All of the above

Field Visit

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

- Know about the production system.
- Understand the machine safety and maintenance rules of industry.
- Analyze how a tailor:
 - » Use and maintain personal protective equipment as per protocol.
 - » Maintain a healthy lifestyle and guard against dependency on intoxicants.
 - » Follow environment management system related procedures.
 - » Identify and correct (if possible) malfunctions in machinery and equipment.
 - » Store materials and equipment in line with manufacturer's and organizational requirements.
 - » Minimize health and safety risks to self and others due to own actions.
 - » Monitor the workplace and work processes for potential risks and threats.
 - » Carryout periodic walk-through to keep work area free from hazards and obstructions, if assigned.
 - » Report hazards and potential risks/threats to supervisors or other authorized personnel.
 - » Participate in mock drills/ evacuation procedures organized at the workplace.
 - » Take action based on instructions in the event of fire.
- Ask questions to tailors if you have any query.



Key Learning Outcomes

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

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

UNIT 7.1: Comply with Industry, Regulatory and Organizational Requirements

Unit Objectives

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

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

Resources to be Used

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

Do

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

Say

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

Elaborate

Defining Compliance for Your Organization

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

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

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

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

Significance of Compliance in Indian Garment Industry

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

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

There are three main phases of compliance audit in India:

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

Core Labour Standards

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

India Adopting Universal Standards on Child Labour

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

Common Compliance Code

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

Role of AEPC in Indian Garment Industry

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

Indian Garment Industry and Social Responsibility

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

International Labour Standards

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

Corporate Social Responsibility

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

Social Responsibility in the Garment Industry

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

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

Why Code of Ethics is Required

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

Working Hour & Wage Rate Compliance

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

Workplace & Work Environment Compliance

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

Non-discrimination Compliance

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

Social Compliance in India

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

Health and Safety Compliance in Indian Garment Industry

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

Need for Compliance Codes

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

Compliance Code Guidelines

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

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

Role of Apparel Export Promotion Council in India

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

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

Compliance Code Guidelines for Indian Garment Industry

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

India Complying with International Standards on Child Labour

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

Code of Conduct for Garment Exporters

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

Green Jobs

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

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

Refer to PH "7.1.9 Green Jobs" and "Fig.5.1.3: Diversified green jobs"

Notes for Facilitation

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

Exercise

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

There are three main phases of compliance audit in India:

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

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

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

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

Apparel Export Promotion Council

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

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

UNIT 7.2: Entrepreneurship

Unit Objectives

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

1. Describe the importance of being an entrepreneur.
2. Explain the concepts of tailor shop economics like book keeping, inventory management.

Resources to be Used

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

Do

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

Say

- Define and Explain the entrepreneurship.
- Why the accounting is done.
- Tell the participants about the client management.

Elaborate

Entrepreneurship

An entrepreneur is a person who runs his/her own business. Entrepreneurs are the ones who explore opportunities, scan the environment, mobilize resources, convert ideas into viable business proposition

and provide new products and services to the society by bringing together and combining various factors of production. An entrepreneurial individual has a distinct concept, vision and a dream, which he/she is able to convert into products. Such individuals are driven by task, challenge and opportunity with very high achievement orientation.

Notes for Facilitation

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

Suggestive Questions to ask participants:

- Ask participants to define Entrepreneurship.
- Ask participants to explain the importance of Accounting.

UNIT 7.3: Documentation

Unit Objectives

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

1. Define importance of being an entrepreneur.
2. Explain the concepts of tailor shop economics like book keeping, inventory management.

Resources to be Used

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

Do

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

Say

- Documentation is one the most crucial aspect of every job. By completing documents it is ensured that details of every transaction/event/incident are recorded and can be accessed when required.
- Due to limitations of human memory, it is very difficult to remember each transaction and its details. In order to keep a record of all the transactions, routine or special, tailor maintains and updates different types of registers. The importance of this information varies with time and situation. Some information is casual and day to day observation, while others are unusual and spontaneous. Due to limitations of human memory, a tailor's recall capacity is limited. Important events/incidents can be recalled with accuracy if some writing exercise is carried out and notes are made.

Elaborate

Maintaining Registers

The need for maintaining registers is explained below:

- To keep a record of transactions carried out
- To maintain order and uniformity in recording details
- A register is a documentary proof of a transaction carried out
- Gives a consolidated summary of a particular kind of transaction in a given period
- Can be used as a legal document
- Details of a past event can be retrieved whenever required
- To provide statistics of daily/monthly movement of men/material
- To maintain proper records of an incident on a day for future reference

According to the requirement, the tailor can use some registers. Commonly used registers are:

- Handing/Taking over Register
- Visitor Register (In/Out Register)
- Measurement Register
- Material Register

While maintaining a register a tailor should always remember the following key aspects:

- Register is to be named and all the pages are to be numbered
- Register is to be kept in good condition
- Pages of registers not to be torn or detached
- Use only blue/black pen while making entries
- Avoid corrections/overwriting
- Do not relocate the register from its designated post
- One dedicated register to be maintained for a particular purpose
- First entry of the day to be made on the current date
- All the fields of a particular entry are to be filled.
- Do not keep fields incomplete

[illegible]

Fig.7.3.1: Material Register

Fig.7.3.2: Visitor log (In/Out Register)

Fig.7.3.3: Measurement Register

Cost Sheet

A statement which provides for the assembly of the detailed cost of a centre or a cost unit. It is also a periodical statement.

