



Facilitator Guide



Sector
Apparel / Made-Up's /
Home Furnishing

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

Occupation
Stitching

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NSQF Level: 3.5

Specialized Sewing Machine Operator

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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. ”



Acknowledgement

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About this Guide

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

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

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

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

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

- AMH/N 2301: Carry out different types of stitches using an specialized sewing machine.
- AMH/N2302: Contribute to achieve quality in sewing work.
- AMH/N0102: .Maintain workarea, tools and machines and Greening of Job Roles.
- AMH/N0103: Maintain health, safety and secure work place with Gender and PwD Sensitization.
- DGT/VSQ/N0102: Employability Skills (60 Hours)

The symbols used in this book are described below.

Symbols Used



Table of Content

S. No.	Modules and Units	Page No.
1.	Introduction and Orientation	1
	Unit 1.1 - Introduction to Sewing and Apparel Sector	3
	Unit 1.2 - Role and Responsibilities of Specialized Sewing Machine Operator	7
2.	Carry out Different Stitches Using a Specialized Sewing Machine (AMH/N2301)	9
	Unit 2.1 - Tools and Equipment Required for Sewing	11
	Unit 2.2 - Garments Understanding	14
	Unit 2.3 - Prepare for Stitching Operations	24
	Unit 2.4 - Operating Specialized Sewing Machine	28
	Unit 2.5 - Stitching a Trouser	31
	Unit 2.6 - Stitching a Shirt	48
3.	Contribute to Achieve Product Quality In Stitching Operations (AMH/N2302)	71
	Unit 3.1 - Contribute to Achieve Product Quality in Stitching Operations	73
4.	Maintain Workarea, Tools and Machines and Greening of Job Roles (AMH/N0102)	75
	Unit 4.1 - Maintain Workarea, Tools and Machines and Greening of Job Roles	77
5.	Maintaining Health, Safety and Security at Workplace with Gender and PwD Sensitization (AMH/N0103)	83
	Unit 5.1 - Maintaining Health, Safety and Security in Workplace	85
	Unit 5.2 - First Aid	91
	Unit 5.3 - Sensitivity towards People with disability and Gender Equality	98
6.	Professional Skills	103
	Unit 6.1 - Introduction to the Soft Skills	105
	Unit 6.2 - Effective Communication	106
	Unit 6.3 - Grooming and Hygiene	107
	Unit 6.4 - Development of Interpersonal Skill	108
	Unit 6.5 - Social Interaction	109
	Unit 6.6 - Group Interaction	110
	Unit 6.7 - Time Management	111
	Unit 6.8 - Resume Preparation	112
	Unit 6.9 - Interview Preparation	113

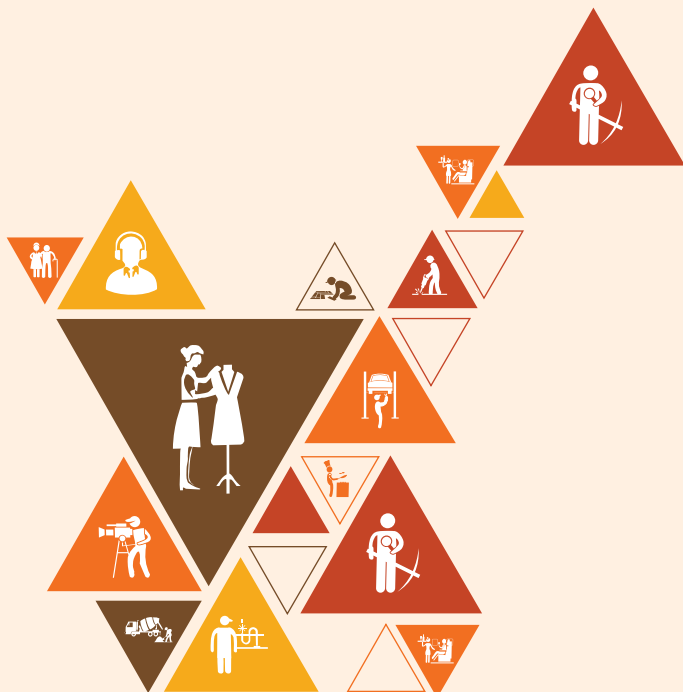




1. Introduction and Orientation

Unit 1.1 - Introduction to Sewing and Apparel Sector

Unit 1.2 - Role and Responsibilities of a Specialised Specialized Sewing Machine Operator



Key Learning Outcomes

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

1. Familiarize with apparel industry.
2. Identify the role and responsibilities of Specialized Sewing Machine Operator.

UNIT 1.1: Introduction to Sewing and Apparel Sector

Unit Objectives

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

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

Resources to be Used

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

Do

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

Say

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

Demonstrate



Fig.1.1.1: Apparel production process

Explain



Ready Made Garments

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



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:

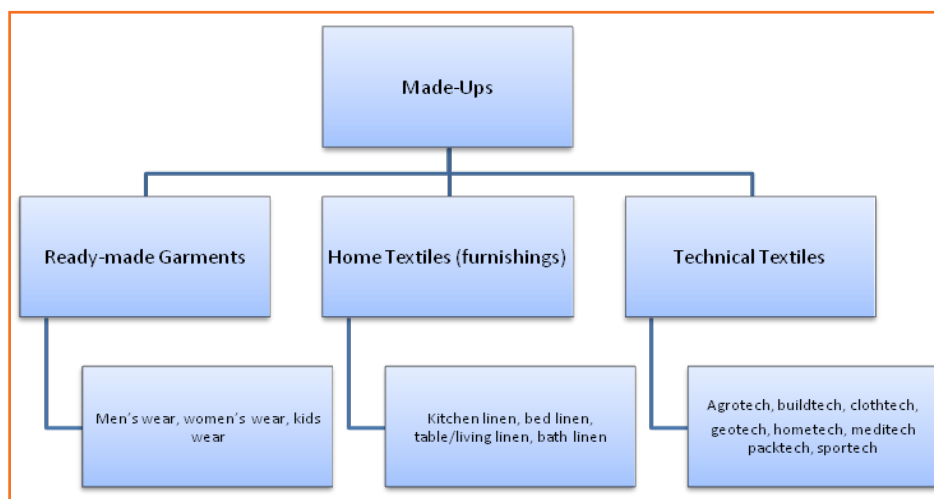


Fig.1.1.3: Made-ups and Home Furnishing Sub-sector

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: Roles and Responsibilities of Specialized Sewing Machine Operator

Unit Objectives

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

1. Define Specialized Sewing Machine Operator (SSMO).
2. Explain the roles and responsibilities of SSMO.

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 they will learn about Process Flow in Garment Manufacturing Unit.

Say

A Specialized Sewing Machine Operator is responsible for operating the specialized sewing machine to sew different kinds of stitches on fabric/garments in the apparel industry.

Elaborate

Tell participants that A Specialized SMO necessitates few definite characteristics job so that the task at hand can be completed in a proficient manner. Some important personal attributes are:

- Good eyesight
- Eye-hand-leg coordination
- Motor skills and Vision (Including Near vision, distance vision, color vision, peripheral vision and ability to change focus)

Do

Talk about Roles and Responsibilities of SMO. To sew fabric, fur or synthetic materials to produce apparels in Garment Sector using specialized sewing machine including:

- Carry out different types of stitches using a specialized sewing machine including:
 - » Flat lock Machine
 - » Over lock Machine
 - » Feed of the Arm Machine
 - » Waistband Attachment Machine
 - » Button Attachment Machine
 - » Other specialized sewing machines
- Contribute to achieve quality in sewing work
- Maintain work area, tools and machines
- Maintain health, safety and security at workplace

Notes for Facilitation

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

Suggestive questions to ask students:

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



2. Carry out Different Stitches Using a Specialized Sewing Machine

Unit 2.1 - Tools and Equipment Required for Sewing

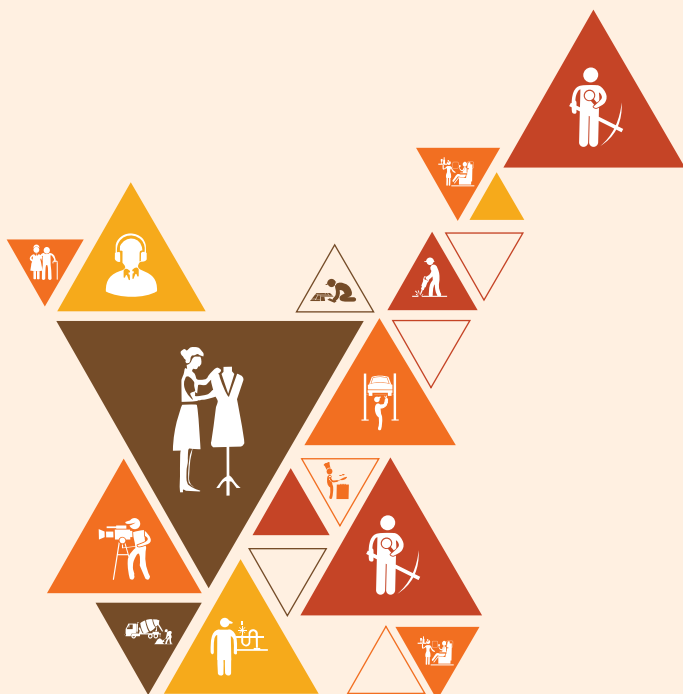
Unit 2.2 - Garments Understanding

Unit 2.3 - Prepare for Stitching Operations

Unit 2.4 - Operating Specialized Sewing Machine

Unit 2.5 - Stitching a Trouser

Unit 2.6 - Stitching a Shirt



AMH/N2301

Key Learning Outcomes

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

1. Identify various types of tools required for sewing.
2. Identify various parts of garments.
3. Recognize the different types of industrial Specialized Sewing Machines.
4. Familiarize with the use of Specialized Sewing Machines.
5. Familiarize various types of stitches used in sewing.
6. Identify the method of operating the machines.

UNIT 2.1: Tools and Equipment Required for Sewing

Unit Objectives

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

1. Recognize the different types of tools required for sewing.
2. Identify the use of tools.

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
- Different types of tools required for sewing

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 Sewing.

Say

- Dear participants, in this unit we are going to learn about "Basic List of Material and Tools Required for Stitching".
- After that, we will demonstrate the types and use of Sewing Threads and needles.

Do

- Explain to the participants Basic List of Material and Tools Required for Stitching.

Demonstrate

Demonstrate Basic List of Material and Tools Required for Stitching to the participants. Some of them are given below:

- | | | |
|--------------------------|--------------------------------------|--------------------|
| • Scissors | • Hem Gauge | • Pick glass |
| • Rotary cutter | • Yardstick/Meter stick | • Sewing Mannequin |
| • Thread | • Hip Curve | • Greyscale |
| • Measuring tape | • L-square | • Thimble |
| • Needles | • Tailor's Chalk | • Zipper |
| • Fabric | • Novelty Yarns | • Buttons |
| • Pins | • Masking tape | • Snap Fasteners |
| • Pincushion | • French Curve | • Velcro |
| • Iron and Ironing Board | • Hand Needle | • Lining |
| • Seam ripper | • Punch Needle | • Hang tag |
| • Pinking Shears | • Hand held thread trimmer | • Patch |
| • Cutting Table | • Bent neck, metallic Tweezer | • Lace |
| • Sewing Gauge | • Nonwoven Non-fusible Backing Paper | • Labels |

Refer to PH "2.1.4 Basic List of Material and Tools Required for Stitching"

Do

- Explain threads and needles being used in sewing.

Elaborate

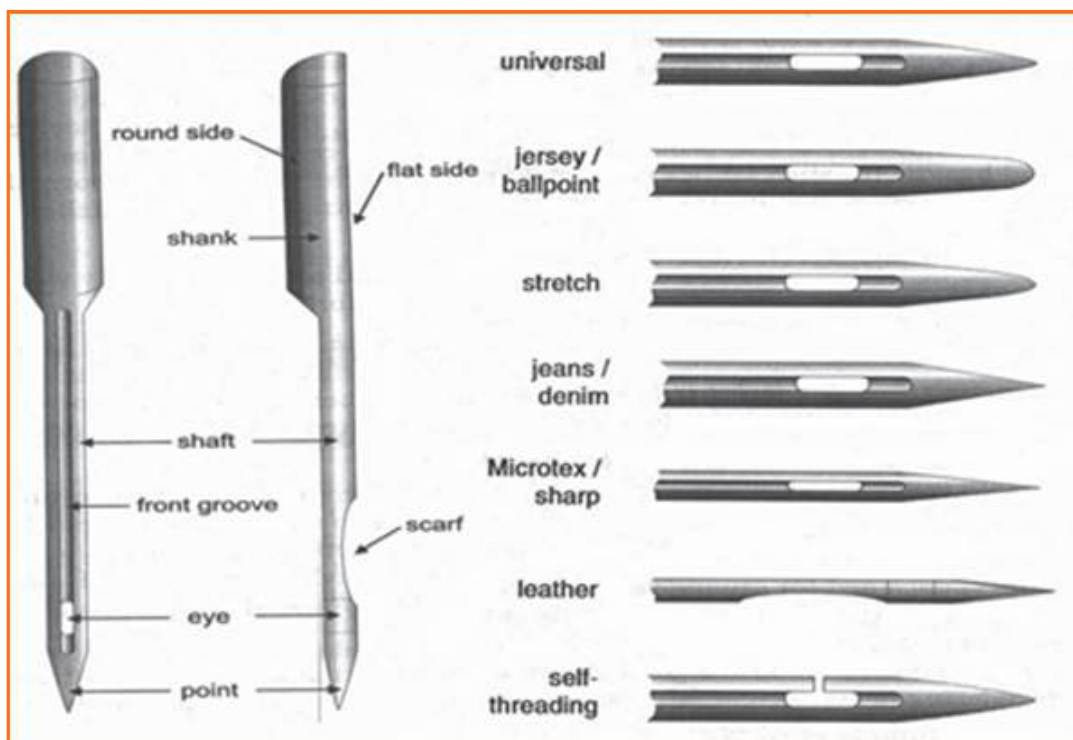
Let us understand thread construction and related terms in detail.

- **Twist:** The 'twist' of a thread means, the number of turns per unit length required to hold the fibers together to give the yarn the required strength and flexibility.
- **Twist direction:** Direction of twist is identified as 'S' for left twist and 'Z' for right twist.
- **Ply and cord:** Yarns with many components are twisted together to form ply thread. Threads are twisted together to give corded thread.
- **Sewing Thread Numbering:** The thickness of sewing threads is defined by Tex. or Tkt. (Ticket). And these two thread numbering terms are widely used.
- **Tex Numbering:** Tex is a metric system of textile yarn and thread numbering. Tex is defined as weight of 1000 meters' thread in grams.

Needle

Selecting the right needle is just as important as selecting the fabric, stabilizer and thread. There are diverse sizes and types of needles for a variety of fabric.

Parts of a sewing needle



Refer to PH "2.1.6 Sewing Thread and Needle"

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 name tools and equipment used for sewing.
- Ask students to explain Sewing Thread and Needle.

UNIT 2.2: Garments Understanding

Unit Objectives

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

1. Identify different components of a garment.
2. Analyse types of Home furnishing products.
3. Identify different types of garments.
4. Recognize different silhouettes.

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 Garments Understanding.

Say

- Let's discuss about garment classification. Garments could be classified based on several aspects as there is no standard classification system available. It can be based on the gender as male or female, or age.

Elaborate

The garments can be classified based on the following aspects:

- **Type of fabric:**
 - » Knit (T-shirt, sweater)

- » Woven (shirt, suiting and denim)
- » Nonwoven (diaper, socks)
- **Season:**
 - » Winter (jacket)
 - » Summer (tank top)
 - » Spring (singlet)
 - » Autumn (shirt)
- **Events:**
 - » Party (fashion wear)
 - » Active (regular wear)
 - » Evening gown (outfit)
- **Application:**
 - » Formal (collar shirt)
 - » Swimwear (bikini, cover ups)
 - » Sportswear (trouser)
 - » Lingerie (inner wear, sleep wear)
- **Method of manufacture:**
 - » Readymade (complete)
 - » Tailored (measurement)
 - » Furnishing (automated)
- **Gender and age:**
 - » Women's
 - » Men's
 - » Kid's

Say

- Now we are going to understand garment parts. Various shapes of fabrics are stitched together to form a Garment. A top wear garment typically has front, back, collar and sleeves. A bottom wear typically has front, back and a waistband. In addition to these parts, garments have more functional and aesthetic elements.
- We will also discuss about Garment Components after this.

Demonstrate

Parts of some basic garments are detailed below:

Parts of a Men's Formal Shirt



Fig.2.2.1: Front view of a shirt



Fig.2.2.2: Back view of a shirt

Parts of a Cargo Pant

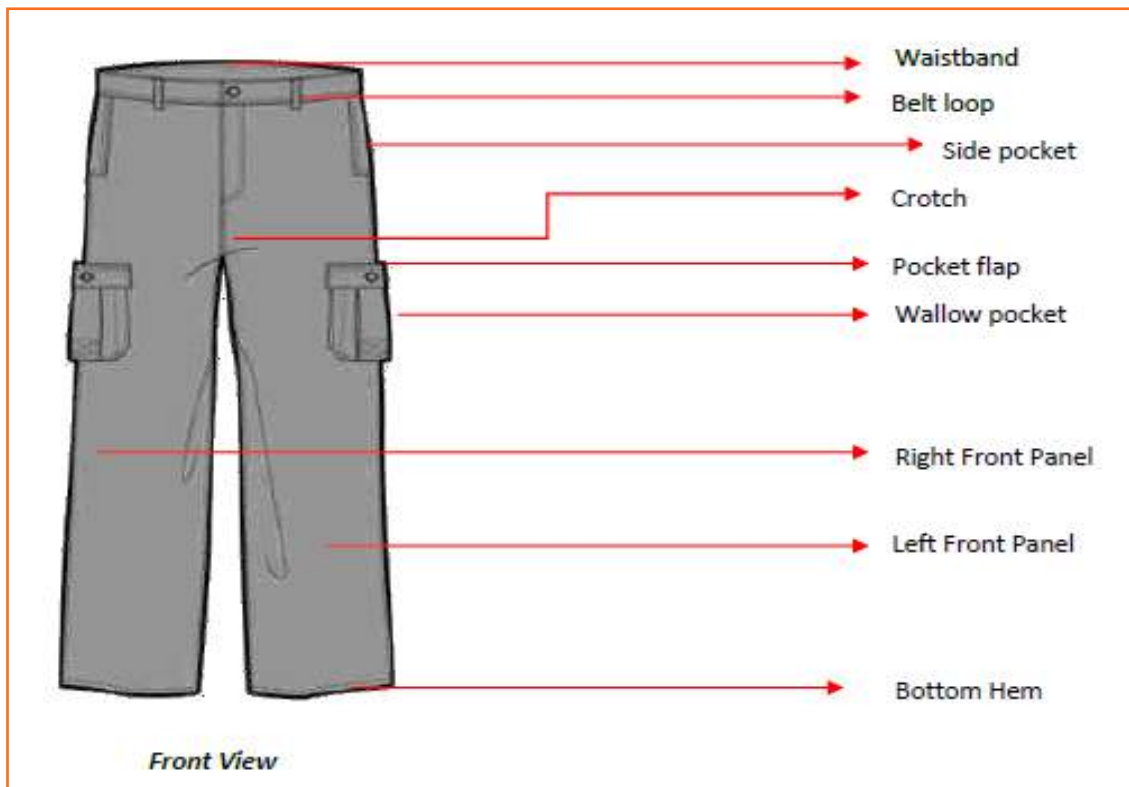


Fig.2.2.3: Front view of a cargo pant

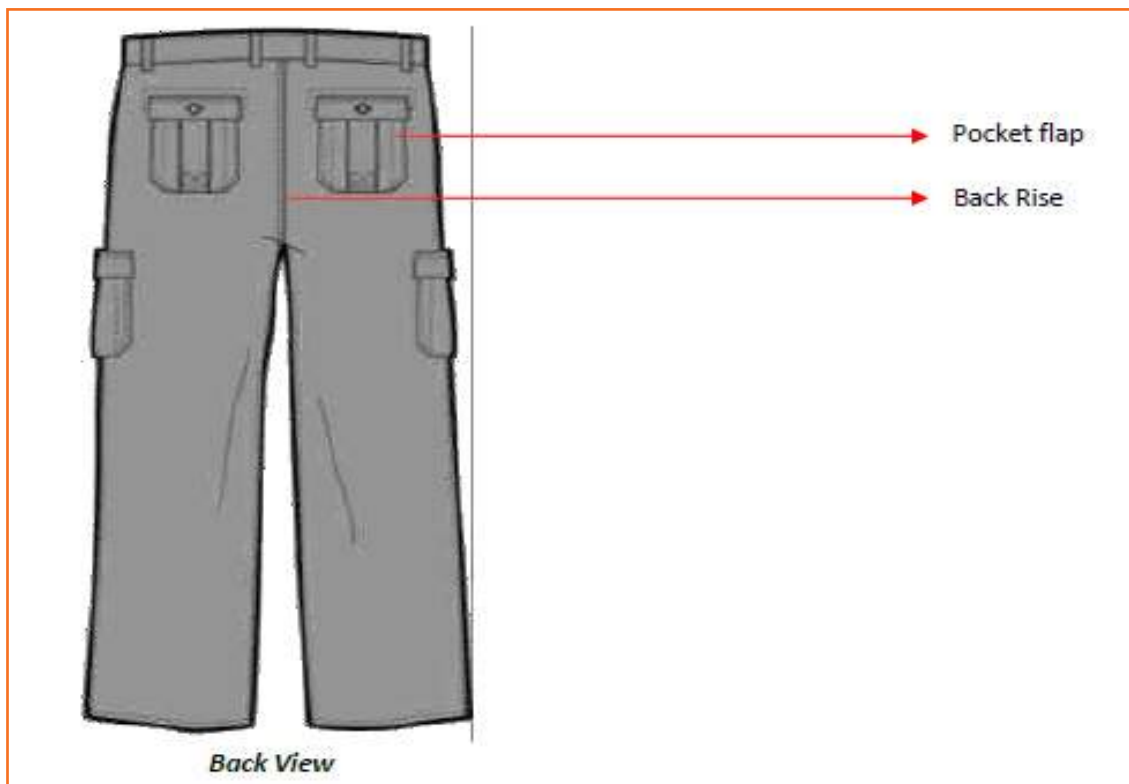


Fig.2.2.4: Back view of a cargo pant

Parts of a Basic 5-Pocket Jeans

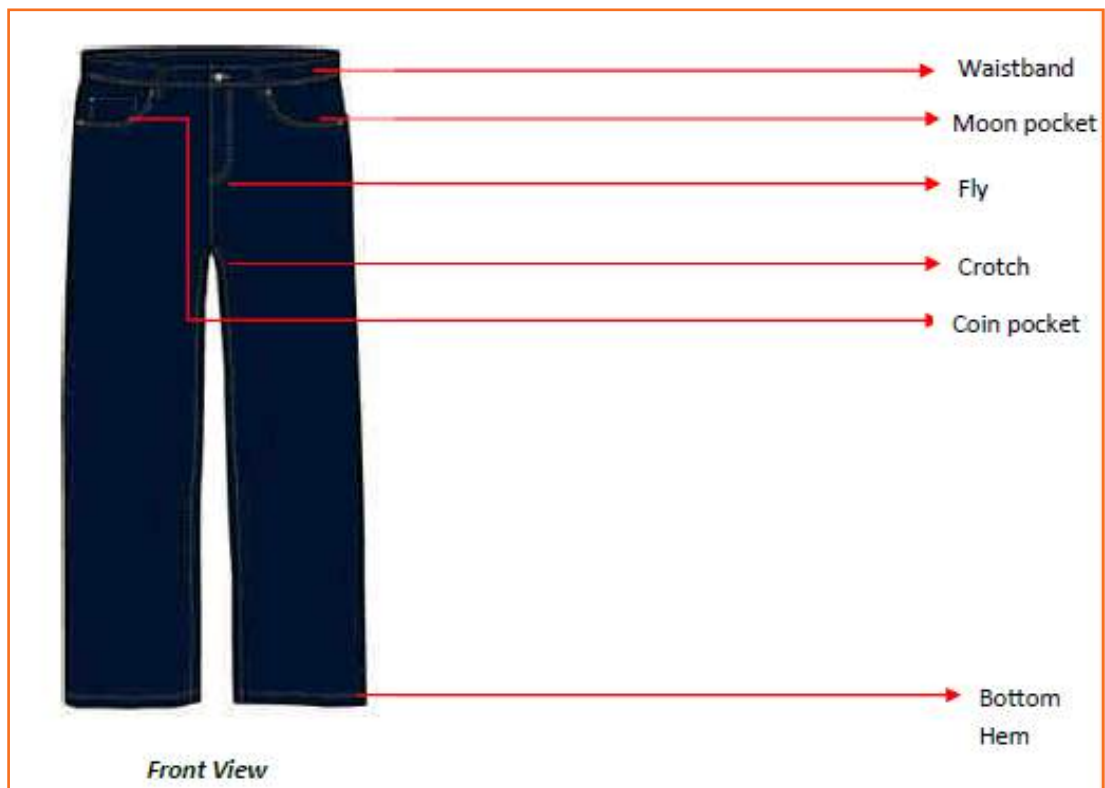


Fig.2.2.5: Front view of a jeans

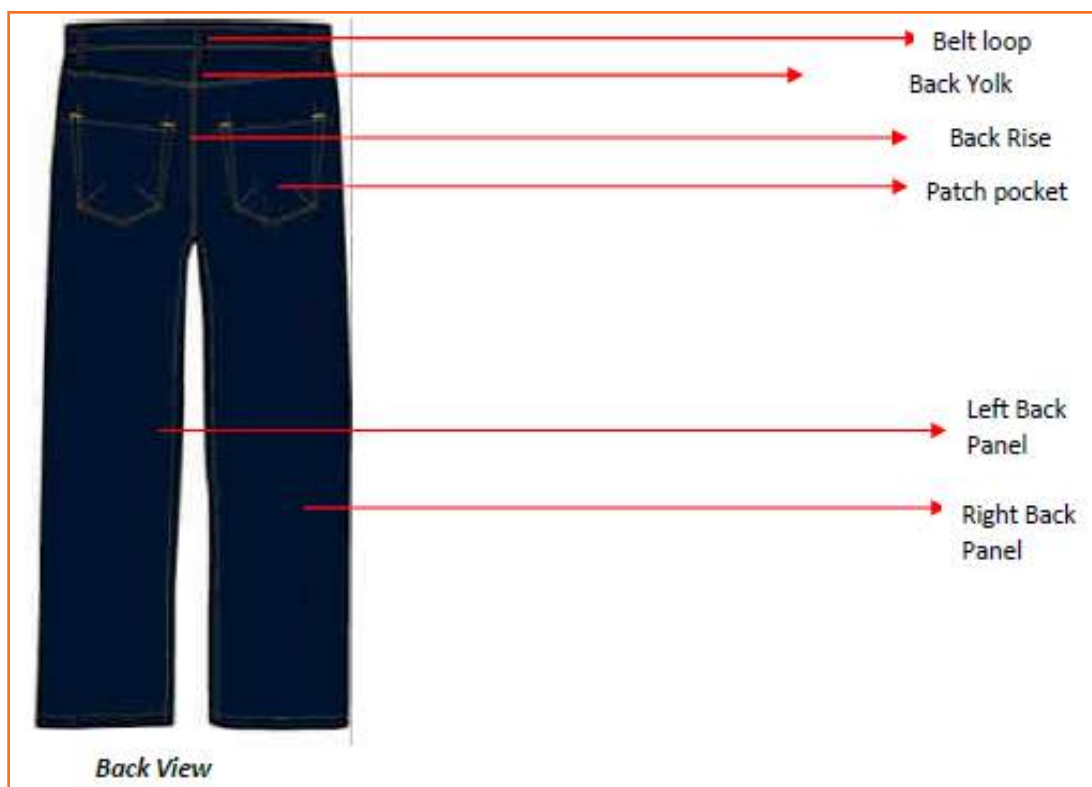


Fig.2.2.6: Back view of a jeans

Parts of a Formal Trouser

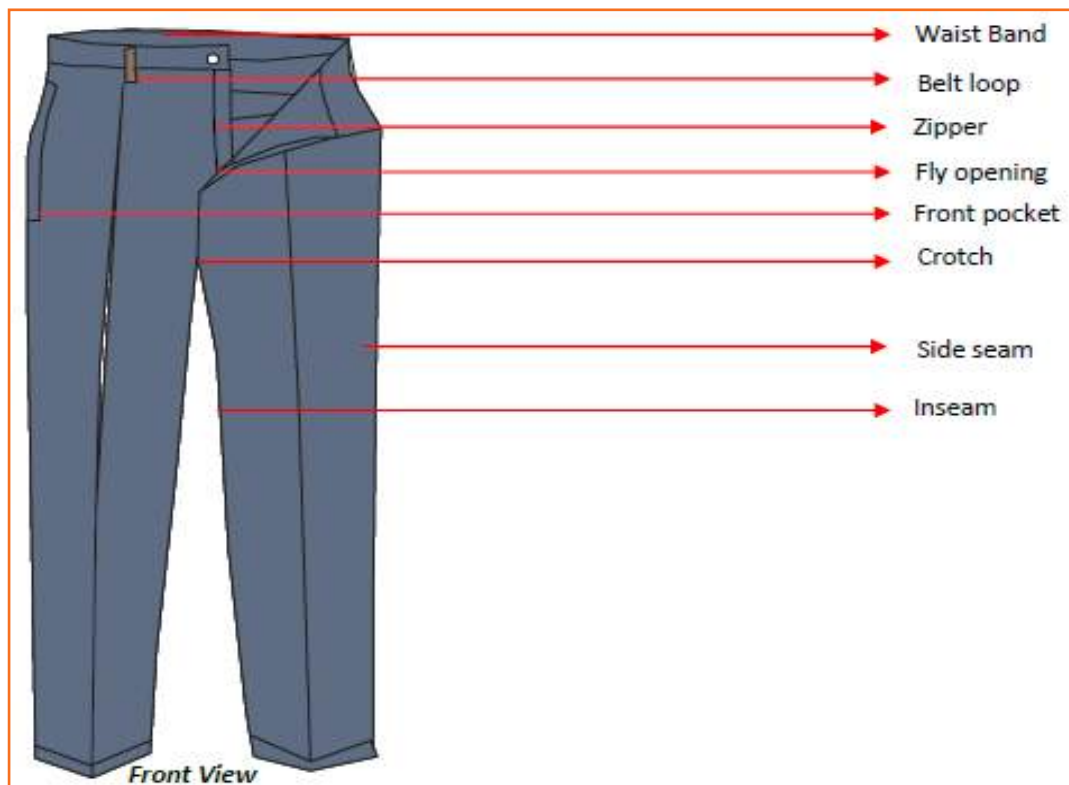


Fig.2.2.7: Front view of a formal trouser

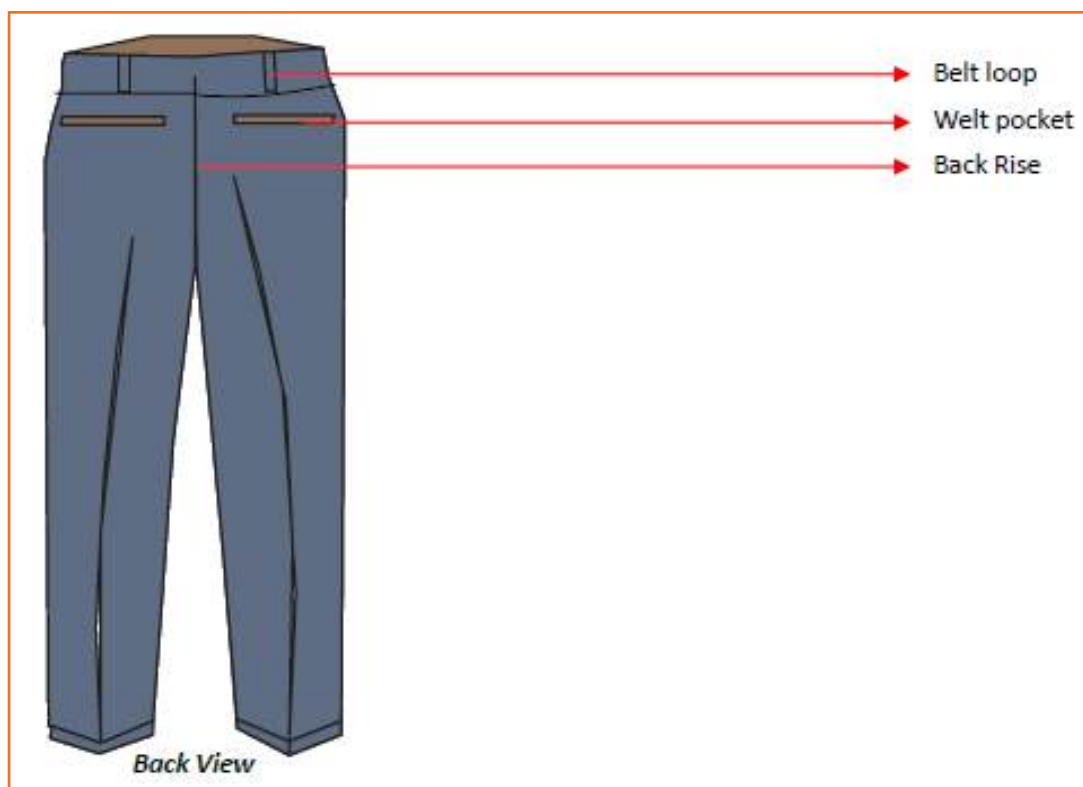


Fig.2.2.8: Back view of a formal trouser

Parts of a T-Shirt

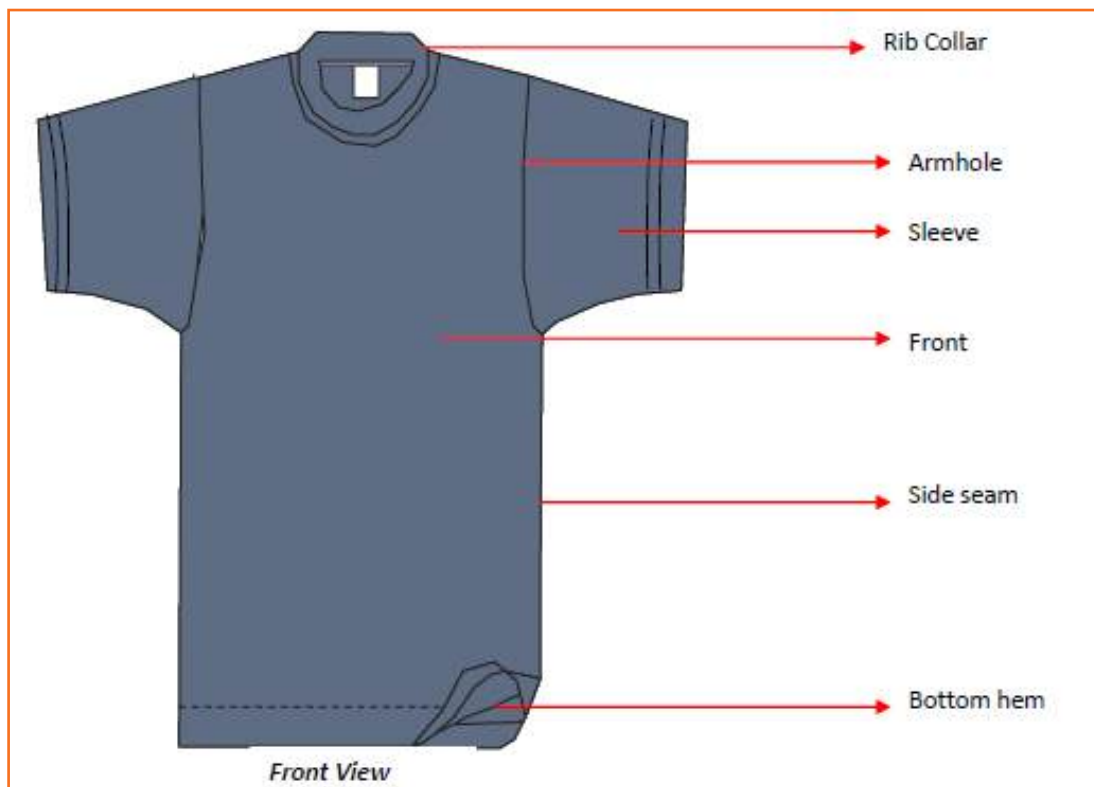


Fig.2.2.9: Front view of a T-shirt

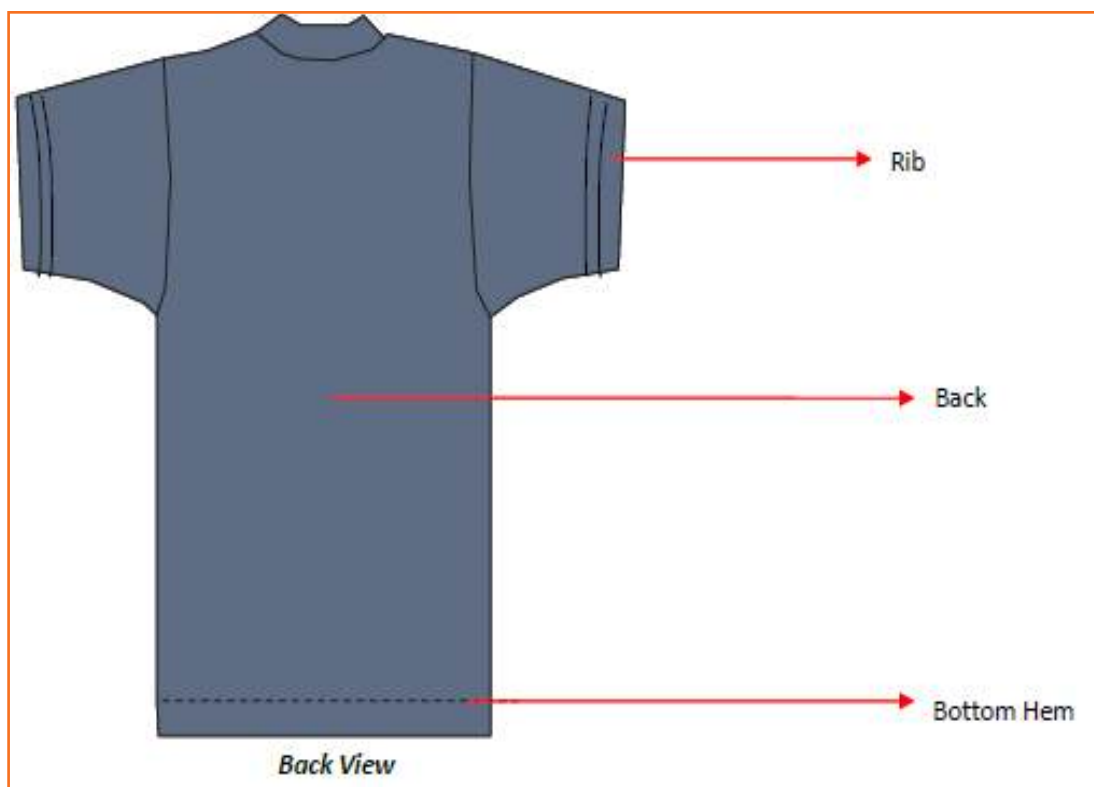


Fig.2.2.10: Back view of a T-shirt

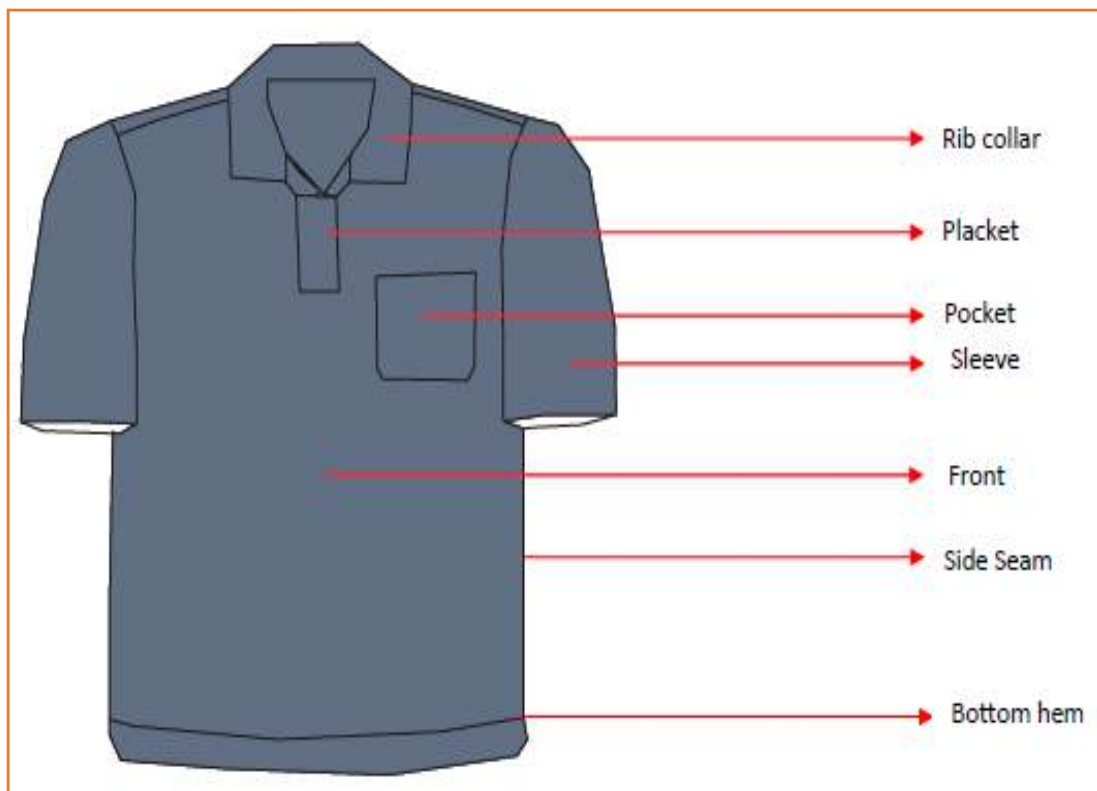
Parts of a Polo T – Shirt

Fig.2.2.11: Front view of a polo T-shirt

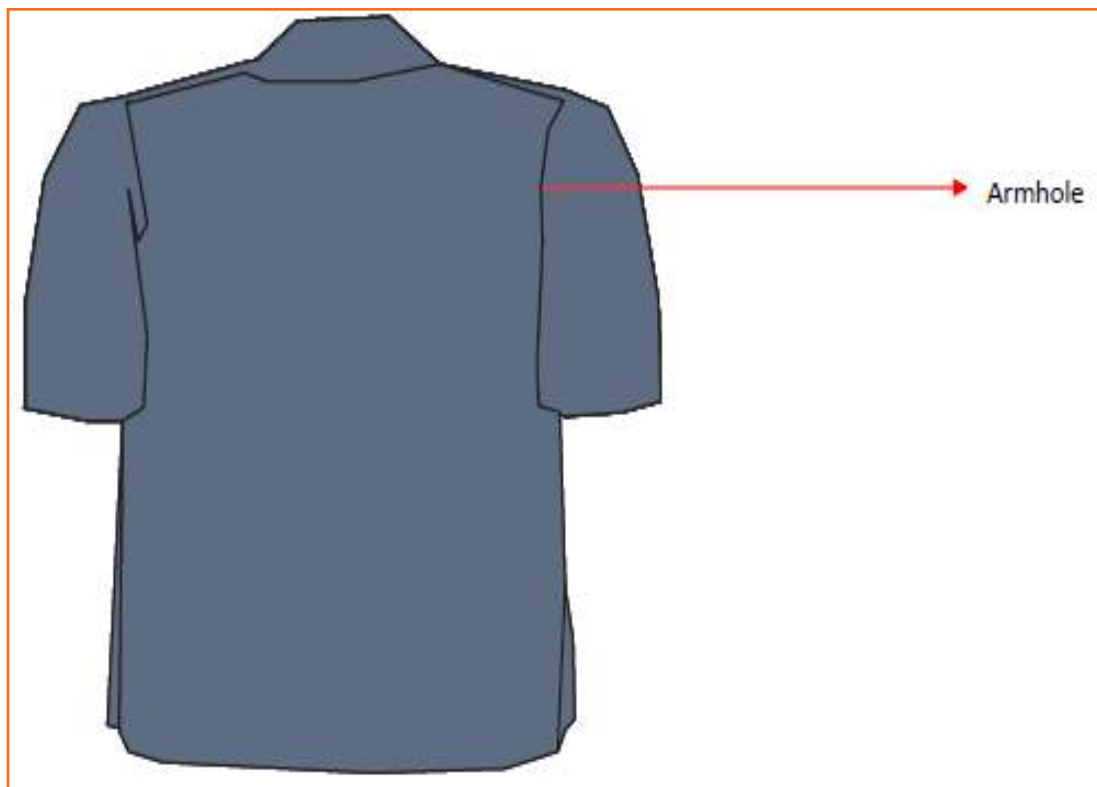


Fig.2.2.12: Back view of a polo T-shirt

Cut components of a Formal Shirt

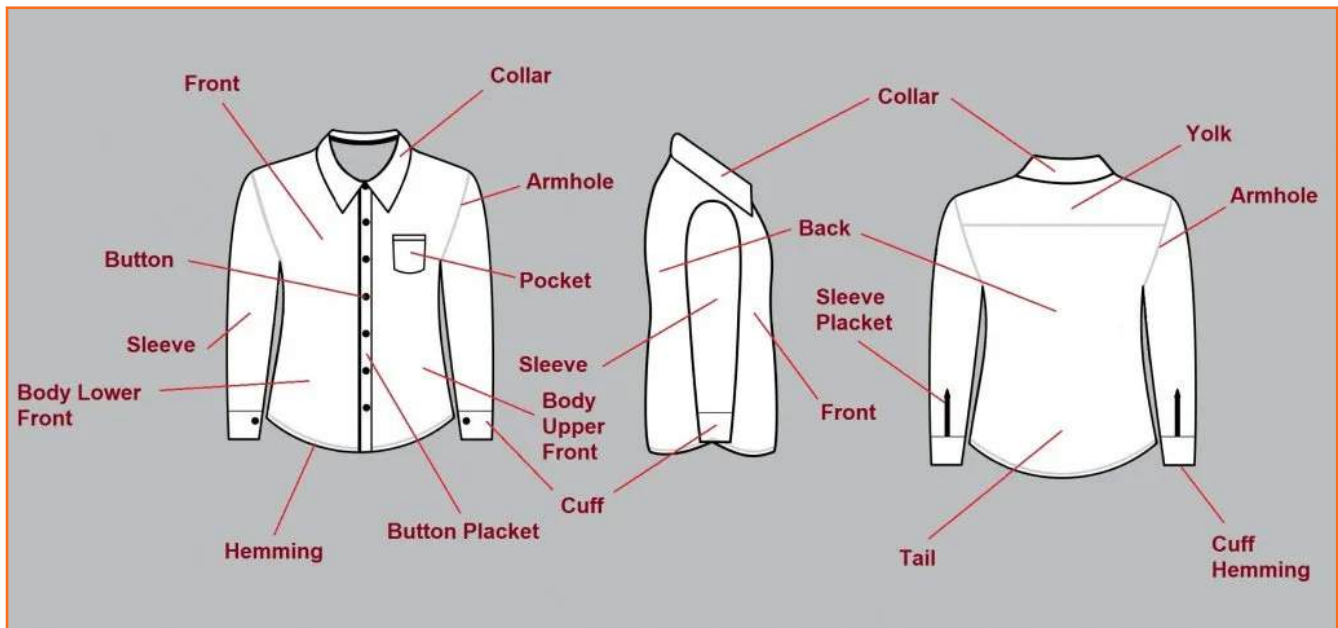


Fig.2.2.13: Cut components of a Formal Shirt

Cut Components of a Formal Trouser

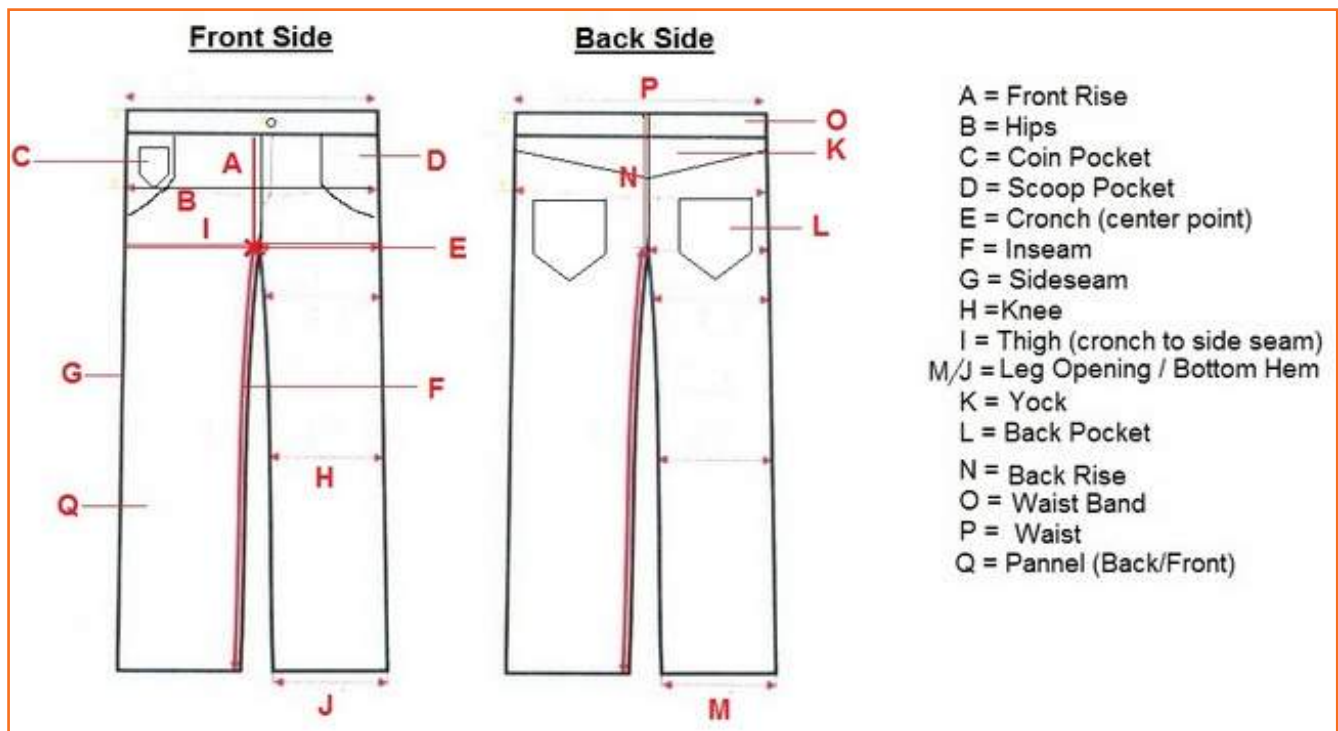


Fig.2.2.14: Cut components of a Formal trouser

Cut Components of a Polo T-Shirt



Fig.2.2.15: Cut Components of a Polo T-Shirt

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.

UNIT 2.3: Prepare for Stitching Operations

Unit Objectives

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

1. Recognize the different types of industrial sewing machines.
2. Familiarize with the feed mechanisms.
3. Determine the basic list of material and tools required for pattern & stitching.
4. Check the equipment is safe and set-up in readiness for use.
5. Recognize about the different types of threads and needles.

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
- Different types of industrial sewing machines

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 Prepare for Stitching Operations.

Say

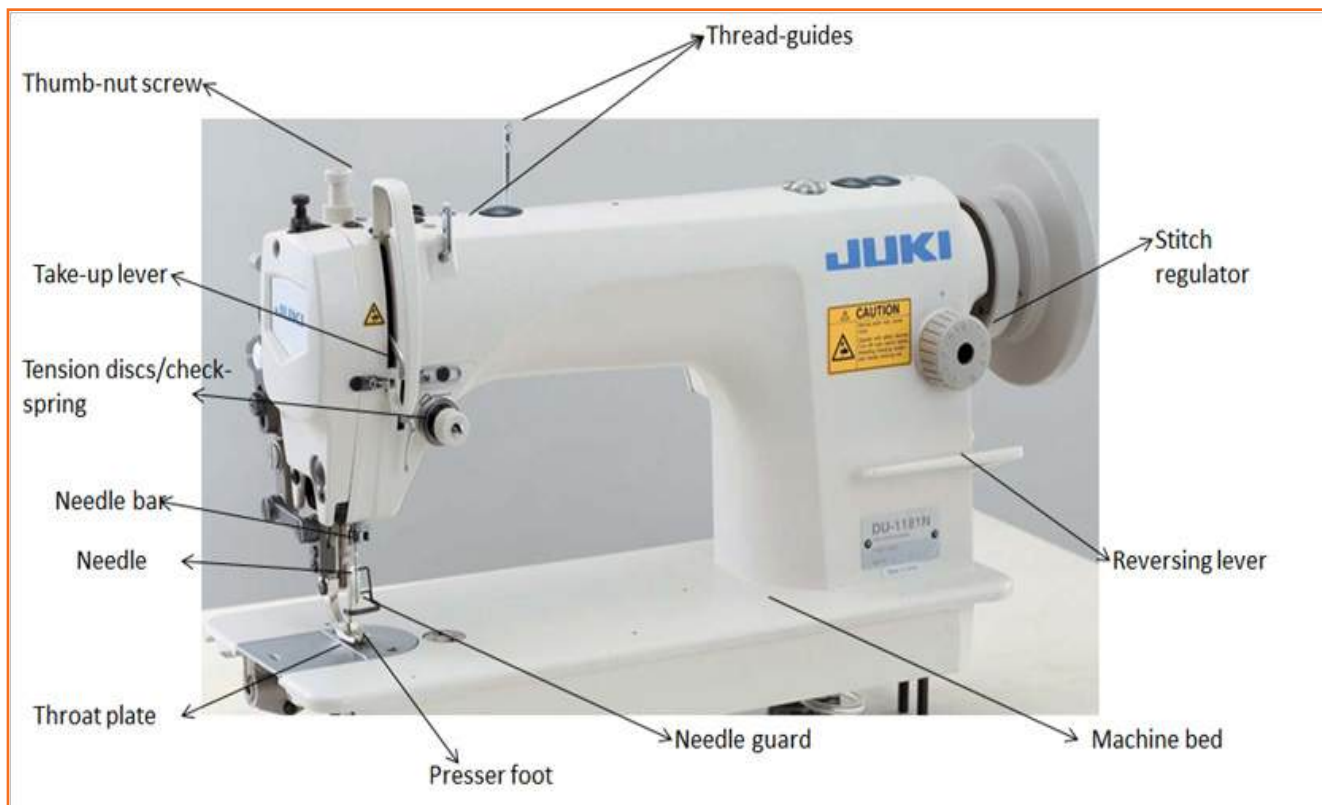
The industrial sewing machine is a substantial duty form of a typical home sewing machine. It is used in the apparel and other industries related to it such as furnishings stitching. One of the most common uses for the industrial sewing machine is to make the mass production sewing of pockets into attires made out of heavy opus, like denim for blue jeans.

Do

- Explain and demonstrate Parts of a Sewing Machine to the participants.

Demonstrate

Parts of a Sewing Machine



- Needle
- Hook
- Bobbin Case
- Bobbin
- Throat plate
- Feed dog
- Presser foot
- Reverse feed lever
- Finger guard
- Presser Bar
- Tension post
- Presser foot regulator
- Thread take up lever
- Oil sight window
- Thread stand
- Knee Lifter
- Hand Lifter
- Bobbin Winder
- On-Off Switch

Attachments in Sewing Machines (Work Aids)

- Folders
- Binder
- Hemmer
- Presser Foot and Presser feet
- Guides

Refer to PH "2.3.2 Parts of a Sewing Machine"

Do

- Explain and demonstrate different types of industrial sewing machines.

Elaborate

Industrial and traditional sewing machines have several differences. Industrial sewing machines are made to last for a longer period of time. Since they have to carry out professional level work, they are made with extra durable motors and parts. Sewing machines meant for home-like capacity will have plastic and/or nylon gears whereas parts belonging to industrial level machines- like connecting rods, housings, gears and body are made of stronger material like metals, for example, aluminum and cast iron.

Demonstrate

Industrial sewing machines are categorized as under:

- Single Needle Lockstitch Machine
- Flat Lock Machine
 - » Multi-Thread Flat Lock
- Overlock Machine
 - » Three Thread Overlock Machine
 - » Four Thread Overlock Machine
 - » Five-Thread Overlock Machine
- Feed of the Arm Machine
- Waistband Attachment Machine (KANSAI)
- Other Specialized Sewing Machines
 - » Button attach machine
 - » Lockstitch button-holing machine
 - » Bar- tacking machine

- » Zigzag stitching machine
- » Double chain stitch machine

Refer to PH "2.3.3 Single Needle Lockstitch Machine"

Refer to PH "2.3.4 Flat Lock Machine"

Refer to PH "2.3.5 Overlock Machine"

Refer to PH "2.3.6 Feed of the Arm Machine"

Refer to PH "2.3.7 Waistband Attachment Machine (KANSAI)"

Refer to PH "2.3.8 Other Specialized Sewing Machines"

Do

- Explain the different types of feed mechanism.

Elaborate

Feed mechanisms are the basic movement of needles, loopers and bobbins. The material being stitched must move in order to facilitate, each cycle of needle movement includes a different part of the material. This movement is known as feed and sewing machines has many ways of feeding material as it does of forming stitches. Often, manifold types of feed are used on the same machine. The types of the feed mechanism are as follows:

1. Drop feed mechanism.
2. Differential bottom feed mechanism.
3. Adjust top feed mechanism.
4. Needle feed mechanism.
5. Unison feed mechanism.
6. Puller feed mechanism.

Refer to PH "2.3.9 Feed Mechanisms"

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.

UNIT 2.4: Operating Specialized Sewing Machine

Unit Objectives

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

1. Identify threading of different Special Machine.
2. Describe the operating procedures.

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
- Different types of specialized sewing machines

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 Operating Specialized Sewing Machine.

Say

In this unit, we are going to understand and operate the different types of specialized sewing machine. After the completion of this unit, we will be planning to go for an industry visit. We also need to check whether the Equipment are Safe and Set-up in Readiness for Use. during the learning, we will go through a test run and perform a pre sewing activity.

Demonstrate

Threading and Operating Overlock Machine

Refer to PH "2.4.1 Threading and Operating Overlock Machine"

Threading and Operating Flat Lock Machine

Refer to PH "2.4.2 Threading and Operating Flat Lock Machine"

Threading and Operating Bar Tack Machine

Refer to PH "2.4.3 Threading and Operating Bar Tack Machine"

Threading and Operating Button Attaching Machine

Refer to PH "2.4.4 Threading and Operating Button Attaching Machine"

Threading and Operating Button Hole Machine

Refer to PH "2.4.5 Threading and Operating Button Hole Machine"

Threading and Operating Feed of Arm Machine

Refer to PH "2.4.6 Threading and Operating Feed of Arm Machine"**Do**

- Explain the candidates how to check the equipment is safe and set-up in readiness for use.
- Tell them that before sewing a garment, the sewing machine operator should perform a pre sewing activity.

Elaborate**Check the Equipment is Safe and Set-up in Readiness for Use**

Keeping a check on your work area is very important. Chaotic areas can create unhealthy and unhygienic work environment leading to accidents and tragedies. Hence, it is always recommended to have a look that the equipment you are going to work on, is safe and ready to use. While working as a sewing machine operator or in such environment you might come across many electrical equipment's, tools and machineries hence here are tips you should always keep in mind before using the appliances.

Refer to PH "2.4.7 Check the Equipment is Safe and Set-up in Readiness for Use"**Pre-sewing Activities**

Before sewing a garment, the sewing machine operator should:

- Check that equipment is safe and set up in readiness for use. Perform a machine, needle and spool check. Do a sample run to check thread tension.
- Check that the materials to be used are free from faults. Go through all the material required for constructing the garment. Do fabric, thread and trims checking before sewing.
- Ensure the materials used meet the specification matching. Go to through the spec sheet and make sure the materials meet the specifications provided by the buyer.

Ask

Ask questions to obtain more information on tasks when the instructions are unclear and finalize the stitching option with supervisor in case of queries.

Refer to PH "2.4.9 Ask Questions to Obtain More Information"

Do

- Ask the participants to estimate the expected length of time for the process.
- Demonstrate how to perform a test run.
- Help them in checking that the material is free from faults.

Elaborate

Off Standard Time

Time is considered off standard when operator is not able to work due to:

- Unavailability of work
- Power Failure
- Machine Breakdown

In simpler terms the amount of time in a day when the standard conditions are not provided to operator for working is called off standard time

Perform a Test Run

Perform a test run to check if the sewing machine is running smoothly and with full efficiency. If not, then check and adjust the machine.

Refer to PH "2.4.11 Perform a Test Run"

Check That the Material is Free from Faults

It is important to go through and inspect every garment which is produced in the garment factory. Stitching operations one of the important aspects of the garment factories and every single thing should be very minutely checked before sending for the final finishing or displaying. Any part of the machinery or the garment which you would be required to work on, should be checked that the material about to be used is fault-free. Any faulty material found, should be reported to the responsible authority immediately, it should be sent for replacement. While using the material the commonly seen faults are in: faulty needle, unusual thread, wrong stitching pattern however fabric defect over shadows all as it the most important of all in first place hence should be checked very clearly and thoroughly before making it in use.

Industry Visit

The purpose of visiting an apparel manufacturing unit is to get hands on knowledge about various processes involved in the work of an SSMO. 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:

- Analyze how an SSMO adjusts sewing machine for sewing like, threading a machine, attaching bobbin to machine and replacing needle etc.
- Understand the different types of stitches and which type of stitch suits to different fabrics.
- Ask questions to SSMOs/supervisors if you have any query.

UNIT 2.5: Stitching a Trouser

Unit Objectives

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

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

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

Elaborate

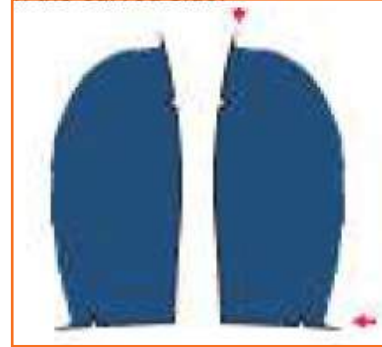
- Teach the students the parts of a trouser.
- Explain the mechanism of attaching a pocket.
- Demonstrate the process of Fly making and attaching the same.
- Show the mechanism to attach a zipper.
- Demonstrate the process of attaching the back rise.
- The process of making the belt loop also needs to be explained.
- Finally explain the way to hem the bottom.
- Button holing, and bartacking should be shown.

Demonstrate

Preparation of Pocket Bag (Front)



Step 1: Take both the upper facing pieces and put overlock stitch on the longer straight sides. Make sure the face side of the pieces is on top.

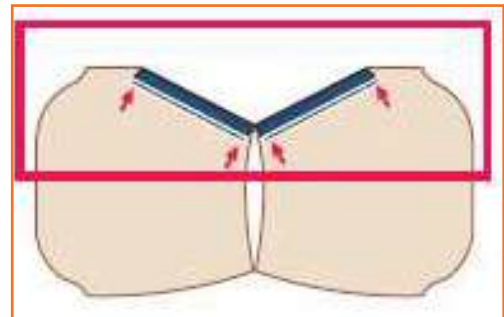


Step 2: Take both the lower facing pieces and put overlock stitch on the curved sides. Again, make sure that the face side of the pieces are on the top.

- Note the notch marks on the lower facing pieces.
- Note that the overlock stitch is on the curved side.



Step 3: Take both of the pocket bag pieces and both upper facing pieces. Keep the upper facing piece over the pocket bag in such a way that the overlock part is facing inside and the stitch is facing upwards.



Step 4: Put lockstitch at the edge of the overlock stitch.



Step 5: Take both the lower facing pieces and keep them over the other side of the pocket bag.

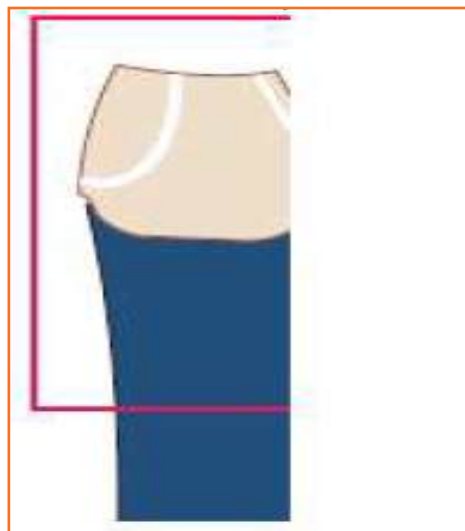


Step 6: Put the lockstitch at the edge of the overlock curved stitch.

Pocket Attaching (front)



Step 1: Take the two front pieces and keep them on the sewing Fig with the face side up.



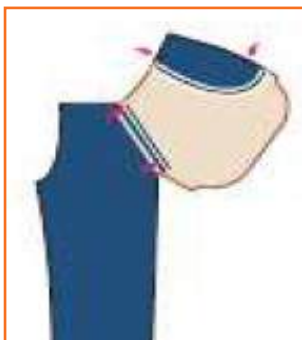
Step 2: Take the pocket bag and place it over the left front piece aligning with the mouth of the pocket.



Step 3: Put 6 mm stitch taking $\frac{1}{4}$ line on throat plate as guide, starting from the top to bottom.



Step 4: Turn the piece and put 4 mm stitch at the mouth of the pocket.



Step 5: Match the lower facing and upper facing at the notch marks.



Step 6: Put 2 mm stitch starting from the waistline to the outer side of the left front piece.

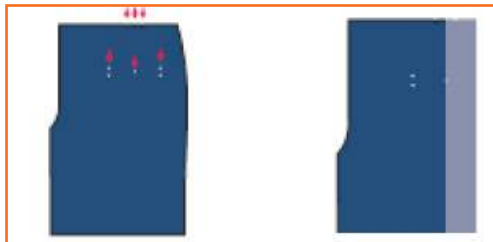


Step 7: Put 5 thread overlock stitches on the curved portion of the pocket bag.

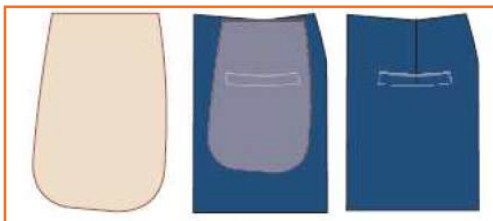
Step 8: Take the other pocket bag and place it over the right front piece aligning with the pocket bag (face to face).

Step 9: Repeat steps 3-7 for the right hand side pocket.

Pocket Attaching (back)



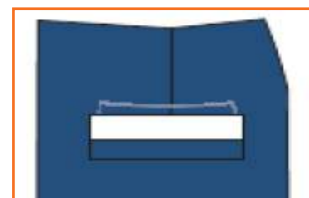
Step 1: Take a note of the notch marks and the pocket marking on the back piece.



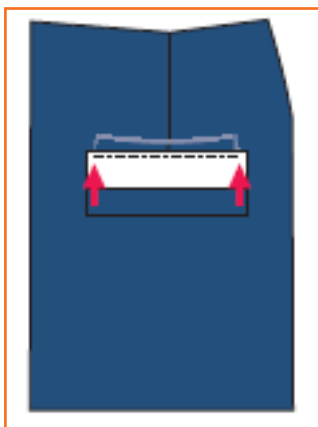
Step 3: Take one of the back pocket bags. Place it below the back piece in such a way that the top end of the back piece and the pocket bag are perfectly aligned. Make sure that pocket bag is aligned centrally to the dart.



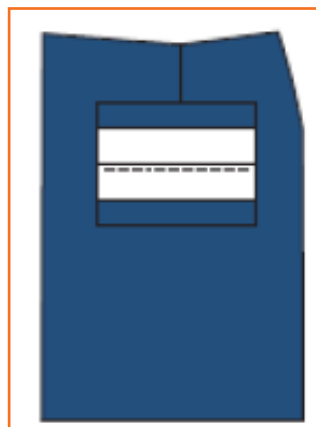
Step 2: Fold the fabric at the centre notch mark and make a dart by starting to stitch on the notch mark till the centre marking.



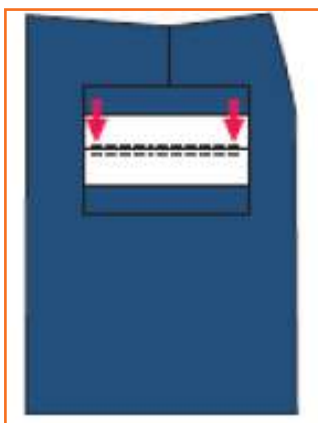
Step 4: Take one of the fused bone pieces and place it over the pocket markings in such a way that the top marks are visible and the bottom marks are covered by the bone pieces and are at equal distance from both sides.