A cost sheet is prepared to know the outcome and breakup of costs for a particular accounting period. Columnar form is most popular. Although cost sheets are prepared as per the requirements of the management, the information to be incorporated in a cost sheet should comprise of cost per unit and the total cost for the current period along with the cost per unit and the total cost of preceding period. Data of financial statement is used for preparation of cost sheet. Therefore, reconciliation of cost sheet and financial statement should be done on a regular interval.

The expenditure which has been incurred upon product for a period is extracted from the financial books and the store records and set out in a memorandum statement. If this statement is confined to the disclosure of the costs of units produced dividing the period, it is termed as Cost- Sheet, but where the statement records both total cost, profit and sales, it is usually known as Statement of Cost or Production Account.

Cost Sheet				
Date	12-03-2016	Description	Kameez with waist band	
Size	M	Colour	Blue	
Selling Price	Rs 758			
1. Material	Meters	Price	Amount	
Cotton	4	Rs 65/meter	Rs 260	
Lining	-	-	-	
Total Material Cost (1)				Rs 260
2. Trimmings and Accessories	Quantity	Price	Amount	
Buttons	4	Rs 0.5/button	Rs 2	
Pads				
Zipper				
Waist Band	1	10	10	
Elastic				
Total Trimmings and Accessories Cost (2)				Rs 12
3. Labour				
Cutting			Rs 20	
Sewing			Rs 250	

Total Labour Cost (3)				Rs 270
Total Cost (1+2+3)				Rs 542
Markup (profit)	@40 %			Rs 758