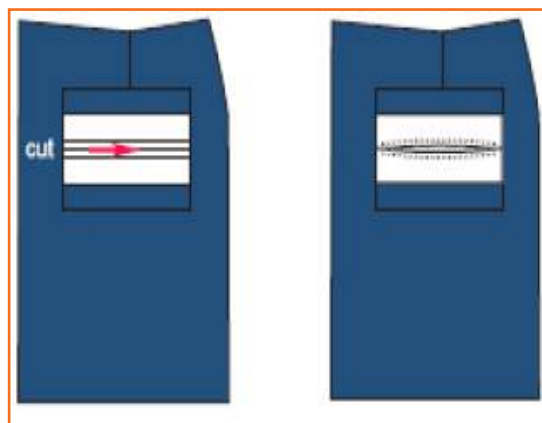
Step 5: Now put a 6 mm stitch starting from back rise side towards the side seam side. The first stitch should be at the notch mark side. Put back tack, both at the beginning and end of the stitch.



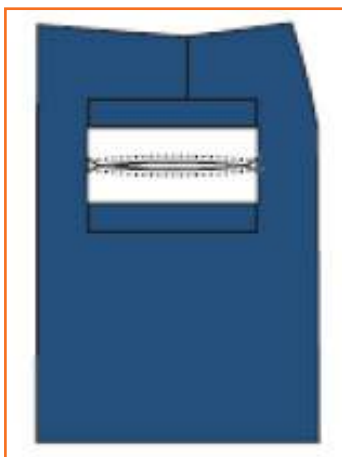
Step 6: Take the second fused bone piece and place it next to the stitched bone piece on the waist side.



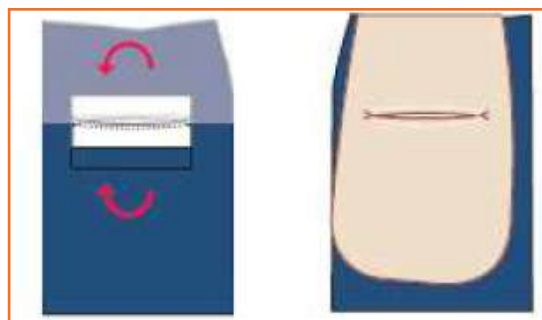
Step 7: Put 6 mm stitch starting from the side-seam side towards the back rise side.



Step 8: Cut the fabric between the two bones leaving 10–12 mm on both sides.



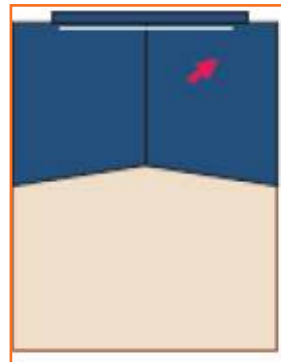
Step 9: Put 6 mm stitch starting from the side-seam side towards the back rise side.



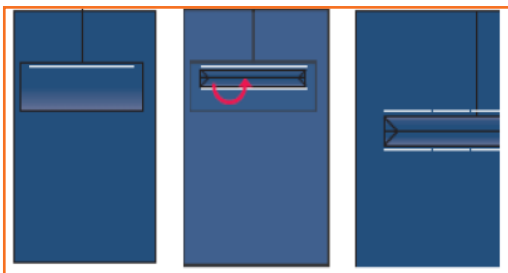
Step 10: Cut the fabric between the two bones leaving 10–12 mm on both sides.



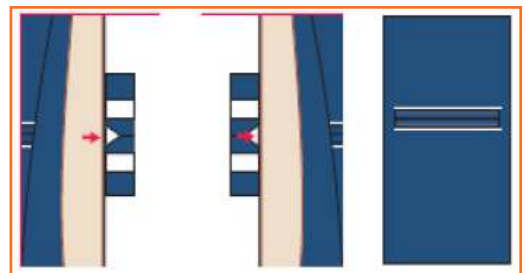
Step 11: Put a stitch on the edge of the folded portion next to the stitched portion.



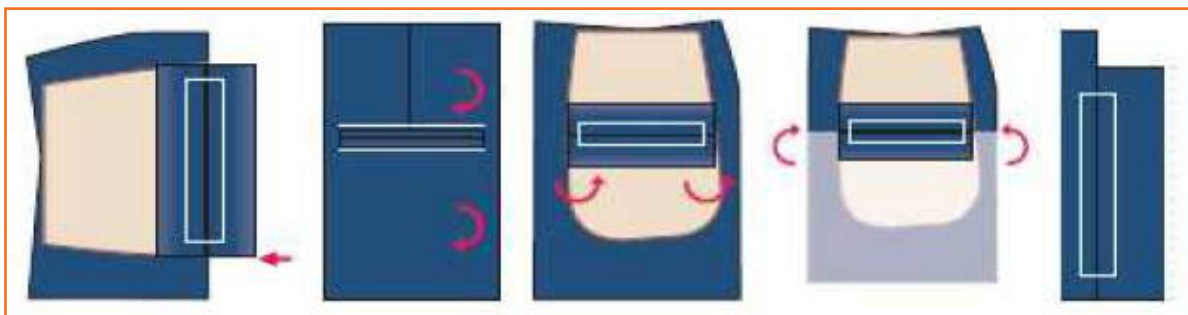
Step 12: Repeat steps 10 and 11 for the other bone.



Step 13: Push the balance fabric inside.



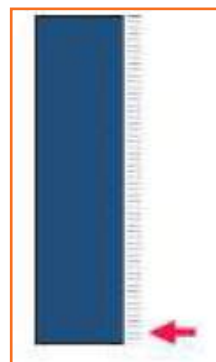
Step 14: Put a stitch at the end of the cut portion.



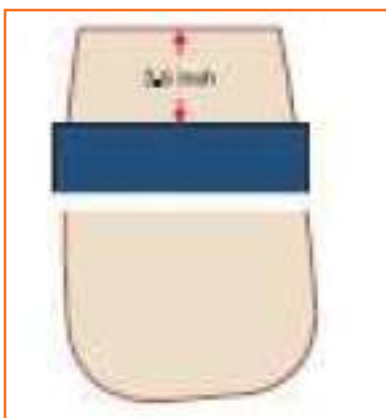
Step 15: Put overlock stitch at the loose end of the bottom bone piece.



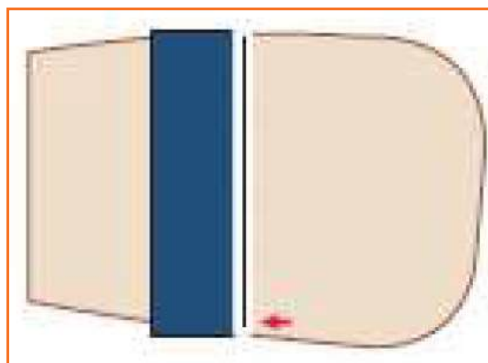
Step 16: Attach bone piece with the pocket bag using lockstitch.



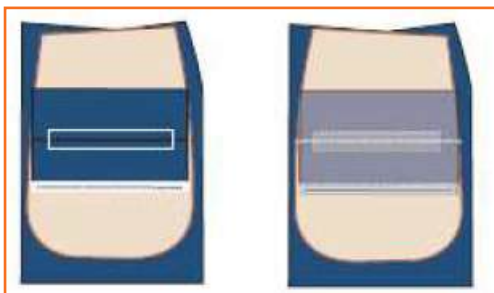
Step 17: Put overlock stitch on the back pocket facing.



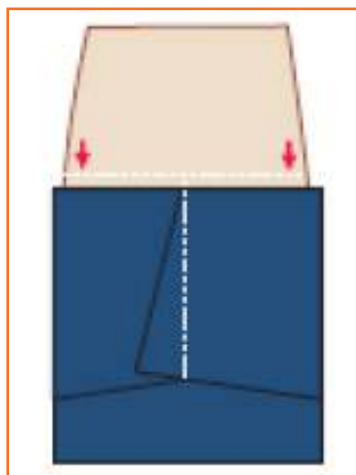
Step 18: Take the other piece of the pocket bag. Place the back pocket facing on top of the pocket bag at a distance of 2½ inches from top of the pocket bag.



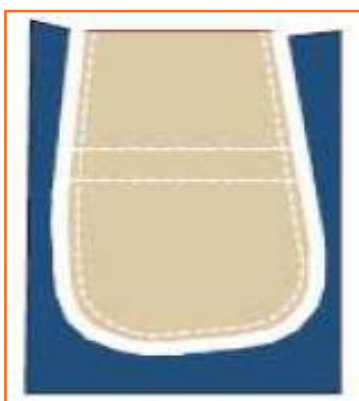
Step 19: Put a lockstitch over the overlock portion.



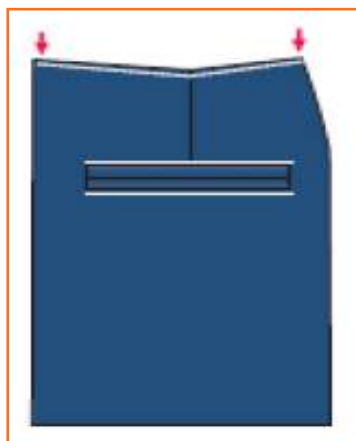
Step 20: Take the first pocket bag, which is already sewn to the back piece. Place the other pocket bag over it. Both the bags should match perfectly.



Step 21: Now put a stitch at the inner side to join the two pocket bags together.

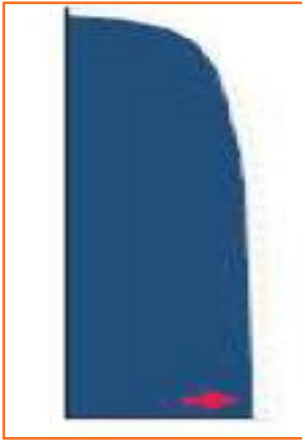


Step 22: Put 5-thread overlock stitches starting from right (back rise side) to the left side.

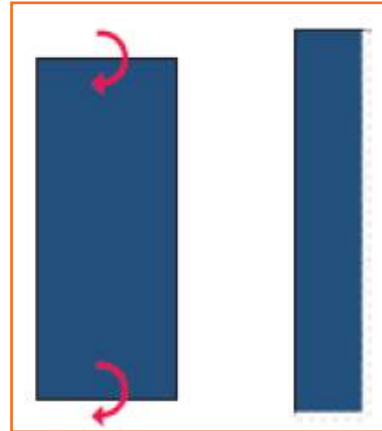


Step 23: Put 3 mm lockstitch at the waistline, starting from the left towards the right, to stitch the loose top end of the pocket bag with the fabric.

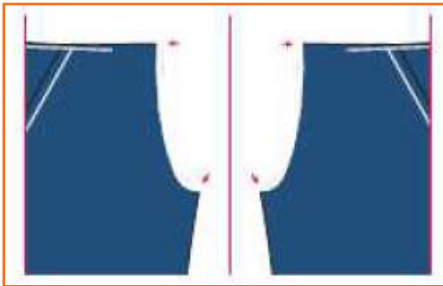
Fly Making and Attaching



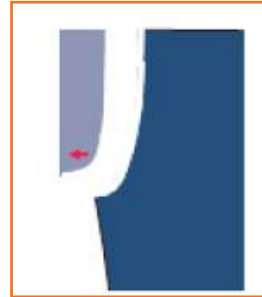
Step 1: Take the fused J-fly piece and put overlock stitch on the face side of the fabric starting from bottom of the curved side till the top.



Step 2: Take the fly supportive part. Fold it into two equal parts and put over lock stitch on the long open side and one on the short open sides.



Step 3: Take the fused J-fly piece and put overlock stitch on the face side of the fabric starting from bottom of the curved side till the top.



Step 4: Take the left front piece and place the J-fly piece over the left front piece. Align the straight end of the J-fly y with the front rise along with the backside of the J-fly y facing up.



Step 5: Put a 6 mm lockstitch starting from the bottom to the top (waist line).



Step 6: Turn the J-fly y piece and put an edge stitch on top of the fly from bottom to top. Make sure that the raw edges are facing towards the fly.

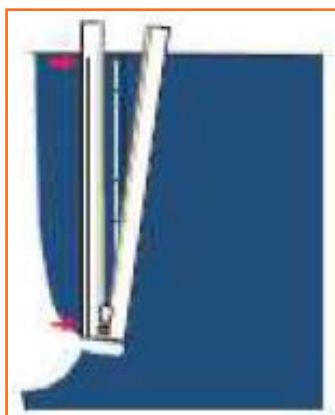
Zipper Attaching



Step 1: Take the zipper, open it and bring the slider down.



Step 2: Place the zipper with slider facing down over the fly piece at 8 mm from the straight edge at the top and 6 mm at the bottom. Align the bottom edge of the zipper with the curved portion of the fly piece.



Step 3: Put an edge stitch on the left side of the zipper from top to bottom.

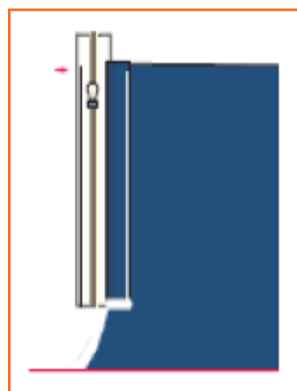
Step 4: Close the zipper and turn the piece 180o clockwise.



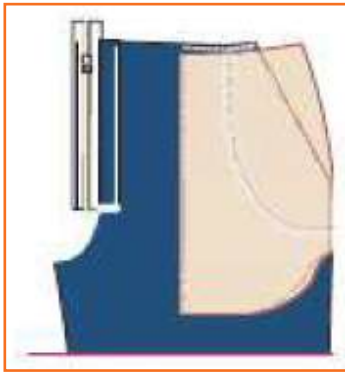
Step 5: Now put a 4 mm stitch starting from bottom to top.



Step 6: Take the fly supportive part. Place the zipper with slider facing up on the fly supportive part. Properly align the zipper end and the overlock side of the fly supportive part.



Step 7: Turn the fabric and put edge stitch on the zipper starting from bottom to top.



Step 8: Take the right front piece and place the front rise side over the zipper. Make sure that the waistlines of both the left and right front pieces match.



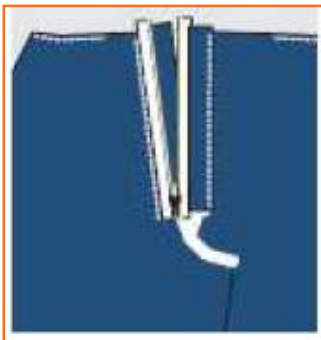
Step 9: Put 6 mm stitch starting from bottom to the top.



Step 10: Turn the stitched panels and bring the face side up.



Step 11: Leave a gap of 1 mm between the zipper teeth and the edge of the fabric and put top-stitch.



Step 12: Open the zipper.



Step 13: Turn the left side front piece from the zipper side at the point of stitch.



Step 14: Place the ready pattern of J-fly over the left front piece on the front rise side.



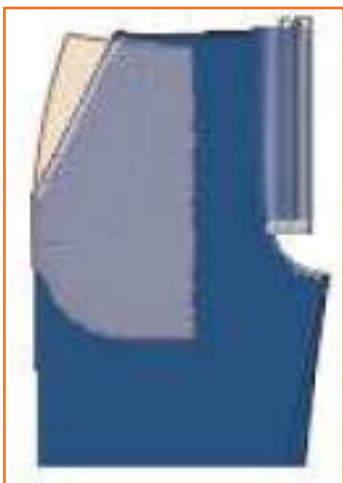
Step 15: Put lockstitch along the ready pattern starting from top to the bottom.



Step 16: Close the zipper and complete the J-stitch along the J-pattern.



Step 17: Put a top-stitch on the edge of the finished J-piece starting from bottom to top.



Step 18: Reverse the fabric and put 6 mm stitch on the curved portion of the front rise.



Step 19: Turn the piece so that the front side of the fabric is facing up. Put an edge stitch on front rise starting from bottom till the end of J-stitch.

Back Rise Attaching



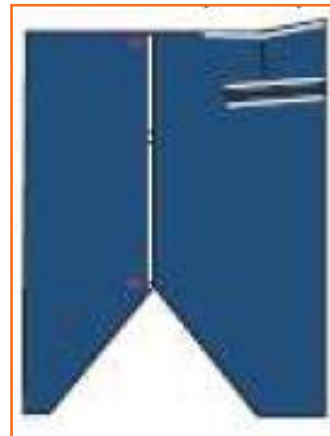
Step 1: Take both the left and right back pieces. Match them face-to-face.



Step 2: Put 1 cm stitch at the back rise starting from top to bottom with back tack at both the top and bottom.



Step 3: Now put overlock stitches at the back rise starting from top to bottom.



Step 4: Turn the raw edges towards the left side and put top-stitch at the edge of the back rise.

Front and Back Piece Attaching



Step 1: Place front and back pieces in such a way that the face sides of both pieces face each other.



Step 2: Put 1 cm stitch throughout the right side starting from top to bottom.



Step 3: Turn the raw edges towards the back. Put topstitches at the edge starting from top to bottom for the right side and bottom to top for the left side.

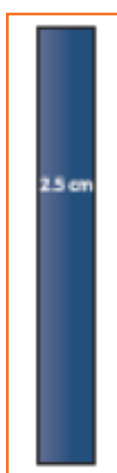


Step 4: Align the back and front rise seams and the open sides of the front and back.



Step 3: Put 5-thread overlock stitches starting from bottom to finish at other bottom side.

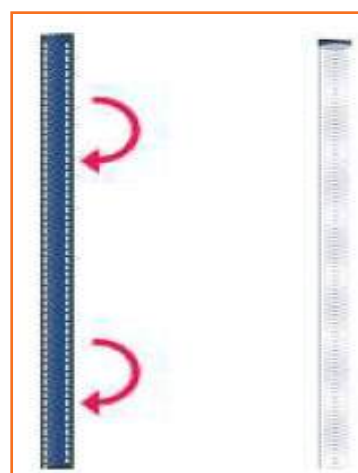
Belt Loop Making



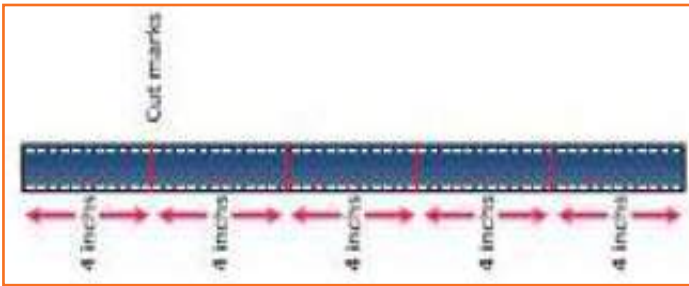
Step 1: Take a long strap, 2.5 mm wide, of the fabric used in body.



Step 2: Turn the raw edges towards the left side and put top-stitch at the edge of the back rise.



Step 3: Start sewing and feeding the fabric properly.

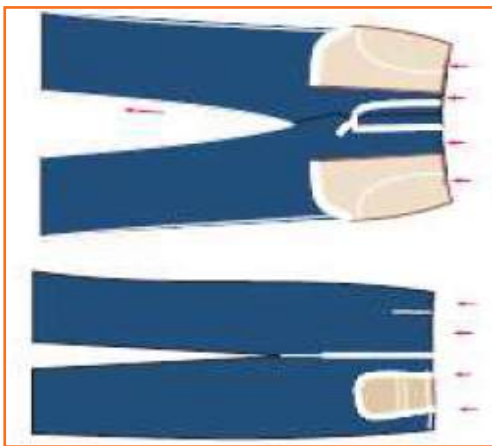


Step 4: Put the marking on the strap for the required length.



Step 5: Cut the strap of desired length.

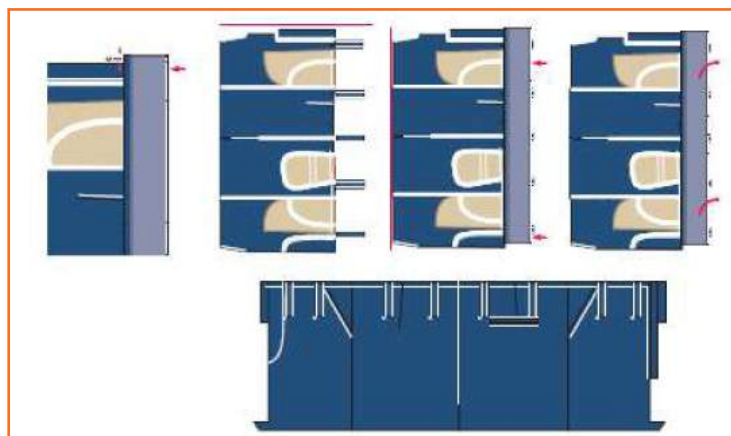
Belt Loop Attaching



Step 1: Mark the positions on the waistline where the loops are to be attached.

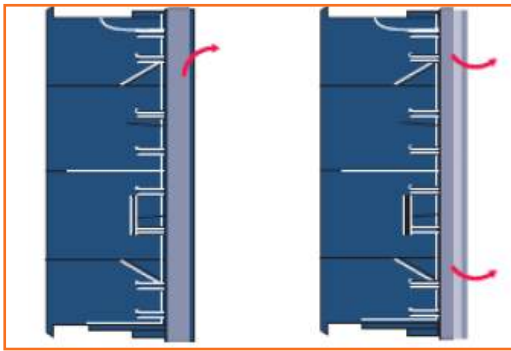


Step 2: Place the belt piece, with the folded side up on the backside of the right front. Belt band should be extended by $\frac{1}{2}$ inch.

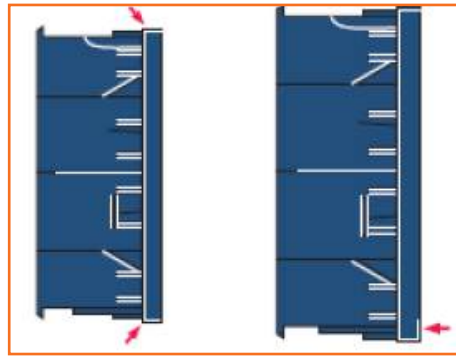


Step 3:

- Put a lockstitch adjacent to the folded part of the belt piece.
- Place the loop with the side facing the fabric and continue to stitch till the end by placing other loops at required positions.

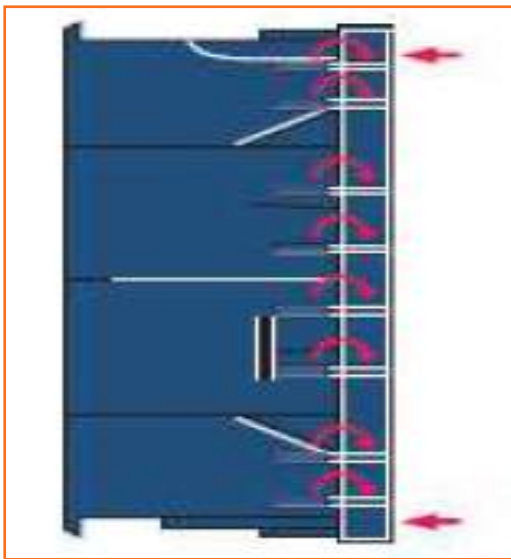


Step 4: Turn the belt piece in such a way that the fused side is up.

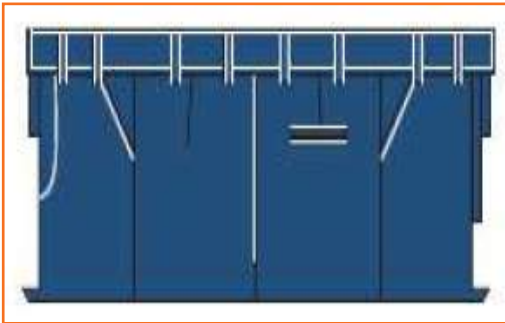


Step 5:

- Stitch the open vertical end on both sides starting with back tack.
- Now again turn the belt piece so that the face side is facing up.

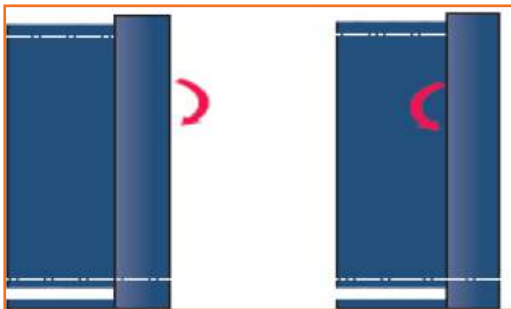


Step 6: Now put edge stitches throughout the length of the belt on the bottom side.



Step 7: Finally put edge stitches throughout the top side of the belt and stitch the loops at appropriate positions.

Bottom Hemming



Step 1: Fold the fabric as per the design requirement.



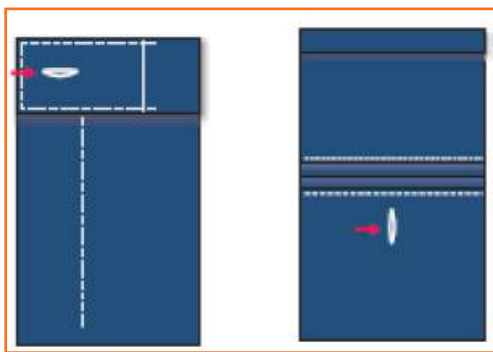
Step 2: Start putting the edge stitch from the inseam and finish at inseam. Repeat steps 1 and 2 for the other leg.

Bottom Hemming Using Folder



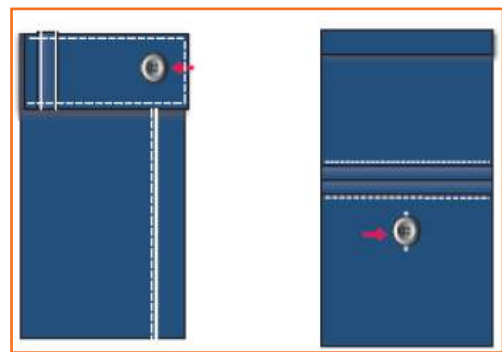
- Step 1:** Fold the bottom of right trouser leg 1 cm inside. Again fold the fabric to the required width and put 2 or 3 stitches.
- Step 2:** Place the attachment in such a way that the folded portion is fitted into the groove of the folder and then start stitching. Feed the fabric properly.
- Step 3:** Repeat steps 1 and 2 for the other leg.

Button Holing



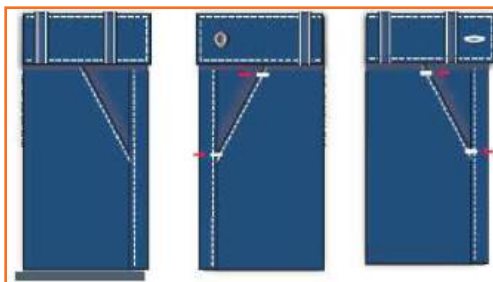
- Step 1:** Make the buttonhole on the left hand side belt as per design requirement. Make another buttonhole on the back pocket.

Button Attaching

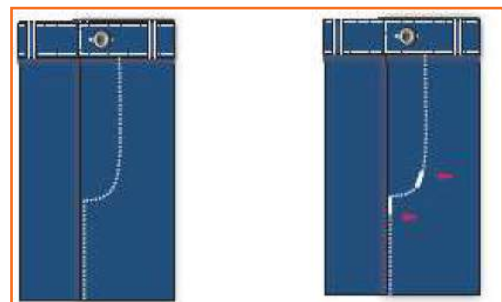


- Step 1:** Sew the button on the right hand side belt as per the design requirement and sew one button at the back pocket.

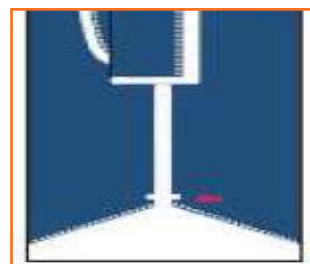
Bartacking



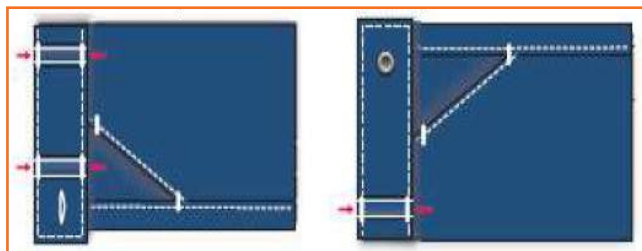
- Step 1:** Put bartack as per design requirement. Normally bartacks are put at both ends of left and right front pocket mouth and at the end of the front and back pocket joints.



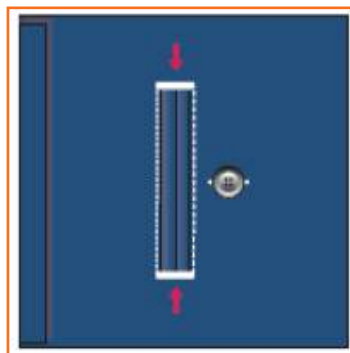
- Step 2:** Put the bartack at the end of the J-fly and at the curve of the J-fly.



- Step 3:** Put the bartack at the joining of front and back rise.



Step 4: Put the bartack at the top and bottom of each belt loop.



Step 5: Put the bartack at both ends of the back pocket.

Activity



Make the students understand and identify the different parts of a trouser.

Identify the process of making and attaching the pocket fly, zip, back rise and front and back pieces to the pant.

Answer the questions of the students if they have any.

Notes for Facilitation



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

Suggestive questions to ask students:

- Ask students to explain parts of a Trouser.

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

UNIT 2.6: Stitching a Shirt

Unit Objectives

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

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

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

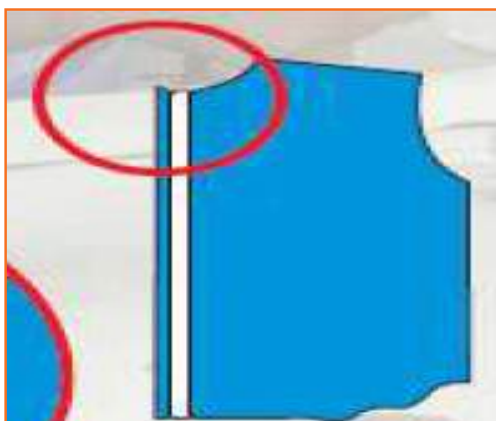
- Greet and welcome the participants to the next session of the program.
- Before starting the session ask them do they have any doubts pertaining to the previous unit.
- Capture their responses on board and share them wherever necessary.
- Tell them that they will learn about Finishing Department Workflow

Elaborate

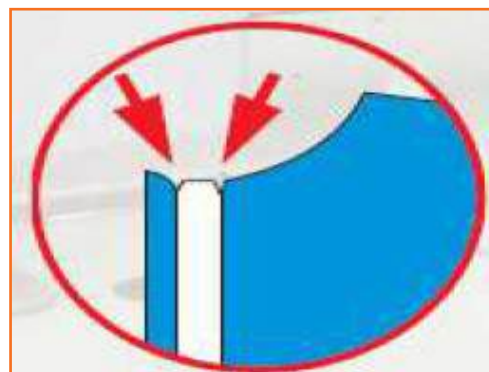
- Teach them how to make the left and right hand side placket.
- Demonstrate the process of making a pocket and stitching the same.
- Show them how to attach a yoke.
- Prepare the upper and lower sleeve placket preparation.
- Show them how to attach the sleeves and the side beams.
- Show them the process of making collar, neckband and cuffs.
- Finally demonstrate the button holing and bottom hemming.

Demonstrate

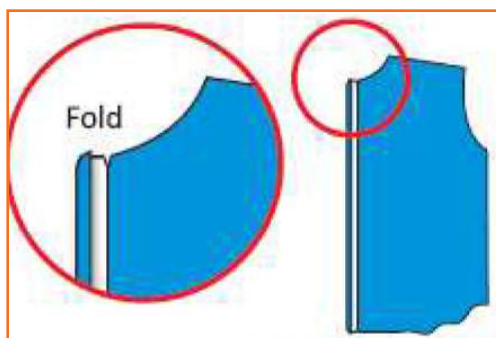
Left Hand Side Placket



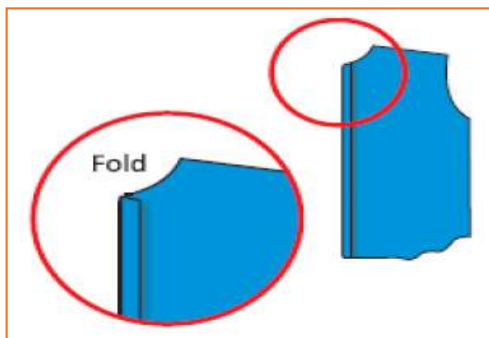
Step 1: Take the fused left hand side placket.



Step 2: Locate the two notch marks. There is one at 1.5 cm and the other at 5.5 cm from the edge.



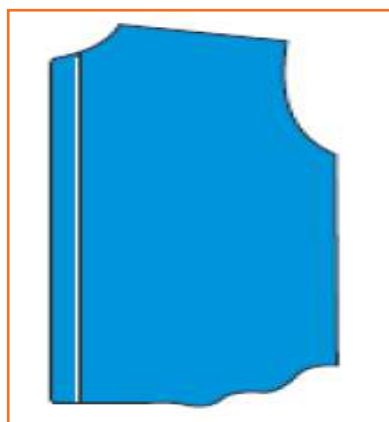
Step 3: Now, fold the fabric 1.5 cm till the first notch mark and press the folded part with an iron.



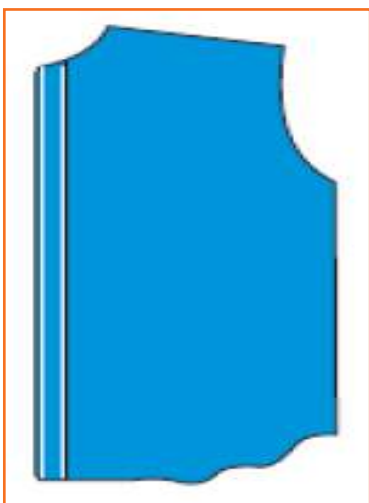
Step 4: Now, fold the fabric 4 cm to the second notch mark. The placket should be 4 cm wide.



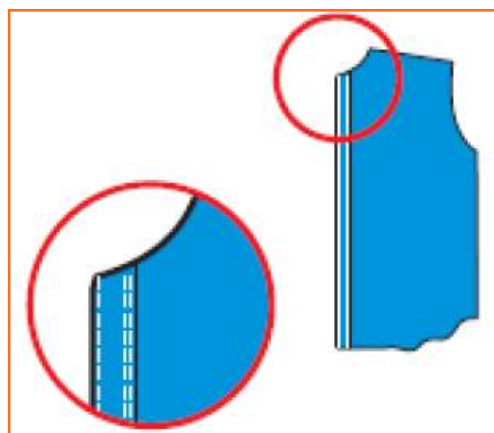
Step 5: Now, crease the folded part again with an iron.



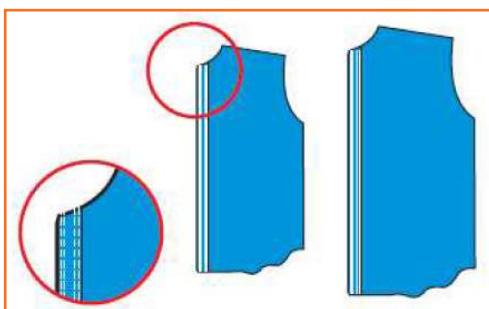
Step 6: Start from the bottom and stitch the inner side of the placket using edge stitch.



Step 7: Again from the bottom, stitch the outer side of the placket using edge stitch.



Step 8: Identify the reference mark on the throat plate and put a 4 mm stitch on the outer side of the placket from the bottom.



Step 9: Put a 4 mm stitch on the inner side of the placket from the top.

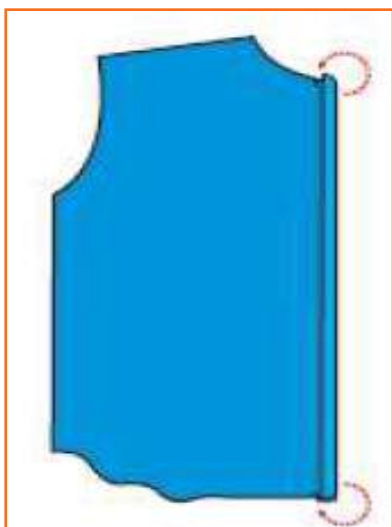
Right Hand Side Placket



Step 1: Identify the notch marks on the back side of the fabric.

Step 2: Fold the fabric 1cm towards the notch mark or the neck, on the back of the fabric.

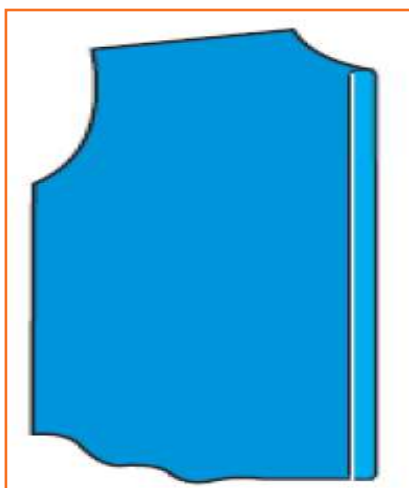
Step 3: Crease folded part.



Step 4: Now, fold the fabric 2.5 cm till the second notch mark.



Step 5: Crease the fold with an iron again like in Step 3.

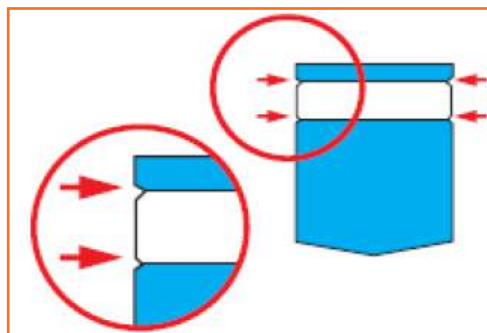


Step 6: Start from the top and stitch the inner side of the placket using an edge stitch.

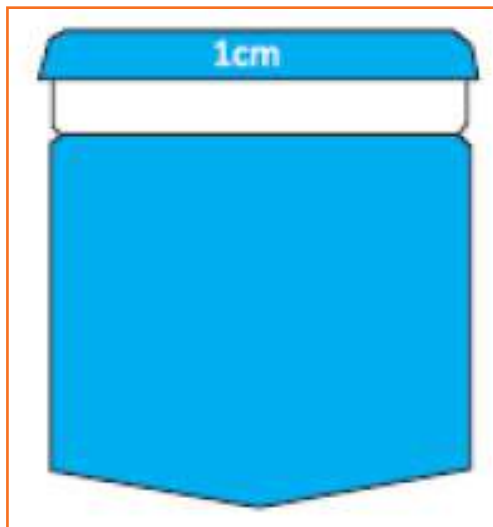
Pocket Making and Stitching



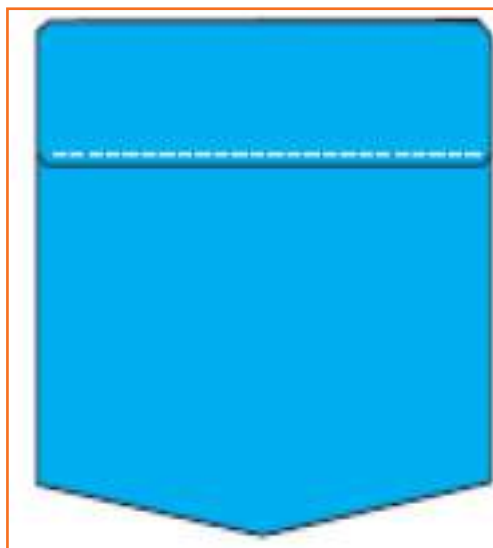
Step 1: Take the fused pocket piece.



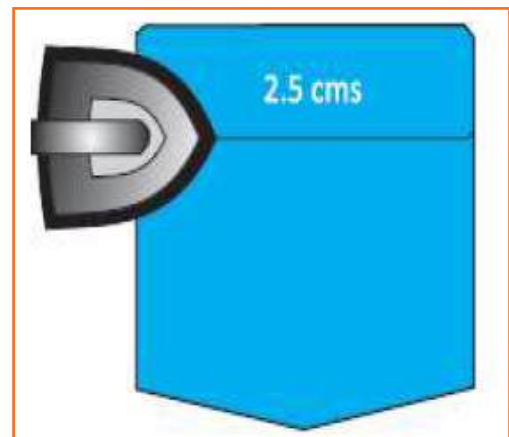
Step 2: Locate the notch marks.



Step 3: Now, fold the top part of the fabric 1cm till the first notch mark and press the folded part with an iron.

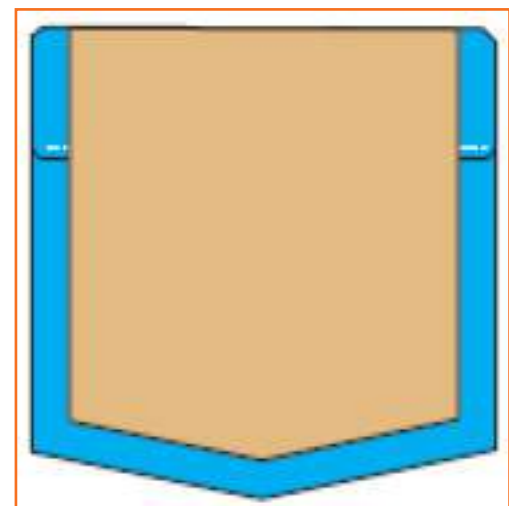


Step 5: Stitch the inner side of the pocket mouth using edge stitch.



Step 4:

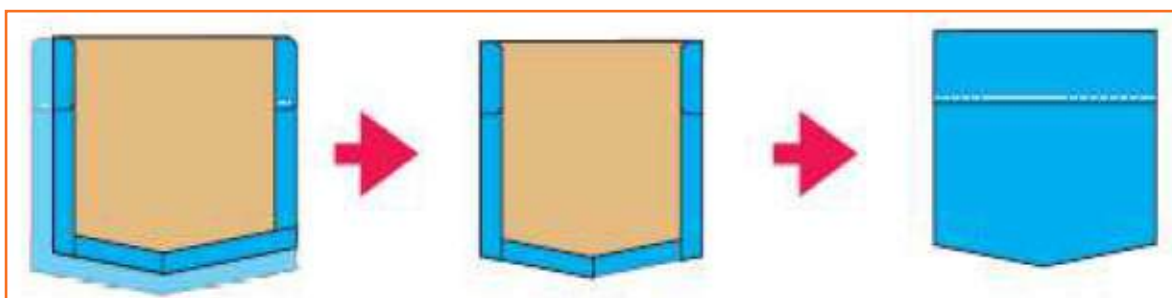
- Now, fold the fabric 2.5 cm to the second notch mark.
- Now, crease the folded part again with an iron.



Step 6: Take the ready pattern given and place it over the pocket.



Step 7: Now, fold the three sides 1 cm each and crease them as you fold.

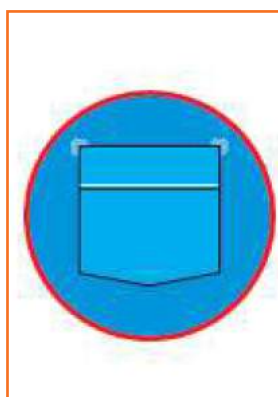


Step 9: The pocket is now ready to be attached.

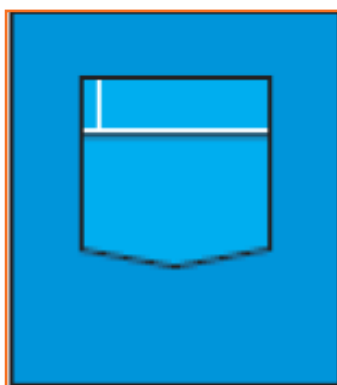
Attaching the Pocket



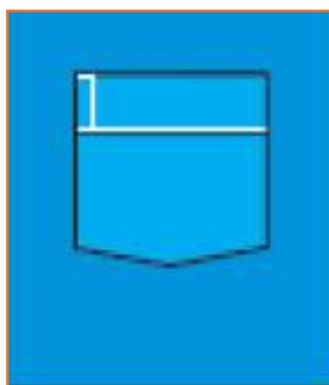
Step 1: Place the pocket piece on the left half of the shirt front.



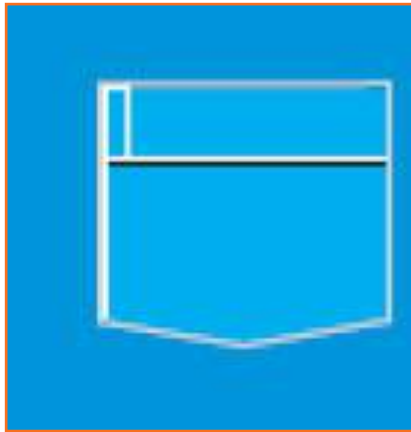
Step 2: Match the right side of the pocket with the markings on the front of the fabric.



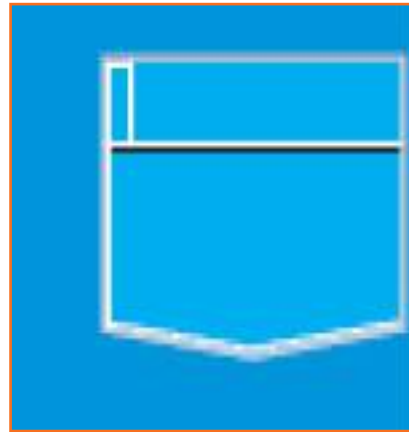
Step 3: Sew the pocket from the placket side. Put 4 stitches followed by a back tack.



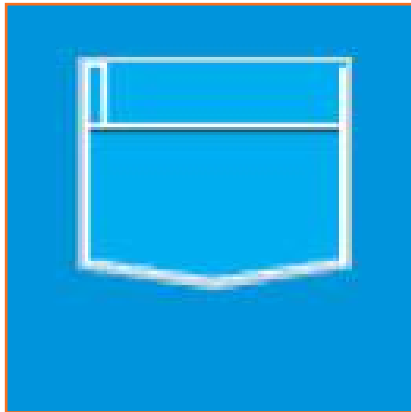
Step 4: Now, sew till the top using 4 mm stitch.