Fig.7.3.4: A typical cost sheet





8. Soft Skills

Unit 8.1 - Introduction to the Soft Skills

Unit 8.2 - Effective Communication

Unit 8.3 - Grooming and Hygiene

Unit 8.4 - Interpersonal Skill Development

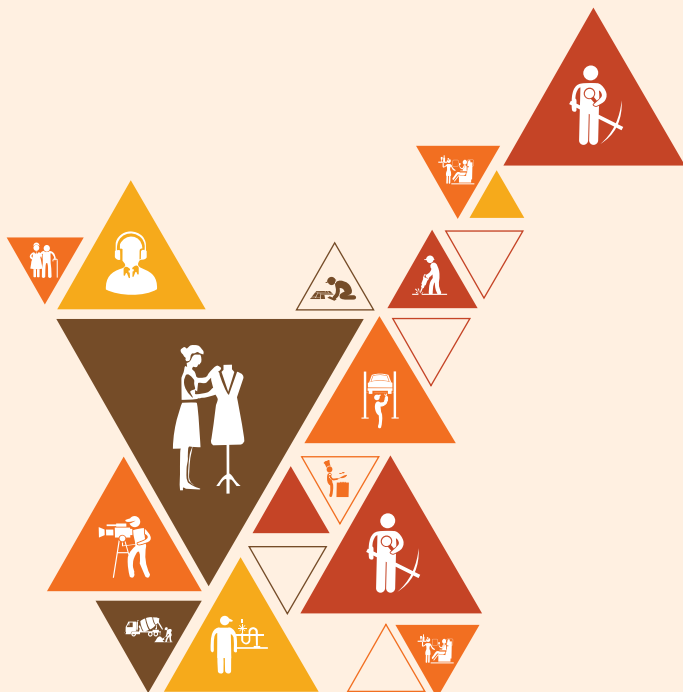
Unit 8.5 - Social Interaction

Unit 8.6 - Group Interaction

Unit 8.7 - Time Management

Unit 8.8 - Resume Preparation

Unit 8.9 - Interview Preparation



Key Learning Outcomes

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

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

UNIT 8.1: Introduction to the Soft Skills

Unit Objectives

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

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

Resources to be Used

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

Do

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

Say

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

Notes for Facilitation

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

UNIT 8.2: Effective Communication

Unit Objectives

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

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

Resources to be Used

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

Do

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

Say

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

Notes for Facilitation

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

UNIT 8.3: Grooming and Hygiene

Unit Objectives

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

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

Resources to be Used

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

Do

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

Say

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

Notes for Facilitation

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

UNIT 8.4: Development of Interpersonal Skill

Unit Objectives

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

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

Resources to be Used

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

Do

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

Say

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

Notes for Facilitation

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

UNIT 8.5: Social Interaction

Unit Objectives

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

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

Resources to be Used

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

Do

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

Say

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

Notes for Facilitation

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

UNIT 8.6: Group Interaction

Unit Objectives

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

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

Resources to be Used

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

Do

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

Say

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

Notes for Facilitation

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

UNIT 8.7: Time Management

Unit Objectives

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

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

Resources to be Used

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

Do

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

Say

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

Notes for Facilitation

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

UNIT 8.8: Resume Preparation

Unit Objectives

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

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

Resources to be Used

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

Do

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

Say

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

Notes for Facilitation

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

UNIT 8.9: Interview Preparation

Unit Objectives

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

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

Resources to be Used

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

Do

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

Say

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

Notes for Facilitation

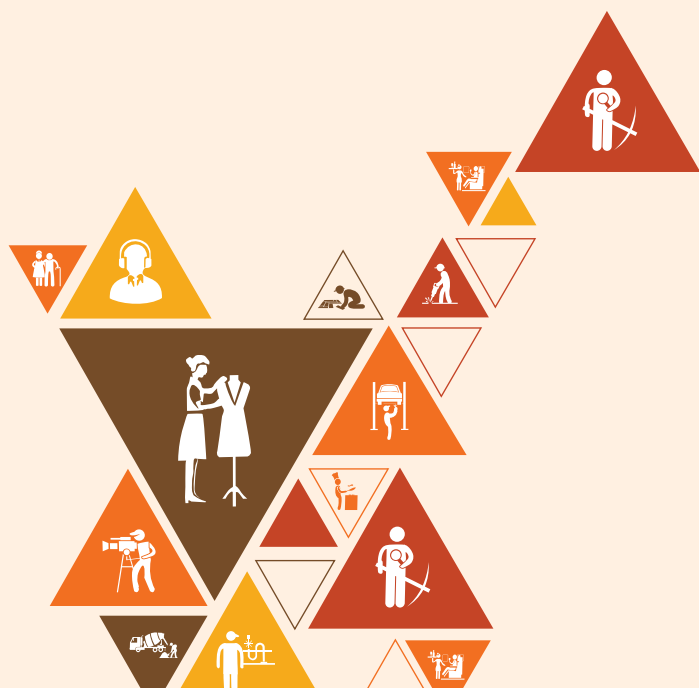
- Tell participants to complete the questions at the end of the sub unit.
- Ask participants if they have any doubts. Encourage them to ask questions.
- Answer their queries satisfactorily.





9. Employability Skills

Unit 9.1 - Employability Skills – 30 Hours

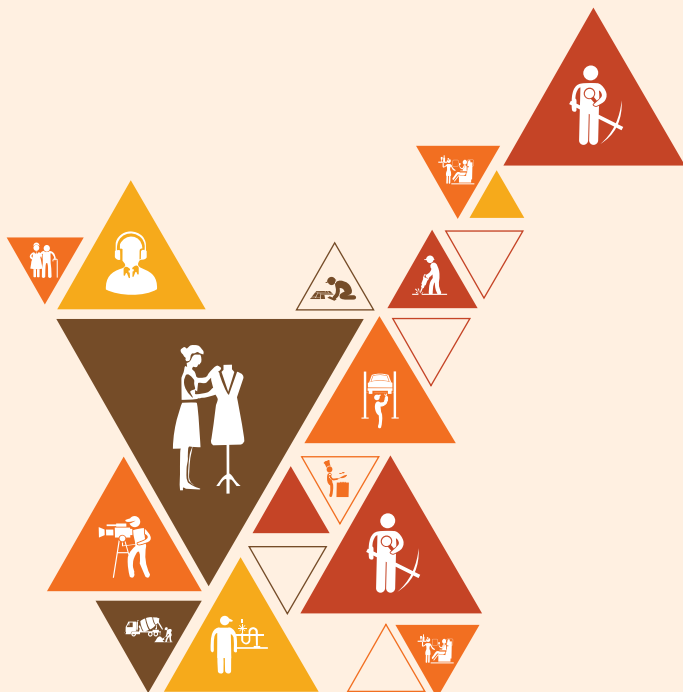


UNIT 9.1: Employability Skills – 30 Hours

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



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



Annexure I: Resources

Module No.	Unit No.	Name of Subject	URL	QR Code
1. Introduction and Orientation	Unit 1.1 - Apparel Industry	Apparel industry in India	https://youtu.be/tN5oLGSjepQ	
1. Introduction and Orientation	Unit 1.2 - Role and Responsibilities of Self Employed Tailor	Role and Responsibilities of Self Employed Tailor	https://youtu.be/YdMoYiBDCIM	
2. Drafting and cutting the fabric	Unit 2.1 - Tools and Equipment Required for Tailoring	Tools and equipment used in sewing	https://youtu.be/_2ZLtGfBJrY	
2. Drafting and cutting the fabric	Unit 2.5 - Taking Measurements	Garments measurement system	https://youtu.be/Ki8T_KEg81Q	
2. Drafting and cutting the fabric	Unit 2.6 - Drafting and Cutting	Bodice Pattern With Darts	https://youtu.be/xR-59vVNaxU	
2. Drafting and cutting the fabric	Unit 2.7 - Types of Fabric Defects	Categorization of garment defects	https://youtu.be/SPtD6mAZ0GU	
3. The Sewing Process	Unit 3.1 - The Sewing Process	Types of sewing machines	https://youtu.be/nwQLVcOCd18	

3. The Sewing Process	Unit 3.2 - Stitching	Parts of a sewing machine	https://youtu.be/al_hc7DoKXk	
3. The Sewing Process	Unit 3.2 - Stitching	Types of stitching	https://youtu.be/NtmiZU1dkZM	
3. The Sewing Process	Unit 3.2 - Stitching	Sewing a pant	https://youtu.be/Q3Y5Q_iW1Ao	
3. The Sewing Process	Unit 3.2 - Stitching	Attaching belt in a pant	https://youtu.be/7Biev39gR2k	
3. The Sewing Process	Unit 3.2 - Stitching	Sewing a shirt	https://youtu.be/g7AA-gfAKes	
4. Inspections and Alterations for Fittings	Unit 4.1 - Inspections and Alterations for Fittings	How to ALTER	https://youtu.be/wGn1H5dCMkQ	
5. Maintain Work-Area, Tools and Machines	Unit 5.1 - Maintain Work Area, Tools and Machines	Maintenance of single needle sewing machine	https://youtu.be/6iE2DT6LVpg	