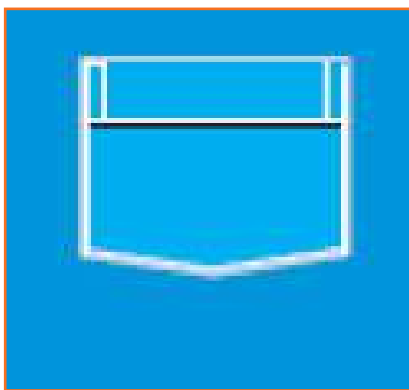
- Step 5:**
- Turn the fabric in a clockwise direction. Keep the needle in the fabric.
 - Stitch at the edge of the pocket till the end.



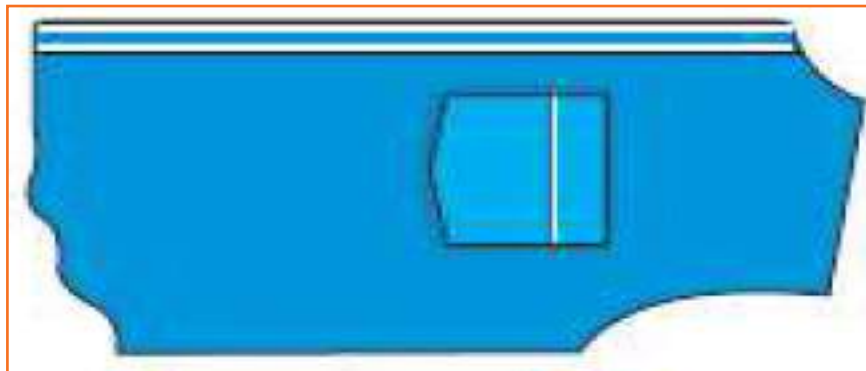
- Step 6:**
- Again, turn the fabric clockwise.
 - Put the stitch at the edge till the end.



- Step 7:**
- Again, turn the fabric clockwise. Stitch the edge of the bottom part of the pocket.
 - Step 10: Turn the fabric clockwise and stitch the edge of the other side of the pocket.

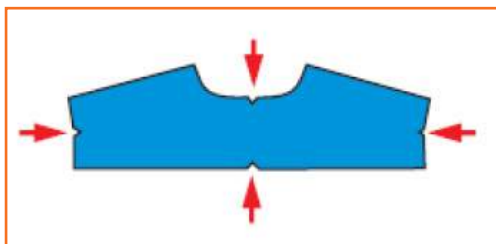


- Step 8:**
- Again, turn the fabric clockwise and stitch up to 4 mm.
 - Turn the fabric. Stitch up to the pocket mouth and put a back tack.



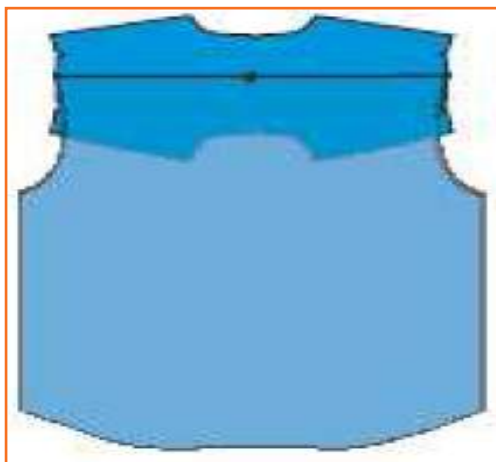
- Step 9:** Now, the pocket is fully attached.

Attaching Yoke



Step 1: First, check for the following notches:

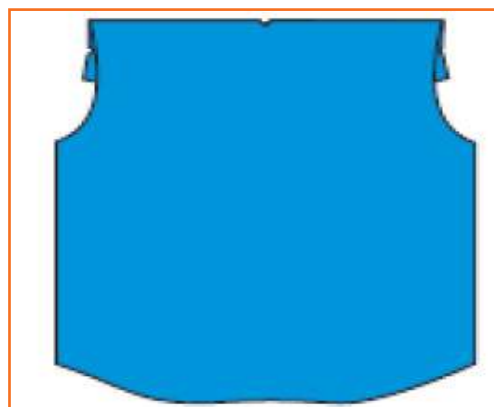
- One notch at the centre of the back piece of the shirt.
- 4 notches in the yoke piece:
 - » One at the centre of the reverse side of the yoke piece.
 - » One at the centre of the neckline.
 - » One at the centre of the left armhole.
 - » One at the centre of the right armhole.



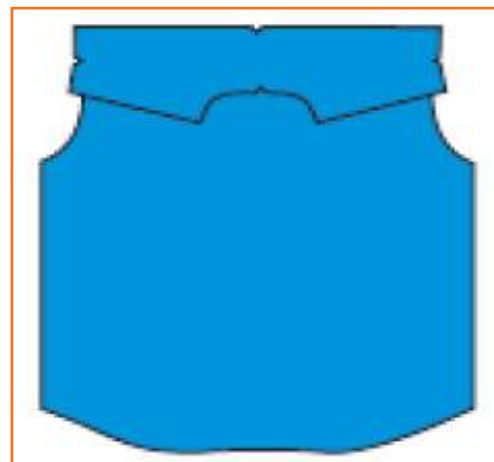
Step 4: The right side of the inner yoke piece should face the reverse side of the back piece of the shirt. Take the other yoke piece and place it on top of the back piece of the shirt and align with the notch.



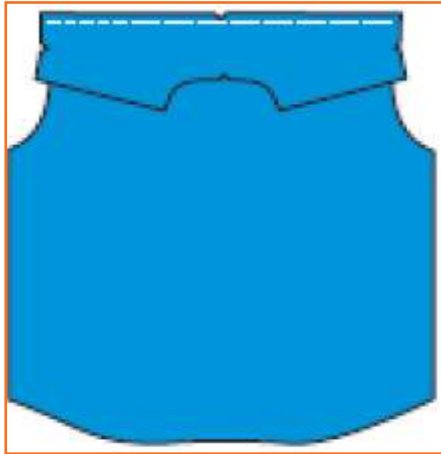
Step 2: Keep one piece of the yoke on the sewing Fig.



Step 3: Place the back piece of the shirt on top of the yoke in alignment with the two notches.



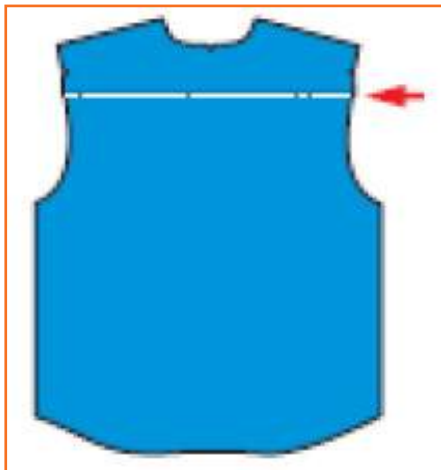
Step 5: The alignment should be such that the right side of the outer yoke piece faces the right side of the back piece of the shirt.



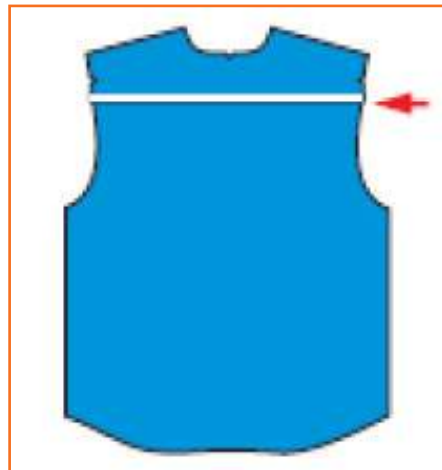
Step 6: Put a stitch of 1cm on the edge of the 3 pieces—2 yoke pieces and the back piece of the shirt.



Step 7: Turn the yoke and crease it with your fingers.



Step 8: Now, put a top-stitch at the edge first.



Step 9: Finally, put a 4 mm stitch from the edge.

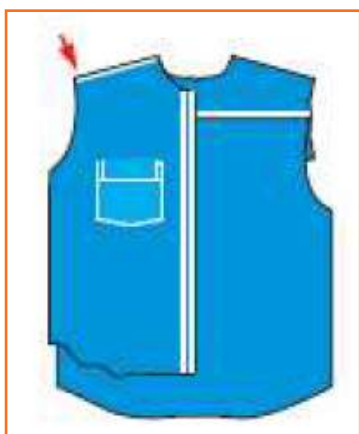
Attaching Yoke to the Front



Step 1: Keep the front side of the back piece of the shirt on the top.



Step 2: The alignment should be such that the right side of the outer yoke piece faces the right side of the back piece of the shirt.



Step 3: The pieces are stitched at a distance of 1 cm from the edge leaving the bottom-most ply of the yoke.



Step 4:

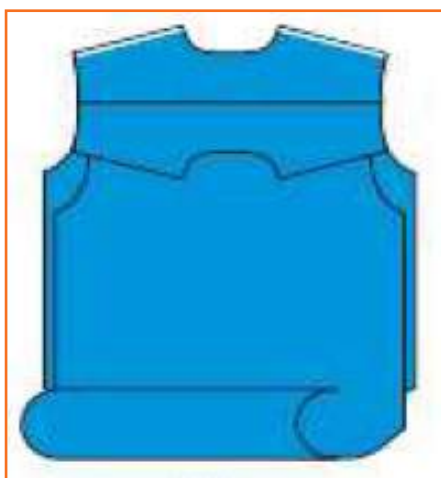
- The right side of the front and the right side of the back piece of the shirt are placed together by matching the yoke. The placket should be towards the centre.
- Repeat Step 3 for right side.



Step 5: Hold the edge of the yoke from the armhole side in one hand and the unstitched yoke piece in the other hand.



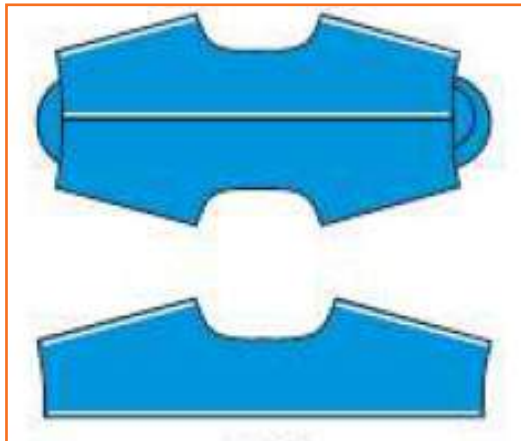
Step 6: Turn and match the unstitched yoke piece to the stitched yoke piece.



Step 7: Roll the body fabrics and insert it between the two yoke pieces.



Step 8: Put a 1 cm stitch throughout.



Step 9: Hold the front and the back pieces and stretch them.

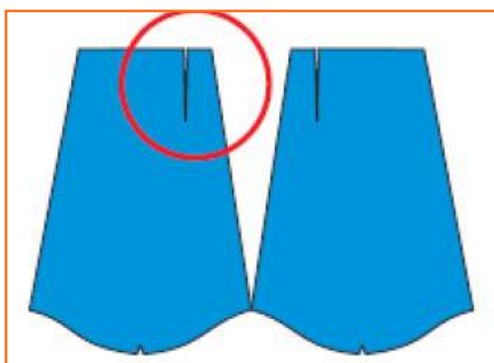


Step 10: Put a top-stitch at the edge on both sides.

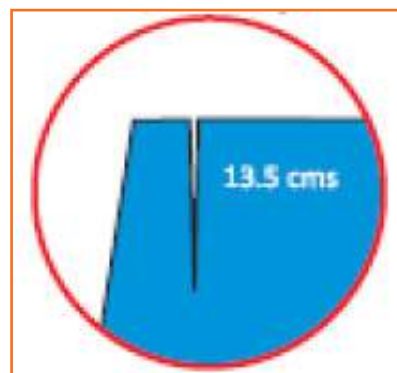


Step 11: Finally, put a 4 mm stitch on both sides.

Upper Sleeve Placket Preparation



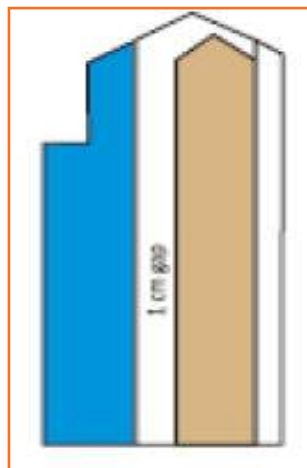
Step 1: Take the two sleeve pieces and identify the notch marks on the armhole side in each one of them.



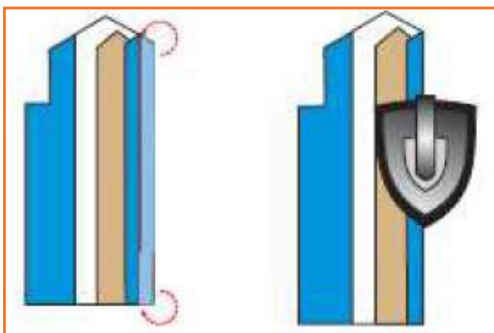
Step 2: Look at the reverse side of the sleeve and ensure that there is a cut of 13 cms or 5 inches at the bottom.



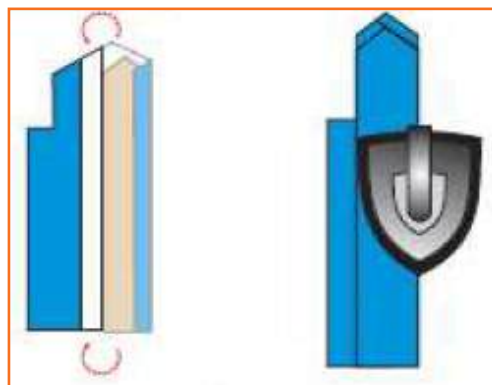
Step 3: Keep the two sleeve plackets with their straight sides facing each other.



Step 4: Take the ready pattern. Leave a gap of 1 cm and place it over the longer side of the placket.



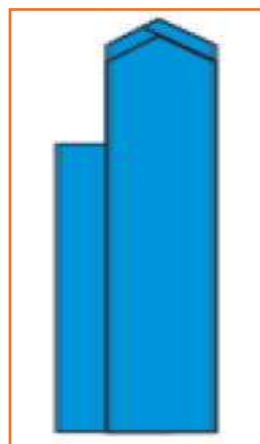
Step 5: Use the pattern and fold the longer side of the placket 1 cm and iron it.



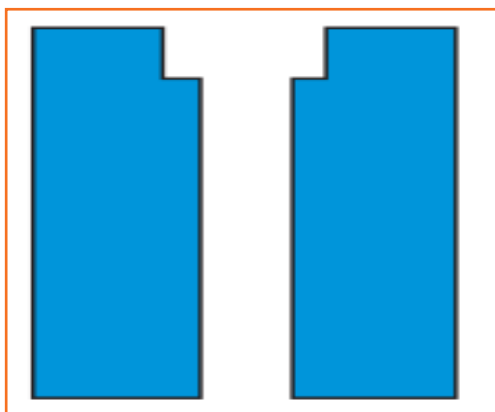
Step 6: Again, using the pattern, fold the longer side 3.5 cm and iron it.

Step 7: Use the pattern and fold the upper portion of the placket in a V-shape. Iron it well to form crease.

Step 8: Use the pattern and fold the upper portion of the placket in a V-shape. Iron it well to form crease.

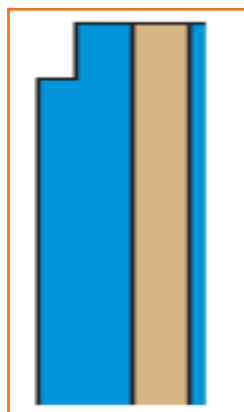


Lower Sleeve Placket Preparation

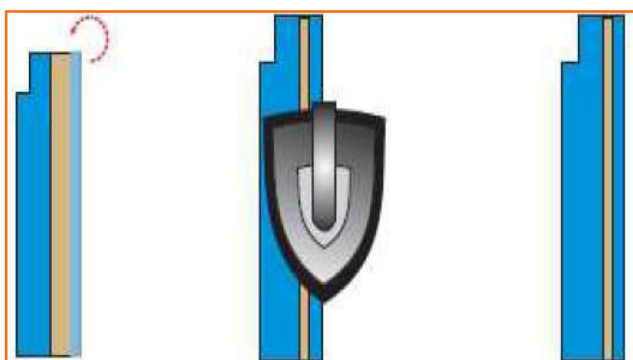


Step 1: Keep both the lower sleeve plackets on the Fig.

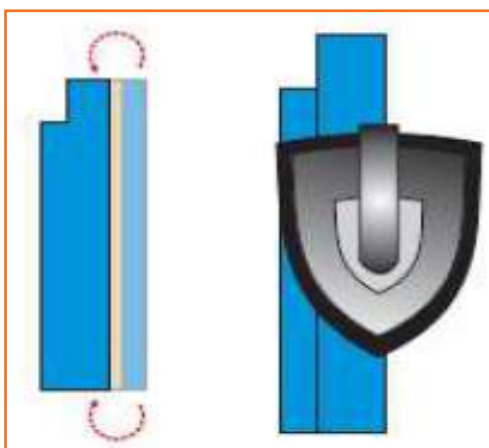
They are unfused and shorten in length than upper sleeve plackets.



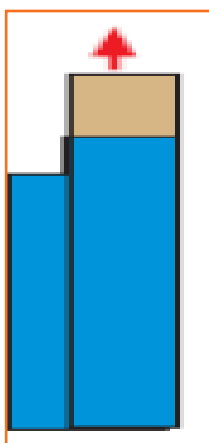
Step 2: Place the ready pattern on the placket.



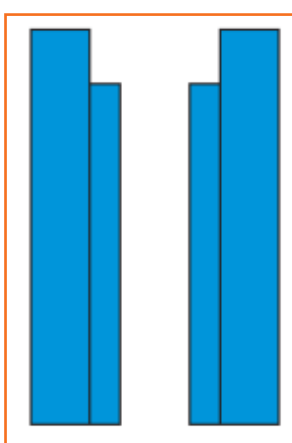
Step 3: Use the pattern and fold 1 cm. Use the iron to crease it.



Step 4: Again, use the pattern and fold 2 cm. Use the iron to crease it.

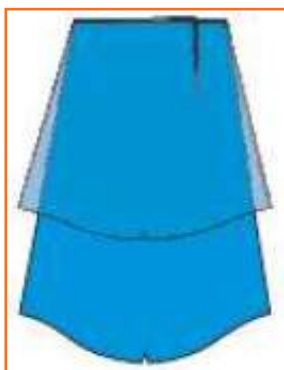


Step 5: Remove the ready pattern.

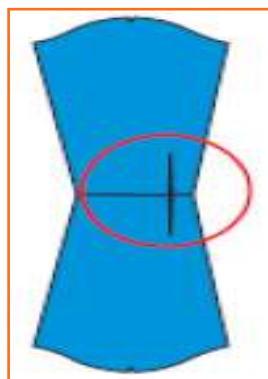


Step 6: Repeat Steps 2 to 5 for the other placket.

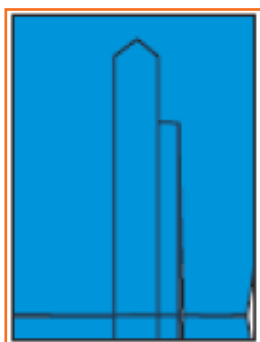
Attaching Plackets to the Sleeve



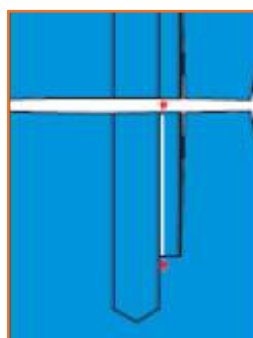
Step 1: Place the two sleeves on top of each other and align the cut sides.



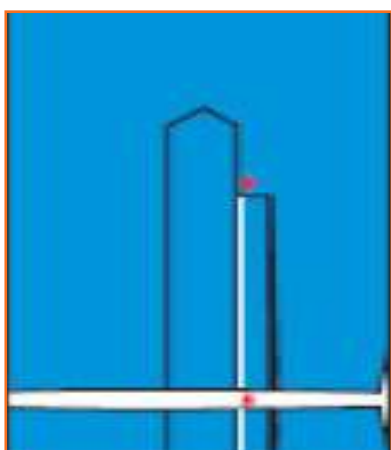
Step 2: Take the two upper sleeve plackets and place them on the longer cut side of the sleeves. Ensure that the folded side is on top.



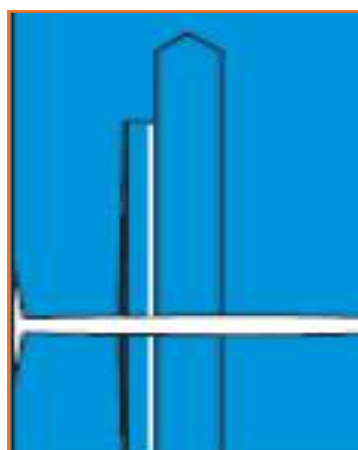
Step 3: Take a set of sleeve placket and sleeve. Align the edges of the sleeve placket with the longer cut part of the sleeve.



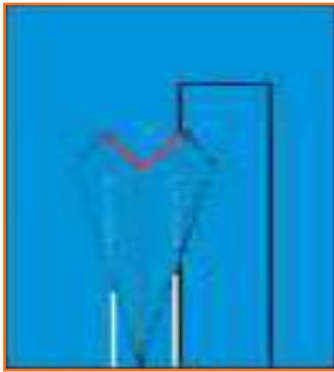
Step 4: Stitch the placket edge. Take the other set of sleeve and sleeve placket. Stitch the placket edge.



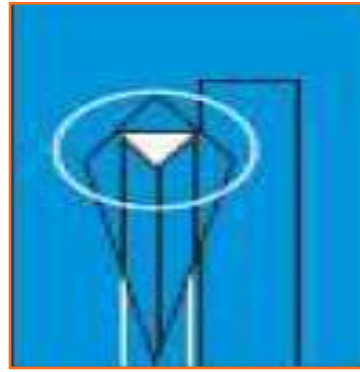
Step 5: Turn the fabric such that the cut part of it faces you.



Step 6: Now, place the lower placket on the shorter cut part of the fabric and stitch the edge along the length. Repeat Step 3 and Step 6 for the other set of sleeve plackets and sleeves.

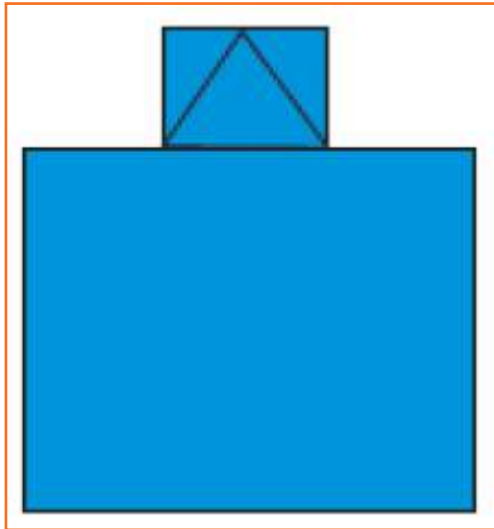


Step 7: Make two v-shape cuts on the top part of the placket-stitch.

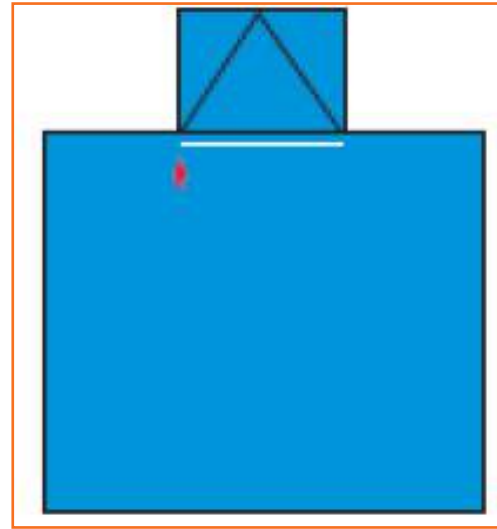


Step 8:

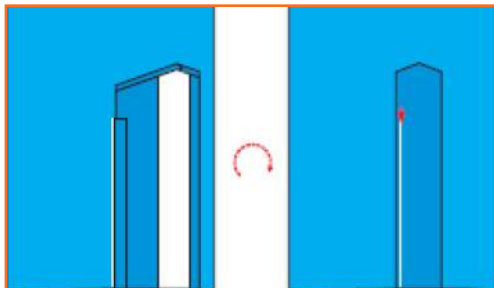
- Smoothen the lower placket and turn it to the reverse side.
- Stitch the edged side of the lower placket till the end.
- Turn the v-shaped cut to the upper side.



Step 9: Place the placket on top of the v-shaped cut.

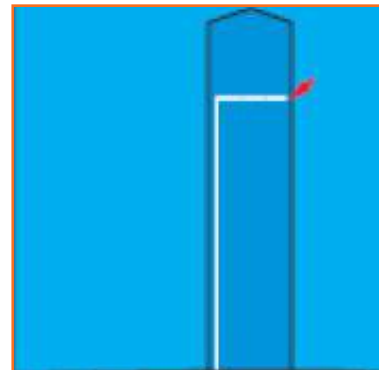


Step 10: Hold the placket and the cut, together and put a stitch at the bottom of the cut.

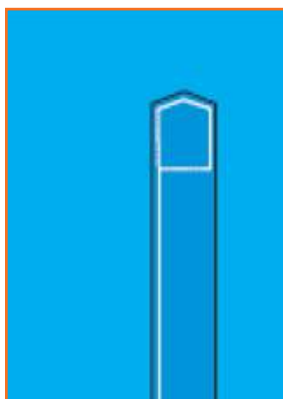


Step 11:

- Turn the upper placket over and put an edged stitch till the end.
- Turn the fabric clockwise. Align the upper and lower plackets.

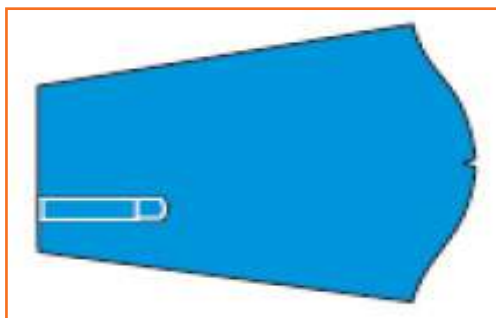


Step 12: Stitch till the end of the plackets.

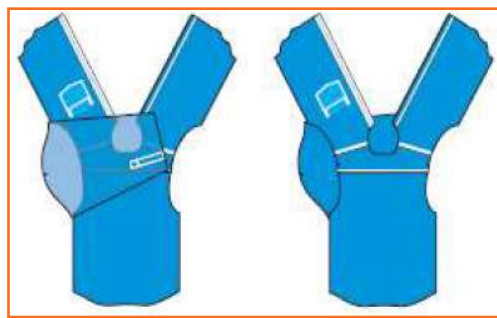


- Step 13:**
- Turn the fabric counter-clockwise. Put an edgestitch on all the edges of the box of the placket.
 - Repeat Step 9 to Steps 7-13 for the other sleeve plackets.

Attaching the Sleeve



- Step 1:** Take the sleeve piece. Ensure the armhole faces you. Also, the longer cut edge should be on the right hand side. The sleeve should be attached to the left hand side armhole.



- Step 2:** Match the left front piece with the armhole. Place the shirt front above and the sleeve piece below.



- Step 3:** Attach the left front with the left sleeve with a 1 cm stitch.



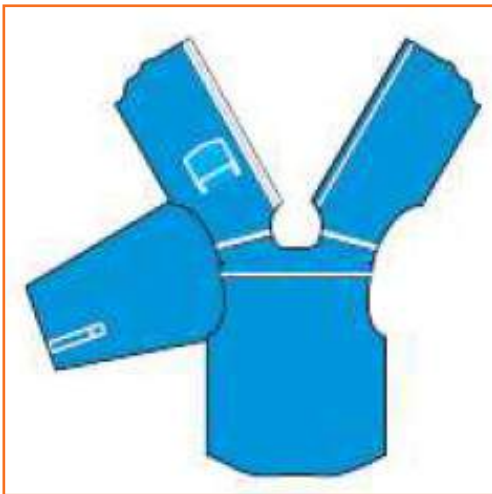
- Step 4:** Take the right sleeve and place it on the machine. Ensure that the longer cut portion is to the left and facing away from you.



Step 5: Match the notch marks and attach the sleeve armhole with the body armhole by putting a 1 cm stitch.



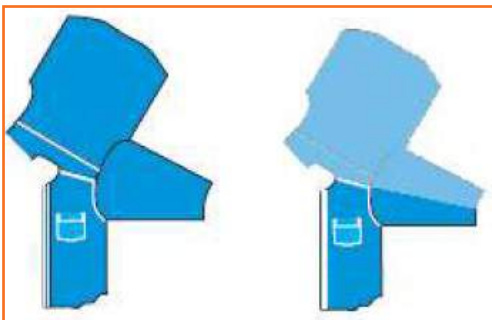
Step 6: Put an over-lock stitch at both the armholes. If top-stitch is required on the armhole, the sleeve should be kept up and the body part of the shirt should be kept down while putting the over-lock stitch. In case top-stitch is not required, the body part of the shirt should be kept up and the sleeve down.



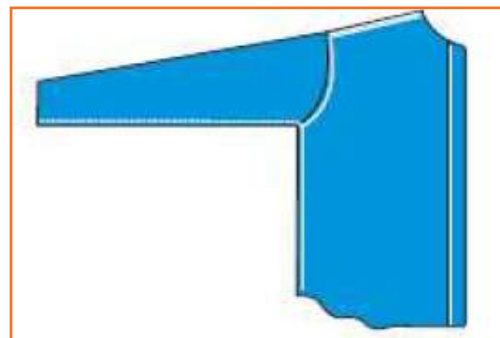
Step 13:

- While putting top-stitch, keep the margin towards the body. Put an edge stitch followed by a 4 mm top-stitch.
- Repeat the above steps for the other sleeve piece.

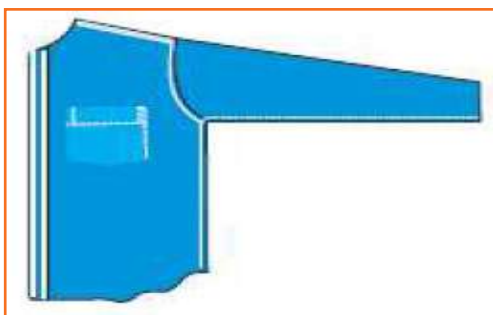
Side Seam



Step 1: Match the armhole and align the loose ends.

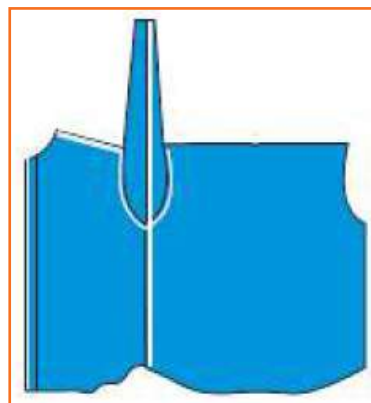


Step 2: Take the right hand sleeve. Stitch 1 cm from the sleeve bottom and continue till side bottom.



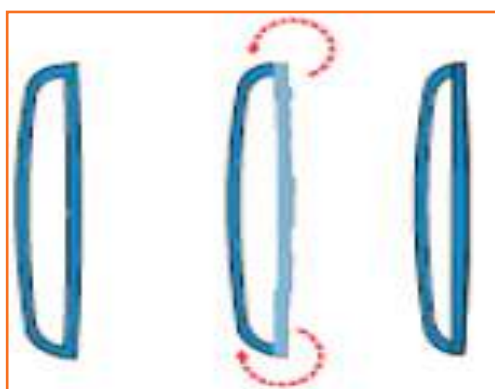
Step 3: Take the left hand sleeve. Stitch 1 cm from the sidebottom up to the sleeve bottom.

- Turn the fabric margin towards back side and sew the top-stitch by first sewing edge stitch and then 4 mm stitches on both the sides.

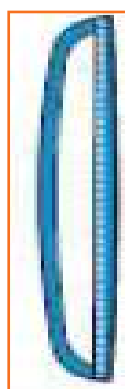


Step 4: Put the overlock stitch on both sides, keeping the front part on the top.

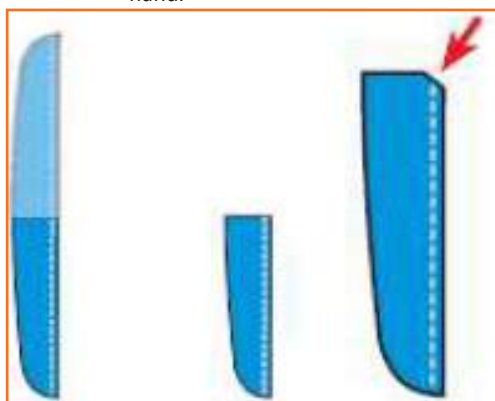
Collar and Neckband Preparation



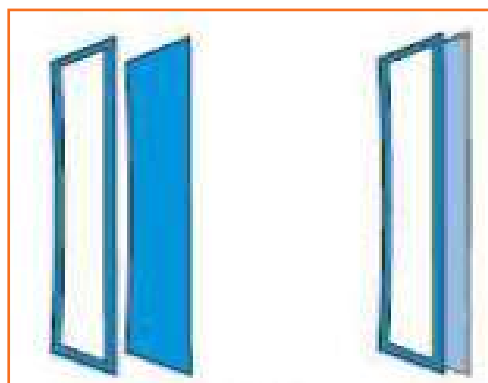
Step 1: Take the fused neckband piece. Turn the bottomend of the piece with your hand.



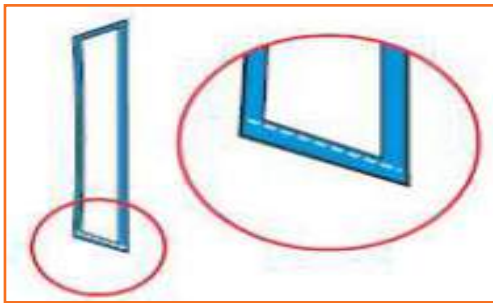
Step 2: Turn the fusing side down. Put a 4 mm stitch at the top.



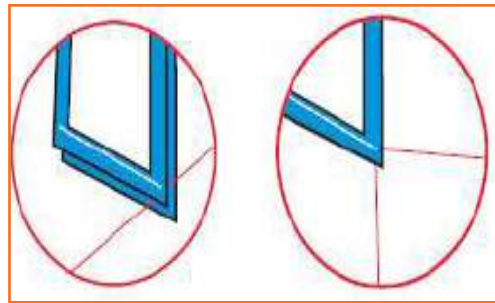
Step 3: Fold the neckband and cut a notch at the centre of the upper side.



Step 4: Take the fused collar piece and place it on the collar piece that is not fused. The right side of the fused collar should face the right side of the unfused collar.



Step 5: Start stitching at a gap of 1 mm from the fusing material from the collar base side.



Step 6: Stop the sewing machine one stitch before the collar point with the needle down. Insert an extra thread between the two fabric layers touching the needle.

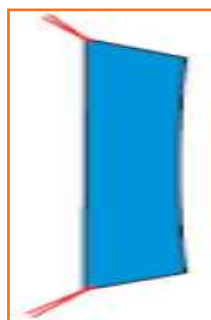


Step 7:

- Put one stitch and stop the sewing machine with the needle down. The thread will be at the back of the needle side.
- Hold both ends of the thread and bring it towards the other side of the collar.
- Put stitches at a distance of 1mm from the fused material on the remaining collar.
- Repeat steps 6, 7, 8, and 9.

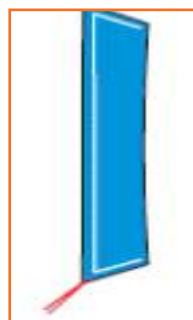


Step 8: Now, put stitches at a distance of 1 mm from the fused material.



Step 9:

- Put back tack stitch at both the ends.
- Cut both the collar points and turn the collar.
- Stretch the threads to give proper shape to the collar.



Step 10: Put a 4 mm stitch on all three sides of the collar. Keep the lower fabric stretched to avoid wrinkles.



Step 11: Put the stitch just below the fused portion of the band till the end.

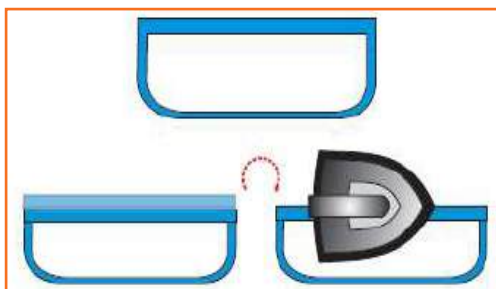


Step 12: Starting from the neckband's centre, put edge stitch towards the right side.

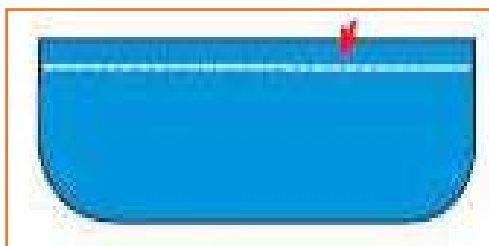


Step 13: Turn and continue to put edge stitch till the other end.

Cuff Preparation



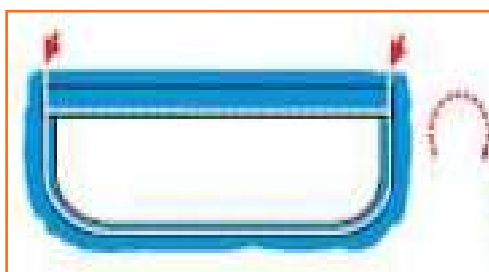
Step 1: Fold the fabric edges on the straight side of the cuff and iron it.



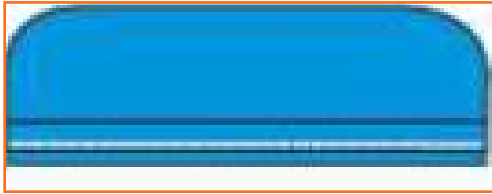
Step 2: Put a 4 mm top-stitch.



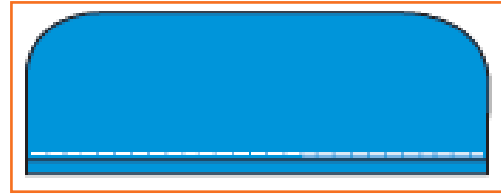
Step 3: Take the unfused piece of the cuff and place it below the fused cuff .



Step 4: Stitch the two curved and one straight side by leaving a 1 mm gap.



Step 5: Turn the cuff .

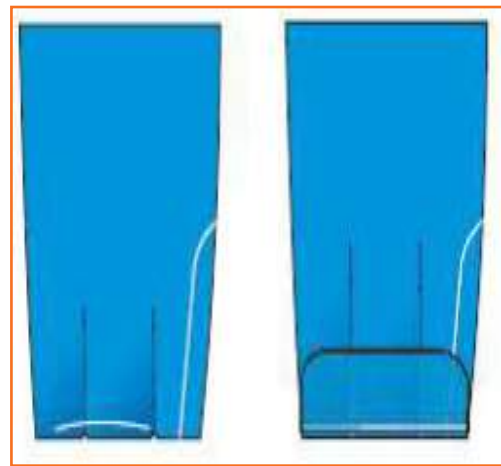


Step 6: The unfused cuff fabric should be 1 mm extra.

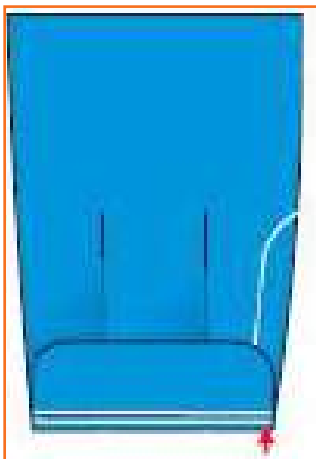
Cuff Attachment to Sleeve



Step 1: First, check that there are 4 notches for sleeve pleats and one notch at the centre of sleeve bottom.

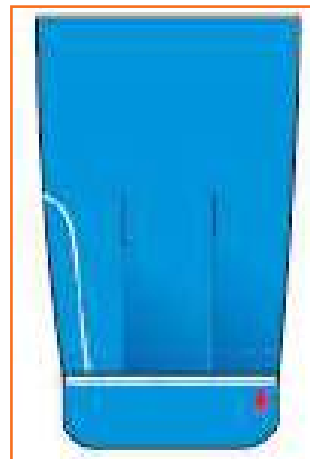


Step 2: Make sleeve pleats by overlapping the notches and stitching it in such a way that the pleats remain open from the edges.



Step 3:

- Place the cuff with fused side up on the inner side of the sleeve.
- Stitch just below the edge of the cuff .



Step 4: Straighten the cuff . Put the excess fabric inside the cuff and put stitches at the edge.



Step 5: Now put the edge stitch throughout the cuff.



Step 6: Now put 4 mm stitch throughout the cuff. Repeat Steps 1 to 7 for the second cuff.

Bottom Hemming



Step 1: Match the collar band tip to bottom.



Step 2:

- Fold the bottom (as per requirement) and put edge stitch from the left front side to the right side.
- Close the two ends.

Button-holing



Step 1:

- Take the left hand side placket.
- Make one button hole on collar band parallel to the band at the centre and about 1 cm from the edge.



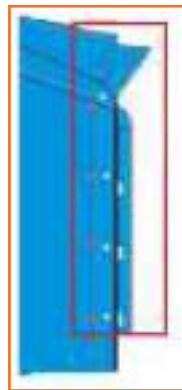
Step 2:

- Along the centre of the placket width, mark the button holes at a distance of 9 cm from each other from the collar band button hole.
- In case of cuff, mark button hole at the centre of the cuff on upper placket side.
- Make button holes using buttonhole machine. The marking should come in the middle of the buttonhole.

Button Attaching



Step 1: Keep the left hand and right hand plackets on top of each other. They should be properly aligned.



Step 2: Put a mark at the centre of the button-hole using a chalk.



Step 3: Attach buttons at the marked positions using the button sew machine.



Step 4: Repeat the same procedure for the cuff.

Activity

- Make the students recognize the different parts of a shirt.
- Analyze how an SMO makes and attaches the left and right hand side placket, pocket, yoke, placket to sleeve, sleeve, side seam, collar and neckband, cuff and bottom hemming etc

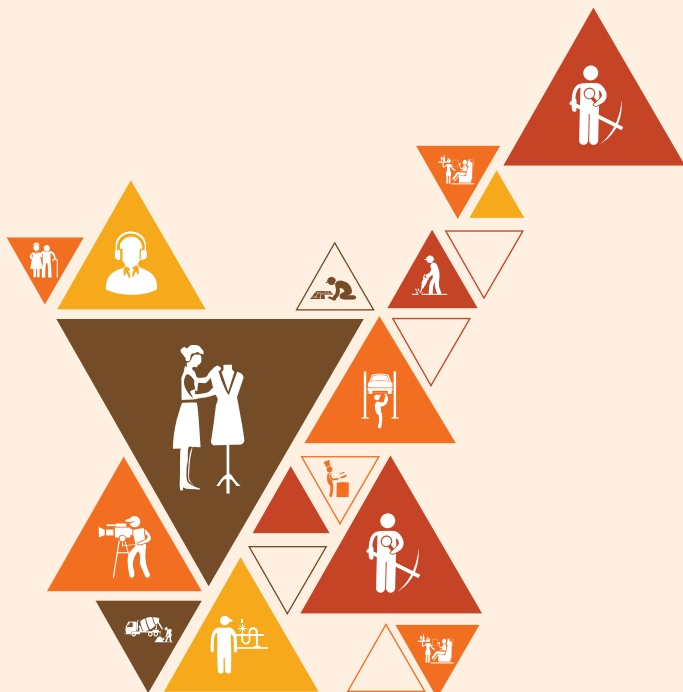
Notes for Facilitation

- 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.



3. Contribute to Achieve Product Quality in Stitching Operations

Unit 3.1 - Contribute to Achieve Product Quality in Stitching Operations



AMH/N2302

Key Learning Outcomes

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

1. Coordinate with the product quality
2. Coordinate with seniors and others.
3. Understand the sewing process flow.
4. Learn about the production system.
5. Inspect stitched products against specifications.
6. Identify, mark and place rejects in the designated locations.
7. Carry out alterations.
8. Sew and apply trims by hand and machine.
9. Maintain workflow and meet production target.
10. Familiarize with the quality department and its role in production.
11. Understand the inspection and possible defects.

UNIT: 3.1 Contribute to Achieve Product Quality in Stitching Operations

Unit Objectives

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

1. Coordinate with the product quality
2. Coordinate with seniors and others.
3. Understand the sewing process flow.
4. Learn about the production system.
5. Inspect stitched products against specifications.
6. Identify, mark and place rejects in the designated locations.
7. Carry out alterations.
8. Sew and apply trims by hand and machine.
9. Maintain workflow and meet production target.
10. Familiarize with the quality department and its role in production.
11. Understand the inspection and possible defects.

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

Elaborate

- Explain to the students what is meant by the term product quality.
- Give them brief about ensuring them how to give the best products at a particular price.
- Explain the necessity of coordination among the members when they are working as a team.

- Demonstrate the sewing process with step by step diagrams and flow charts to the students.
- Demonstrate and show them that why inspection necessary and what is should be done to ensure that the end product meets the product specifications.
- Explain the importance of examining garments at different stages of production and how does it help in mitigating losses.
- Give them appropriate flow charts and tabular representations of various defects, their causes and their remedies.
- Explain them the available solutions if they realize that the product does not meet the requirements.
- Make them understand the importance of target achievement and what should be done to solve the same.
- Thoroughly explain them the plausible defects that might arise while stitching and the solutions available for the same.

Notes for Facilitation

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

Suggestive questions to ask students:

- Ask students to explain the term Product quality.

Industry Visit

The purpose of visiting an apparel manufacturing unit is to get hands on knowledge about various processes involved in the work of an SMO. 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.
- Inspect stitched products against specifications.
- Analyze how SMOs:
 - » 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 SMOs/supervisors if you have any query.