6. Maintain Health, Safety and Security in Tailoring Shop with Gender & PwD Sensitization	Unit 6.1 - Maintain Health, Safety and Security in Tailoring Shop	Health related threats in apparel industry and control on them	https://youtu.be/POlQ27GQZp0	
6. Maintain Health, Safety and Security in Tailoring Shop with Gender & PwD Sensitization	Unit 6.2 - First Aid and CPR	First aid	https://youtu.be/DQ7JPNgU8Wg	
6. Maintain Health, Safety and Security in Tailoring Shop with Gender & PwD Sensitization	Unit 6.3 - Sensitivity towards People with Disability and Gender Equality	Gender sensitization	https://youtu.be/Wi1exdO1lig	

Annexure II

Training Delivery Plan

Training Delivery Plan			
Program Name:	Self Employed Tailor		
Qualification Pack Name & Ref. ID	AMH/Q1947		
Version No.	3.0	Version Update Date	17-11-2022
Pre-requisites to Training	• Grade 9 with No Experience required • Grade 8 pass and pursuing continuous schooling in regular school with No Experience required • 8th grade pass with 1 year relevant experience • 5th grade pass with 4 year relevant experience • Ability to read and write with 5 year relevant experience • Previous relevant Qualification of NSQF Level 2 with 6 months relevant experience • Previous relevant Qualification of NSQF Level 1 with 1.5 year relevant experience		
Training Outcomes	By the end of this program, the participants will be able to: 1. Drafting and cutting the fabric. 2. Carry out the process of sewing for dress materials and common household items of textiles. 3. Carry out inspections and alterations to adjust corrections for fittings. 4. Maintain health, safety, security in tailoring shop with Gender & PwD Sensitization. 5. Maintain work area, tools and machines. 6. Comply with industry, regulatory and organizational requirements and Greening of Job roles.		

Sl. No.	Module Name	Session Name	Session Objectives	NOS Reference	Methodology	Training Tools/ Aids	Duration
1.	Orientation and Introduction	Apparel Industry	Theory - Introduce each other. - Build rapport with fellow students and the trainer. - Introduce the students to the art of sewing. - To familiarize with Apparel Industry.	Bridge Module	Facilitator-led – Discussion	PPT, Participant Handbooks, Audio Visual Clips, pen, duster, white board, marker	2:00 hrs.
		Roles and responsibilities of a Tailor	Theory - Paraphrase the job of SET. - Familiarise with the roles and responsibilities of SET	Bridge Module	- Power-point presentation - Facilitator-led - discussion - Audio-visuals Images	PPT, Handbooks, Audio Visual Clips, pen, duster, white board, marker	1:00 hrs.
2.	Drafting & Cutting the Fabric	Tools & Equipment required for Tailoring	Theory - Orient towards the different types of material and tools used in stitching - Create an understanding of various stitching terms	AMH/N1947	- Power-point presentation - Facilitator-led - discussion - Audio-visuals clips	Participant Handbook, Notebook, Various tools & material in stitching, pen, duster, white board, marker, Computer, Projector, etc.	1:00 hrs.
			Practical Identification of material & tools required for stitching	AMH/N1947	Practical Lab	Note Pad, Pen, Various tools & material in stitching	1:00 hrs.
		Types of Fabric	Theory - Familiarize with different types of fabric - Familiarize with fabric-needle-thread compatibility	AMH/N1947	- Power-point presentation - Facilitator-led – discussion - Audio-visual Clips	Participant Handbook, Notebook, Fabric swatch file, different gauge needles, different gauge thread, pen, duster, white board, marker, Computer, Projector, etc.	2:00 hrs.
			Practical Identification of different fabrics	AMH/N1947	Facilitator led question answer session	Fabric swatch file, Notebook, Pen, Participant Handbook	2:00 hrs.
		Trims and Accessories	Theory - Familiarize with trims and accessories - Create an understanding of importance and usage of various trims and accessories - Familiarize how trims and accessories enhance the look and usability of the garment	AMH/N1947	- Power-point presentation - Facilitator-led – discussion - Audio-visual Clips	Participant Handbook, Trims file, Notebook, Pen, Duster, White board, marker, Computer, Projector, etc.	1:00 hrs.

			Practical Method of sewing different trims and accessories	AMH/N1947	Demonstration in the practical lab	Trims file, Sewing Machine, Thread, Bobbin, Bobbin Case, Hand Needles, scissors, Notebook, Pen, Participant Handbook	2:00 hrs.
		Size Chart	Theory - Orient towards different size chart comparison tables - Orient towards different terms used in size charts	AMH/N1947	- Power-point presentation - Facilitator-led – discussion - Audio-visual Clips	Participant Handbook, Notebook, Various Size charts, pen, duster, white board, marker, Computer, Projector, etc.	1:00 hrs.
			Practical Create an understanding of using the measuring tape	AMH/N1947	- Demonstration in Practical Lab - Facilitator led question answer	Note Pad, Pen, measuring tape, Participant Handbook/Facilitator Guide	2:00 hrs.
		Taking Measurements	Theory Measurements associated with different garments	AMH/N1947	- Power-point presentation - Facilitator-led – discussion - Audio-visual Clips	Participant Handbook, Notebook, Various Garments , pen, duster, white board, marker, Computer, Projector, etc.	1:00 hrs.
			Practical Taking measurements for different garments	AMH/N1947	Demonstration in Practical Lab	Note Pad, Pen, measuring tape, mannequin, dress form, various garments	3:00 hrs.
		Drafting & Cutting	Theory Create an understanding of different drafting and cutting techniques	AMH/N1947	- Power-point presentation - Facilitator-led – discussion - Audio-visual Clips	Participant Handbook, Notebook, Drafting tools, Pattern paper, Measuring Tape, Dress form, pen, Pencil, duster, Fabric, white board, marker, Computer, Projector, etc.	5:00 hrs.
			Practical Learn drafting & cutting of Saree Blouse	AMH/N1947	- Facilitator led demonstration - Show different techniques - Prepare test fits to demonstrate factors affecting fits	Participant Handbook, Notebook, Drafting tools, Cutting tools, Pencil, Pattern paper, Measuring Tape, Dress form, pen, duster, white board, marker, Computer, Projector, etc.	6:00 hrs.
			Practical Practice drafting and cutting of Saree Blouse to achieve desired speed and quality	AMH/N1947	Practice sessions to remember and perfect the techniques and achieve desired fit	Participant Handbook, Notebook, Drafting tools, Cutting tools, Pencil, Pattern paper, Measuring Tape, Dress form, pen, duster, Fabric, white board, marker, Computer, Projector, etc.	5:00 hrs

			Practical Drafting & Cutting of Kurta/Kameez	AMH/N1947	- Facilitator led demonstration - Show different techniques - Prepare test fits to demonstrate factors affecting fits	Participant Handbook, Notebook, Drafting tools, Cutting tools, Pencil, Pattern paper, Measuring Tape, Dress form, pen, duster, white board, Fabric, marker, Computer, Projector, etc.	6:00 hrs.
			Practical Practice drafting and cutting of Kurta/Kameez to achieve desired speed and quality	AMH/N1947	Practice sessions to remember and perfect the techniques and achieve desired fit	Participant Handbook, Notebook, Drafting tools, Cutting tools, Pencil, Pattern paper, Measuring Tape, Dress form, pen, duster, white board, marker, Computer, Projector, etc.	5:00 hrs
			Practical Drafting & Cutting of Pant	AMH/N1947	- Facilitator led demonstration - Show different techniques - Prepare test fits to demonstrate factors affecting fits	Participant Handbook, Notebook, Drafting tools, Cutting tools, Pencil, Pattern paper, Measuring Tape, Dress form, pen, duster, white board, marker, Computer, Projector, etc.	6:00 hrs.
			Practical Practice drafting and cutting of Pant to achieve desired speed and quality	AMH/N1947	Practice sessions to remember and perfect the techniques and achieve desired fit	Participant Handbook, Notebook, Drafting tools, Pattern paper, Cutting tools, Pencil, Measuring Tape, Dress form, pen, duster, white board, marker, Computer, Projector, etc.	5:00 hrs
		Types of Fabric Defects	Theory - Familiarize with the concept of quality - Familiarize with different categories of defects	AMH/N1947	- Power-point presentation - Facilitator-led – discussion	Fabric defect swatch file, Notebook, Pen, Participant Handbook duster, white board, marker, Computer, Projector, etc.	1:00 hrs.
			Practical Identification of various defects	AMH/N1947	Practical Lab	Fabric defect swatch file	1:00 hrs.
			Practical Rectification of Sewing Defects	AMH/N1947	Practical Lab	Sewing defect swatch file	1:00 hrs.
		Establishing Learner's Understanding	Ensure learning confirmation	Bridge Module	- Facilitator led question-answer session - Gauge the learner for their understanding & proficiency of the module - Process based gauging to map learning curve	Notepad, Fabric, Garment Patterns, Pencil, Pen, Participant Handbook/Facilitator Guide	-

3.	The Sewing Process	The Sewing Process	Theory Familiarize with the parts of a Sewing Machine and its importance	AMH/N1948	- Facilitator-led – Discussion - Use images and description given in the Participant's Handbook	PPT, Participant Handbook, Audio Visual Clips, Sewing Machine	3:00 hrs.
			Theory Different types of Sewing Machine and their features	AMH/N1948	- Facilitator-led – Discussion - Use images and description given in the Participant's Handbook	PPT, Participant Handbook, Audio Visual Clips, Sewing Machine and special machines	3:00 hrs.
			Practical - Identification of Different Machine Parts - Precautions to be taken while setting and using a sewing machine	AMH/N1948	- Facilitator-led questions answer sessions - Demonstration using a sewing machine	PPT, Participant Handbook, Audio Visual Clips, Sewing Machine	4:00 hrs.
			Practical Threading a sewing machine	AMH/N1948	- Facilitator-led questions answer sessions - Demonstration using a sewing machine	PPT, Participant Handbook, Audio Visual Clips, Sewing Machine, Thread, Bobbin, Bobbin case, needle, Notebook, Pen	4:00 hrs.
			Practical Understand and learn different hand sewing methods	AMH/N1948	- Demonstration - Orient towards which needle to use for a desired effect/fabric	PPT, Participant Handbook, Audio Visual Clips, Sewing Kit, Thread, Hand needle, Notebook, Pen, Fabric	4:00 hrs.
			Practical Sequence of sewing a basic apron with pocket	AMH/N1948	Demonstration in Practical Lab	Participant Handbook, Sewing Machine, Thread, Bobbin, Bobbin case, needle, Fabric, Notebook, Pen	8:00 hrs.
		Stitching	Theory Recognize the different parts of basic garments (Trouser & Shirt)	AMH/N1948	- Trainer led discussion - Identification of garment parts using a garment	PPT, Participant Handbook, Audio Visual Clips, Various Garments (Trouser, shirt etc)	1:00 hrs.
			Theory Different seams and stitches in garments	AMH/N1948	- Power-point presentation - Facilitator-led - discussion - Audio-visuals Clips	PPT, Computer, Projector, Seam swatch file, Notebook, Pen	1:00 hrs.
			Theory Trims and accessories used in different garments	AMH/N1948	- Power-point presentation - Facilitator-led - discussion - Audio-visuals Clips	PPT, Computer, Projector, Trim & accessory specimen, Notebook, Pen	1:00 hrs.
			Theory Stitching sequence of a Trouser	AMH/N1948	- Power-point presentation - Facilitator-led - discussion	Participant Handbook, Trouser, Trouser Pattern, Notebook, Pen, PPT, Projector, Computer, etc.	1:00 hrs.

			Practical Learn & Practice to stitch a Trouser	AMH/N1948	Demonstration in Practical Lab	Participant Handbook, Sewing Machine, Thread, Bobbin, Bobbin case, needle, Fabric, Notebook, Pen	8:00 hrs.
			Theory Stitching sequence of a Shirt	AMH/N1948	- Power-point presentation - Facilitator-led - discussion	Participant Handbook, Shirt, Shirt Pattern, Notebook, Pen, PPT, Projector, Computer, etc.	1:00 hrs.
			Practical Learn & Practice to stitch a Shirt	AMH/N1948	Demonstration in Practical Lab	Participant Handbook, Sewing Machine, Thread, Bobbin, Bobbin case, needle, Fabric, Notebook, Pen	8:00 hrs.
			Theory Stitching sequence of a Saree Blouse	AMH/N1948	- Power-point presentation - Facilitator-led - discussion	Participant Handbook, Blouse, Blouse Pattern, Notebook, Pen, PPT, Projector, Computer, etc.	1:00 hrs.
			Practical Learn & Practice to stitch a Saree Blouse	AMH/N1948	Demonstration in Practical Lab	Participant Handbook, Sewing Machine, Thread, Bobbin, Bobbin case, needle, Fabric, Notebook, Pen	8:00 hrs.
			Theory Stitching sequence of a Kurta/Kameez	AMH/N1948	- Power-point presentation - Facilitator-led - discussion	Participant Handbook, Kurta/Kameez, Kurta/Kameez Pattern, Notebook, Pen, PPT, Projector, Computer, etc.	1:00 hrs.
			Practical Learn & Practice to stitch a Kurta/Kameez	AMH/N1948	Demonstration in Practical Lab	Participant Handbook, Sewing Machine, Thread, Bobbin, Bobbin case, needle, Fabric, Notebook, Pen	8:00 hrs.
			Practical Stitching button and button holes	AMH/N1948	Demonstration in Practical Lab	Participant Handbook, Sewing Machine, Thread, Bobbin, Bobbin case, needle, Fabric, Buttons, Notebook, Pen	4:00 hrs.
			Practical Practice stitching to achieve desired speed and quality	AMH/N1948	Practice Session	Participant Handbook, Sewing Machine, Thread, Bobbin, Bobbin case, needle, Fabric, Notebook, Pen	6:00 hrs.
		Knowledge of basic Embroidery Stitches	Theory Orient towards various hand embroidery stitches (Flat, loops and knotted)	AMH/N1948	- Power-point presentation - Facilitator-led - discussion - Audio-visual Clips	Participant Handbook, Notepad, pen, duster, white board, marker, Computer, Projector, etc.	2:00 hrs.

			Practical Learn and practice running stitch, back stitch, stem stitch	AMH/N1948	- Facilitator-led – discussion - Demonstration in the lab	Embroidery Hoop, Fabric, Embroidery Needles, Embroidery Thread, Thimble, Tracing Paper, Notepad, Pen, Participant Handbook/Facilitator Guide	1:30 hrs.
			Practical Learn and practice satin stitch, couching stitch, cross stitch	AMH/N1948	- Facilitator-led – discussion - Demonstration in the lab	Embroidery Hoop, Fabric, Embroidery Needles, Embroidery Thread, Thimble, Tracing Paper, Notepad, Pen, Participant Handbook/Facilitator Guide	1:30 hrs.
			Practical Learn and practice herringbone stitch & chain stitch	AMH/N1948	- Facilitator-led – discussion - Demonstration in the lab	Embroidery Hoop, Fabric, Embroidery Needles, Embroidery Thread, Thimble, Tracing Paper, Notepad, Pen, Participant Handbook/Facilitator Guide	1:30 hrs.
			Practical Learn and practice buttonhole stitch & blanket stitch	AMH/N1948	- Facilitator-led – discussion - Demonstration in the lab	Embroidery Hoop, Fabric, Embroidery Needles, Embroidery Thread, Thimble, Tracing Paper, Notepad, Pen, Participant Handbook/Facilitator Guide	1:30 hrs.
			Practical Learn and practice fishbone stitch & feather stitch	AMH/N1948	- Facilitator-led – discussion - Demonstration in the lab	Embroidery Hoop, Fabric, Embroidery Needles, Embroidery Thread, Thimble, Tracing Paper, Notepad, Pen, Participant Handbook/Facilitator Guide	1:30 hrs.
			Practical Learn and practice fly stitch & French knot stitch	AMH/N1948	- Facilitator-led – discussion - Demonstration in the lab	Embroidery Hoop, Fabric, Embroidery Needles, Embroidery Thread, Thimble, Tracing Paper, Notepad, Pen, Participant Handbook/Facilitator Guide	1:30 hrs.
			Practical Learn and practice double knot & bullion knot	AMH/N1948	- Facilitator-led – discussion - Demonstration in the lab	Embroidery Hoop, Fabric, Embroidery Needles, Embroidery Thread, Thimble, Tracing Paper, Notepad, Pen, Participant Handbook/Facilitator Guide	1:30 hrs.

			Practical Practice hand embroidery to achieve desired speed and quality	AMH/N1948	- Facilitator-led – discussion - Demonstration in the lab	Embroidery Hoop, Fabric, Embroidery Needles, Embroidery Thread, Thimble, Tracing Paper, Notepad, Pen, Participant Handbook/Facilitator Guide	2:30 hrs.
		Establishing Learner's Understanding	Ensure learning confirmation	Bridge Module	- Facilitator led question-answer session - Gauge the learner for their understanding & proficiency of the module - Process based gauging to map learning curve	Notepad, Fabric, Pencil, Pen, sewing machine, thread, needle, bobbin, bobbin case, Embroidery Hoop, Fabric, Embroidery Needles, Embroidery Thread, Thimble, Tracing Paper, Participant Handbook/Facilitator Guide	-
4.	Inspections & Alterations for Fittings	Inspections & Alterations for fittings	Theory Orient towards the importance of garment fitting	AMH/N1949	- Power-point presentation - Facilitator-led – discussion - Audio-visual Clips	Participant Handbook, Notepad, pen, duster, white board, marker, Computer, Projector, etc.	3:00 hrs.
			Theory Orient towards the procedure of carrying out fitting inspection	AMH/N1949	- Power-point presentation - Facilitator-led – discussion - Audio-visual Clips	Participant Handbook, Notepad, pen, duster, white board, marker, Computer, Projector, etc.	3:00 hrs.
			Theory Familiarize with the common fitting errors and their solutions	AMH/N1949	- Power-point presentation - Facilitator-led – discussion - Audio-visual Clips	Participant Handbook, Notepad, pen, duster, white board, marker, Computer, Projector, etc.	3:00 hrs.
			Theory Orient towards expected quality levels in garments	AMH/N1949	- Power-point presentation - Facilitator-led – discussion - Audio-visual Clips	Participant Handbook, Notepad, pen, duster, white board, marker, Computer, Projector, etc.	3:00 hrs.
			Practical Learn and practice garment fitting procedure	AMH/N1949	Demonstration using dress forms	Note Pad, Pen, measuring tape, Fabric, Garment Pattern, Pins, etc.	4:00 hrs.
			Practical Learn and practice different methods of garment fitting	AMH/N1949	Demonstration using dress forms	Note Pad, Pen, measuring tape, Fabric, Garment Pattern, Pins, etc.	4:00 hrs.
			Practical Learn and practice bust alterations	AMH/N1949	Demonstration using dress forms	Note Pad, Pen, measuring tape, Fabric, Garment Pattern, Pins, etc.	4:00 hrs.
			Practical Identify and rectify fitting errors	AMH/N1949	Demonstration using dress forms	Note Pad, Pen, measuring tape, Fabric, Garment Pattern, Pins, etc.	6:00 hrs.

		Establishing Learner's Understanding	Ensure learning confirmation	Bridge Module	- Facilitator led question-answer session - Gauge the learner for their understanding & proficiency of the module - Process based gauging to map learning curve	Notepad, Fabric, Garment Patterns, Pencil, Pen, sewing machine, thread, needle, bobbin, bobbin case, Participant Handbook/Facilitator Guide	-
5.	Maintain a Healthy, Safe and Secure Working Environment with Gender and PwD Sensitization	Maintaining Health, Safety and Security at Workplace	Theory Elaborate on health & safety related instructions at the workplace	AMH/N2257	Facilitator-led - discussion	Charts of good personal health practices, note pad, audio-visual clips	2:00 hrs.
			Practical Identify the personal protective equipments	AMH/N2257	Facilitator-led - discussion	Chart for PPE, note pad, , audio-visual clips	2:00 hrs.
			Theory Build an understanding of importance of ergonomics at the workplace	AMH/N2257	Facilitator-led - discussion	Audio-visual clips. Various posture charts	2:00 hrs.
			Theory Elaborate on probable hazards at the workplace and handling them	AMH/N2257	Facilitator-led - discussion	Audio-visual clips, Process charts	2:00 hrs.
			Theory Summarize probable machine/ equipment malfunctions	AMH/N2257	Facilitator-led - discussion	Diagrams, charts etc.	2:00 hrs.
			Theory Discuss first aid & its application	AMH/N2257	Facilitator-led - discussion	Chart for First Aid materials, , First Aid Box	2:00 hrs.
			Practical Demonstrate wearing and taking off PPE	AMH/N2257	Practical Lab	Process charts, flow charts, Various PPEs	3:00 hrs.
			Practical - Take part in mock drills / evacuation - Make use of first aid	AMH/N2257	Practical Lab	Mock drill video, mock drill charts, first aid box	3:30 hrs.
			Practical Take part in periodic walk through for hazard identification	AMH/N2257	Practical Lab	Tools & equipments, documents, charts etc.	3:30 hrs.
			Practical - Apply emergency preparedness & response - Identify safety signs at workplace	AMH/N2257	Practical Lab	Mock drill video, mock drill charts, first aid box	3:00 hrs.
		First Aid and CPR	Practical - Apply first aid on an injured person. - Understand the procedures of doing CPR.	AMH/N2257	- Power-point presentation - Facilitator- led - discussion - Audio- visuals Images	Available Objects such as a book, pen, duster, white board, marker, Computer, Projector etc.	3:00 hrs.

		Sensitivity towards People with disability and Gender Equality	Theory - Develop an Elaborate the details about PWD Sensitization. - Explain gender sensitization and equality.	AMH/N2257	Facilitator-led - session and discussion	Process chart, schematic diagram, pen & paper exercise, charts and images	2:00 hrs.
6.	Maintain Work Area, Tools and Machines	Maintain Work Area, Tools and Machines	Theory Importance of machine cleanliness and maintenance	AMH/N0102	Facilitator-led - discussion	Handbook/Facilitator Guide	2:00 hr.
			Theory Importance of Preventive & Running maintenance of machine & tools	AMH/N0102	Facilitator-led - discussion	Handbook/Facilitator Guide	4:00 hrs.
			Theory - Minimization of waste - Safe waste disposal in the designated location	AMH/N0102	Facilitator-led - discussion	Handbook/Facilitator Guide	3:00 hr.
			Theory - Work in a comfortable position with the correct posture and maintain personal health safety measures - Analyse the importance of reporting dangerous occurrences to the authorized personnel	AMH/N0102	Facilitator-led - discussion	Handbook/Facilitator Guide	3:00 hr.
			Practical - Steps of cleaning the bobbin area - Steps of cleaning the tension assembly - Cleaning the feed dog assembly	AMH/N0102	Practical Lab	Note Pad, Pen, sewing machine	4:00 hrs.
			Practical - Change needle guard - Maintain machine after work is done	AMH/N0102	Practical Lab	Note Pad, Pen, sewing machine	4:00 hrs.
			Practical Maintain machine after work is done	AMH/N0102	Practical Lab	Note Pad, Pen, sewing machine	4:00 hrs.
			Practical Steps in lubricating Machine	AMH/N0102	Practical Lab	Note Pad, Pen, sewing machine, Oil	4:00 hrs.
			Practical - Machine guards - Sewing machine safety tips	AMH/N0102	Practical Lab	Note Pad, Pen, sewing machine	2:00 hrs.

		Establishing Learner's Understanding	Ensure learning confirmation	AMH/N0102	- Facilitator led question-answer session - Gauge the learner for their understanding & proficiency of the module - Process based gauging to map learning curve	Notepad, Fabric, Pencil, Pen, Sewing Kit, Embroidery Kit, Participant Handbook/Facilitator Guide	-
7.	Comply with industry, regulatory and organizational requirements and Greening of Job roles	Comply with industry, regulatory and organizational requirements and Greening of Job roles	Theory - General policies and regulations in the Apparel Industry - Providing support to supervisors and team members - Familiarize with the effect and importance of Greening of Job roles.	AMH/N0104	- Power-point presentation - Facilitator-led – discussion - Audio-visuals Clips	Available Objects such as a book, pen, duster, white board, marker, Computer, Projector, etc.	7:00 hrs.
			Theory - Providing support to supervisors and team members - How to maintain greening of job roles	AMH/N0104	- Power-point presentation - Facilitator-led – discussion - Audio-visuals Clips	Available Objects such as a book, pen, duster, white board, marker, Computer, Projector, etc.	5:00 hrs.
			Practical - Identification and reporting of any policy deviation - Working in a team	AMH/N0104	Role Plays/team Work	Note Pad, Pen	10:00 hrs.
			Practical - Role of APEC in Indian Garment Industry - Significance of compliance in Indian Garment Industry	AMH/N0104	Facilitator-led – discussion	Note Pad, Pen	8:00 hrs.
		Establishing Learner's Understanding	Ensure learning confirmation	AMH/N0104	- Facilitator led question-answer session - Gauge the learner for their understanding & proficiency of the module - Process based gauging to map learning curve	Notepad, Fabric, Pencil, Pen, Sewing Kit, Embroidery Kit, Participant Handbook/Facilitator Guide	-
9.	Soft Skills	Soft Skills	Theory: - Explain body language and non verbal communication - Discuss about conducting self in interview - Explain anger and conflict management	Bridge Module	Facilitator-led - session and discussion	Presentation, Audio-visual clips and Role plays	

			Theory: • Explain towards managing job related stress effectively • Build an understanding about work ethics	Bridge Module	• Facilitator-led - session and discussion	Presentation, Audi-visual clips and Role plays	
			Theory: • Develop awareness towards AIDS • Discuss the importance of health and hygiene • Develop awareness about ill effects of alcohol and tobacco.	Bridge Module	• Facilitator-led - session and discussion	Presentation, Audi-visual clips and Role plays	
			Practical: • Demonstrate grooming and hygiene • Apply time management skills • Apply resume preparation skills • Demonstrate for Interview preparation skills	Bridge Module	• Facilitator-led - session and discussion	Grooming videos, grooming charts, resume templates, documents, charts, etc.	
		Establishing Learner's Understanding	• Analyze and examine learning confirmation	Bridge Module	• Facilitator led question- answer session • Evaluate the learner for their understanding & proficiency of the module • Process based evaluation	Pen & paper exercise, question answer session, Process charts, schematic diagrams, illustrations, charts and images	





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