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. Make hazard free working area.
5. Use materials to minimize waste.
6. Carryout running maintenance within agreed schedules.
7. Carry out maintenance and/or cleaning within one's responsibility.
8. Work in a comfortable position with the correct posture.
9. Use cleaning equipment and methods appropriate for the work to be carried out.
10. Dispose of waste safely in the designated location.
11. Store cleaning equipment safely after use.
12. Carryout cleaning according to schedules and limits of responsibility.
13. Explain the effect and importance of Greening of Job roles.

UNIT: 4.1 Maintain Workarea, Tools and Machines and Greening of Job Roles

Unit Objectives

At the end of this unit, participants should 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. Make hazard free working area.
5. Use materials to minimize waste.
6. Carryout running maintenance within agreed schedules.
7. Carry out maintenance and/or cleaning within one's responsibility.
8. Work in a comfortable position with the correct posture.
9. Use cleaning equipment and methods appropriate for the work to be carried out.
10. Dispose of waste safely in the designated location.
11. Store cleaning equipment safely after use.
12. Carryout cleaning according to schedules and limits of responsibility.
13. Explain the effect and importance of Greening of Job roles.

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

- 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.

Do

- Teach the students about the techniques of maintaining machines.
- Make them learn how to clean the Bobbin area.
- 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.
- 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.

Cleaning the Tension Assembly

- **Step 1:** Clean your machine often. Each stitch is precise and even a bit of lint collected on the tension assembly can cause problems. Make it a habit to clean your sewing machine after any large project.
- **Step 2:** Raise the pressure foot to release the tension on the disks. Gently run the folded edge of a clean piece of lint free cloth through the tension disks. Compressed air will also dislodge any bits of thread or lint.
- **Step 3:** Remove all lint along the thread guides using a small brush or clean cloth.
- **Step 4:** Check the bobbin area of the machine. The bobbin controls the lower tension and can be a source of built up lint. Depending on the type of machine you have, the bobbin consists of the bobbin, case and on some models a removable hook race. Remove these according to your instruction manual and clean with a cloth or small brush.
- **Step 5:** Do a final check to make sure the tension is correct and that the bobbin assembly is in place properly before you begin your next project.

Cleaning the Feed Dog Assembly

- **Step 1:** Unplug the machine and examine the feed dogs. The newer machines have metal feed dogs, but older models may have rubber ones, which often need replacing. Examine the feed dogs and check for damage.
- **Step 2:** Remove the throat plate, which is the covering over the feed dogs, and clean it with a soft cloth. Use a small soft brush to clean the feed dogs. Make sure to remove all lint and thread from the grooves of the teeth. Some machines have an adjustment that lowers the feed dogs for specific sewing procedures. They should be in the raised position for better viewing during the cleaning process.
- **Step 3:** Clean the area around the feed dogs with a soft brush. Compressed air is a good choice to use in the small tight areas.
- **Step 4:** Wipe down all areas with a clean, lint free cloth before replacing the throat plate.
- **Step 5:** Prepare to clean the feed dogs and all other areas that lint may accumulate on, after every project. Your sewing machine will last longer and need fewer repairs if kept clean and lint free.

Steps in Lubricating Machine

- **Step 1:** Purchase a high-quality brand of sewing machine oil from a sewing store or other specialty retailer. Higher quality generally comes with a higher price tag, but the price of good sewing machine oil is favorable to the costs involved with repairing or replacing an entire sewing machine.
- **Step 2:** Unplug your sewing machine. Make sure its power switch is set to 'off.' Because you will be dealing with fluid, it is especially important to make absolutely certain any power supply is disconnected.
- **Step 3:** Drop a single drip of sewing machine oil onto the mechanism that drives the sewing needle. If you purchased quality sewing machine oil, more than one drop will generally not be necessary.
- **Step 4:** Repeat Step 3, applying a single drop of oil to every part of your sewing machine that moves. Consult your sewing machine owner's manual if you need instruction on how to access any moving parts that may be contained beneath the casing of the machine.
- **Step 5:** Allow the oil to absorb by letting your sewing machine stand for a few minutes. Most experts suggest that 15 to 30 minutes is a good window of time to let your machine stand while the sewing machine oil works its magic.

- **Step 6:** Plug your sewing machine back in. When you have safely done so, turn the power switch to 'on.'
- **Step 7:** Feed some scrap fabric through the sewing machine, running its moving parts at a slow but constant rate. This will allow the oil to spread evenly throughout the parts that require lubrication to maintain optimal performance.

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. If found, replace (or inform) immediately. For a 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

Do

1. Explain the effect and importance of Greening of Job roles to the participants.

Elaborate **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 "4.1.8 Green Jobs" and "Fig.4.1.6: Diversified green jobs"

Activity

In the industry visit:

- Make the students show you about the maintenance techniques.
- Ask them to clean and dispose wastes
- 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 Note) As per students give practical question of your choice to understand the student's outcome.



Key Learning Outcomes

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

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

UNIT 5.1: Maintain Health, Safety, and Security at the Workplace

Unit Objectives

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

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

Resources to be Used

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

Do

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

Say

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

Elaborate

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

Environmental Control Measures

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

Clean Regularly and Properly - Don't Spread Dust

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

Make Local Ventilation Cost-effective

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

Use proper fans

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

Good Lighting for Quality Products

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

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

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

Make Full use of Daylight

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

Reporting an Accident and an Incident

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

If you are injured at work you must:

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

Accidents

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

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

Mock Drills/ Evacuations

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

Low-cost Work-related Welfare Facilities and Benefits

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

Make Sure Essential Facilities Serve Their Purpose

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

- **Sanitary Facilities:**

- » Like water facilities, sanitation facilities are also very important. The importance of proper sanitation facilities increases in the public context as improper facilities or unhygienic conditions can deteriorate the health of the employees by being breeding ground for several diseases.
- » The toilet bowl must be free from stain or odour and function properly.
- » The walls of the toilet must be clean and tiles unstained.
- » The ceiling of the toilet must be free from cobwebs and dust.
- » Floors must be clean and safe (no broken tiles, nor slippery surface).
- » Proper illumination must be provided inside the toilet.
- » Toilets must have a continuous supply of water; in case water is limited in the area, water should be stocked in containers and refilled regularly.
- » Mirrors and rubbish bins should be provided in the washroom.
- » Soap and toilet paper should be provided.
- » The washroom should provide complete privacy to users and should be fully ventilated.

- **Be Ready for Emergencies:** A typical basic kit may include the following items in a dust proof and waterproof box:

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

Ask



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

Do



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

Say

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

Elaborate

Prevention and Management of Corona Virus

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

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

Refer to PH "Fig.5.1.19: Prevention from COVID-19".

Field Visit

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

Skill Practice	Time	Resources
- Minimize health and safety risks to self and others due to own actions. - Monitor the workplace and work processes for potential risks and threats. - Carryout periodic walk-through to keep work area free from hazards and obstructions, if assigned. - Report hazards and potential risks/threats to supervisors or other authorized personnel. - Participate in mock drills/ evacuation procedures organized at the workplace. - Undertake first aid, fire-fighting and emergency response training, if asked to do so. - Take action based on instructions in the event of fire.	2 Hour	PC with LCD Projector or Flip Chart Copies of handouts, Participants Handbook

Exercise

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

UNIT 5.2: First Aid and CPR

Unit Objectives

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

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

Resources to be Used

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

Do

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

Say

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

Elaborate

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

While delivering First Aid always remember:

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

Injury	Symptom	Do's	Don'ts
Fracture	• Pain • Swelling • Visible bone	• Immobilise the affected part • Stabilise the affected part • Use a cloth as a sling • Use board as a sling • Carefully Transfer the victim on a stretcher	• Do not move the affected part • Do not wash or probe the injured area
Burns (see Degrees of Burn table)	• Redness of skin • Blistered skin • Injury marks • Headache/seizures	• In case of electrical burn, cut-off the power supply • In case of fire, put out fire with blanket/coat • Use water to douse the flames • Remove any jewellery from the affected area • Wash the burn with water	• Do not pull off any clothing stuck to the burnt skin • Do not place ice on the burn • Do not use cotton to cover the burn
Bleeding	• Bruises • Visible blood loss from body • Coughing blood • Wound/Injury marks • Unconsciousness due to blood loss • Dizziness	• Check victim's breathing • Elevate the wound above heart level • Apply direct pressure to the wound with a clean cloth or hands • Remove any visible objects from the wounds • Apply bandage once the bleeding stops	• Do not clean the wound from out to in direction • Do not apply too much pressure (not more than 15 mins) • Do not give water to the victim

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

Fig.5.2.1: First Aid for different types of injuries

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

Fig.5.2.2: Degree of Burns

Demonstrate

When using rigid material

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

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

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

Elaborate

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

DRSABCD stands for:

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

Airway

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

Head-tilt/chin-lift technique

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

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

Cardiopulmonary resuscitation

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

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

Mouth-to-Mouth

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

Pocket mask

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

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

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

Demonstrate

Performing CPR for an Adult

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

CPR Using AED

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

Chain of Survival

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

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

Notes for Facilitation



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

UNIT: 5.3: 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 "5.3.1 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 "5.3.2.1 Need for Gender Sensitivity"

Exercise



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





6. Soft Skills

Unit 6.1 - Introduction to the Soft Skills

Unit 6.2 - Effective Communication

Unit 6.3 - Grooming and Hygiene

Unit 6.4 - Interpersonal Skill Development

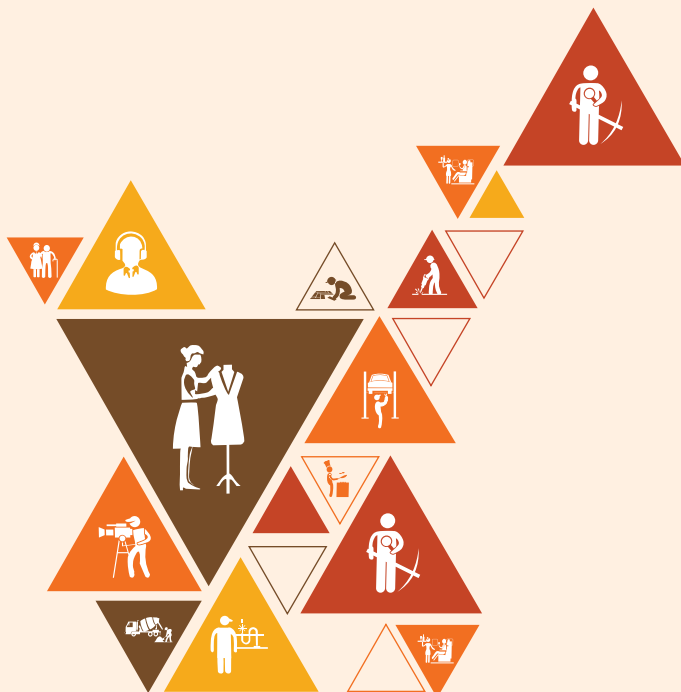
Unit 6.5 - Social Interaction

Unit 6.6 - Group Interaction

Unit 6.7 - Time Management

Unit 6.8 - Resume Preparation

Unit 6.9 - 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 6.1: 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 6.2: 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 6.3: 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 6.4: 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 6.5: 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 6.6: 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 6.7: 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 6.8: 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 6.9: Interview Preparation

Unit Objectives

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

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

Resources to be Used

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

Do

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

Say

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

Notes for Facilitation

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





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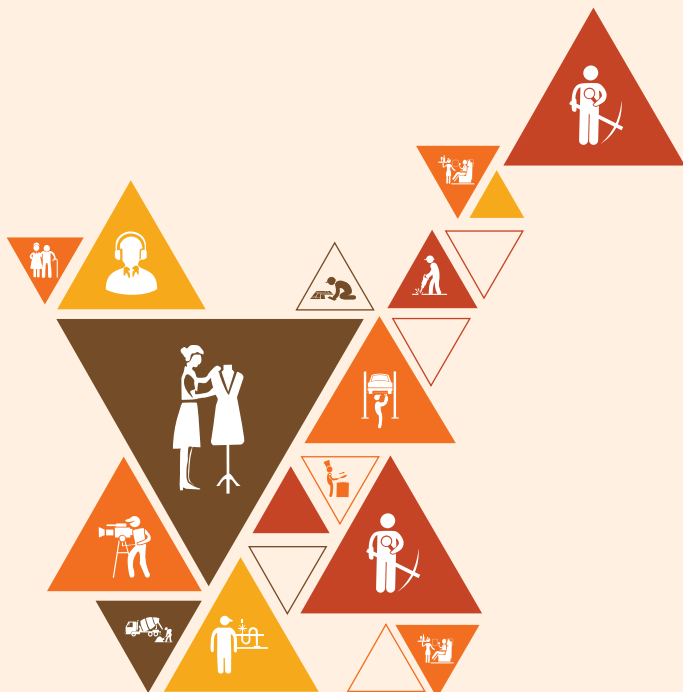


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MINISTRY OF SKILL DEVELOPMENT
& ENTREPRENEURSHIP



7. Employability Skills

Unit 7.1 - Employability Skills – 60 Hours



UNIT 7.1: Employability Skills – 60 Hours

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



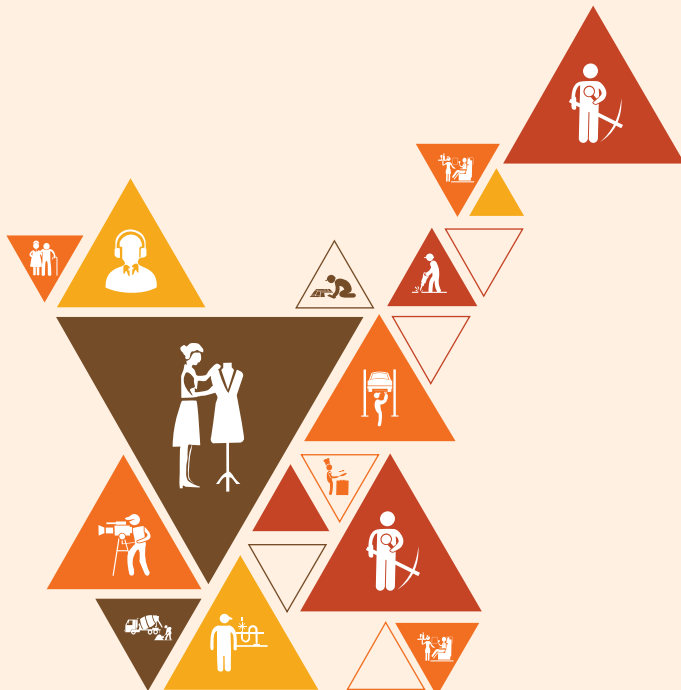
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8. Annexure

Annexure I: Resources

Annexure II: Training Delivery Plan



Annexure I: Resources

Module No.	Unit No.	Name of Subject	URL	QR Code
1. Introduction and Orientation	Unit 1.1 - Introduction to Sewing and Apparel Sector	Apparel Sector in India – Industry Overview	https://youtu.be/tN5oLGSjepQ	
1. Introduction and Orientation	Unit 1.2 - Role and Responsibilities of a Sewing Machine Operator	Role and Responsibilities of Specialized Sewing Machine Operator	https://youtu.be/aHo2Kp2LeiY	
2. Carry out Stitching Activities Using Machine or By Hand	Unit 2.1 - Prepare for Stitching Operations	Tools and equipment used in sewing	https://youtu.be/_2ZLtGfBJrY	
2. Carry out Stitching Activities Using Machine or By Hand	Unit 2.1 - Prepare for Stitching Operations	Types of Industrial Sewing Machines	https://youtu.be/nwQLVcOCd18	
2. Carry out Stitching Activities Using Machine or By Hand	Unit 2.1 - Prepare for Stitching Operations	Parts of a Sewing Machine	https://youtu.be/al_hc7DoKXk	
2. Carry out Stitching Activities Using Machine or By Hand	Unit 2.2 - Stitch Components to Produce Apparels	Different types of stitching and seam	https://youtu.be/NtmiZU1dkZM	
2. Carry out Stitching Activities Using Machine or By Hand	Unit 2.3 - Stitching a Trouser	Sewing a Trouser	https://youtu.be/Q3Y5Q_iW1Ao	

2. Carry out Stitching Activities Using Machine or By Hand	Unit 2.3 - Stitching a Trouser	Belt Loop Attaching	https://youtu.be/7Biev39gR2k	
2. Carry out Stitching Activities Using Machine or By Hand	Unit 2.4 - Stitching a Shirt	Stitch a shirt	https://youtu.be/g7AA-gfAKes	
3. Contribute to Achieve Product Quality In Stitching Operations	Unit 3.1 - Contribute to Achieve Product Quality in Stitching Operations	Classification of defects	https://youtu.be/SPtD6mAZ0GU	
4. Maintain Work-Area, Tools and Machines	Unit 4.1 - Maintain Work Area, Tools and Machines	Maintenance of single needle sewing machine	https://youtu.be/6iE2DT6LVpg	
5. Maintain health, Safety and Security in the Finishing Department with Gender & PwD Sensitization	Unit 5.1 – Maintain Health, Safety and Security at Work Place	Potential risks and threats associated with the workplace in garment industry	https://youtu.be/POlQ27GQZp0	
5. Maintain health, Safety and Security in the Finishing Department with Gender & PwD Sensitization	Unit 5.2 – First Aid & CPR	First Aid & CPR	https://youtu.be/DQ7JPNgU8Wg	
5. Maintain health, Safety and Security in the Finishing Department with Gender & PwD Sensitization	Unit 5.3 – Sensitivity towards People with disability and Gender Equality	What is sensitization	https://youtu.be/Wi1exdO1lig	

Annexure II

Training Delivery Plan

Training Delivery Plan			
Program Name:	Specialised Sewing Machine Operato		
Qualification Pack Name & Ref. ID	AMH/Q2301		
Version No.	3.0	Version Update Date	17/11/22
Pre-requisites to Training	• 11th Grade pass with No Experience required • Completed 1st year of 3-year diploma after 10th with No Experience required • 10th grade pass and pursuing continuous schooling with No Experience required • 8th grade pass with two years of NTC plus 1 year NAC/CITS with No Experience required • 10th Grade pass work with "One year relevant Experience required " • 8th grade pass with two years of any combination of NTC/NAC/CITS or equivalent with "One year relevant Experience required • 8th Grade pass with 3 year relevant experience • Previous relevant Qualification of NSQF Level 3 with 1.5 year relevant experience • Previous relevant Qualification of NSQF Level 2.5 with 3 year relevant experience		
Training Outcomes	By the end of this program, the participants will be able to: 1. Carry out different types of stitches using a specialized sewing machine. 2. Contribute to achieve quality in sewing work. 3. Maintain work area, tools and machines and Greening of Job Roles. 4. Maintain health, safety and security at work place with Gender and PwD Sensitization.		

Sl. No.	Module Name	Session Name	Session Objectives	NOS Reference	Methodology	Training Tools/Aids	Duration
1.	Introduction and Orientation	Introduction to Sewing and Apparel Sector	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.		Facilitator-led – Discussion	PPT, Handbooks, Audio Visual Clips	2:00 hrs.
		Roles and Responsibilities of a specialized sewing machine operator	Theory - Describe who is specialized sewing machine operator. - Explain roles and responsibilities of specialized sewing machine operator.		- Power-point presentation - Facilitator-led - discussion - Audio-visuals Images	PPT, Handbooks, Audio Visual Clips	1:00 hrs.
2.	Carry out Different Stitches Using a Specialized Sewing Machine	Tools and Equipment Required for Sewing	Theory - Identify various types of tools required for sewing - Elaborate functions of the sewing tools.	AMH/N2301	- Facilitator-led – Discussion - Use images and description given in the Participant's Handbook	PPT, Participant Handbook, Audio Visual Clips, Sewing Machine	3:00 hrs.
			Practical Demonstrate the sewing tools and their functions	AMH/N2301	Demonstration in practical lab	PPT, Participant Handbook, Audio Visual Clips, Sewing Machine	3:00 hrs.
		Understanding of a Garment	Theory - Identify and explain various parts of a garment (Top) - Identify and explain various parts of a garment (Bottom)	AMH/N2301	- Facilitator-led – Discussion - Use images and description given in the Participant's Handbook	PPT, Participant Handbook, Audio Visual Clips, Sewing Machines, Tools and Equipment	4:00 hrs.
			Practical - Demonstrate parts of a shirt - Demonstrate parts of a Trouser	AMH/N2301	Demonstration in practical lab	PPT, Participant Handbook, Audio Visual Clips, Sewing Machines, Tools and Equipment	4:00 hrs.
		Prepare for stitching operations	Theory - Introduction to different types of Specialized Sewing Machines - Explain types of feed mechanisms	AMH/N2301	- Facilitator-led – Discussion - Use images and description given in the Participant's Handbook	PPT, Participant Handbook, Audio Visual Clips, Sewing Machines, Tools and Equipment	5:00 hrs
			Practical Explain the parts and features of each machine and elaborate usage of each type of specialized machine	AMH/N2301	Demonstration in practical lab	PPT, Participant Handbook, Audio Visual Clips, Sewing Machines, Tools and Equipment	8:00 hrs.
		Operating Specialised Sewing Machines	Theory Elaborate functioning of each specialized sewing machine.	AMH/N2301	- Facilitator-led – Discussion - Use images and description given in the Participant's Handbook	PPT, Participant Handbook, Audio Visual Clips, Sewing Machines, Tools and Equipment	10:00 hrs.

			Practical Demonstrate all specialized machines, explain their parts and when to use these machines	AMH/N2301	Demonstration in practical lab	PPT, Participant Handbook, Audio Visual Clips, Sewing Machines, Tools and Equipment	10:00 hrs.
			Practical Demonstrate threading and handling of these machines	AMH/N2301	Demonstration in practical lab	PPT, Participant Handbook, Audio Visual Clips, Sewing Machines, Tools and Equipment	10:00 hrs.
		Stitching a Trouser	Theory Recognition of each component of a trouser and variations of the components	AMH/N2301	- Facilitator-led – Discussion - Use images and description given in the Participant's Handbook	PPT, Participant Handbook, Audio Visual Clips, Sewing Machines, Tools and Equipment	10:00 hrs.
			Practical Demonstrate how to make components of a trouser and their variations	AMH/N2301	Demonstration in practical lab	PPT, Participant Handbook, Audio Visual Clips, Sewing Machines, Tools and Equipment	15:00 hrs.
			Practical Illustrate how to assemble all components and stitch them into a trouser.	AMH/N2301	Demonstration in practical lab	PPT, Participant Handbook, Audio Visual Clips, Sewing Machines, Tools and Equipment	20:00 hrs.
		Stitching a Shirt	Theory Recognition of each component of a shirt and variation of the components	AMH/N2301	- Facilitator-led – Discussion - Use images and description given in the Participant's Handbook	PPT, Participant Handbook, Audio Visual Clips, Sewing Machines, Tools and Equipment	10:00 hrs.
			Practical Demonstrate how to make components of a shirt and their variations	AMH/N2301	Demonstration in practical lab	PPT, Participant Handbook, Audio Visual Clips, Sewing Machines, Tools and Equipment	15:00 hrs.
			Practical Illustrate how to assemble all components and stitch them into a shirt	AMH/N2301	Demonstration in practical lab	Industrial Single Needle Lock Stitch Machine (SNLS) set with Needle Guard ,Specialized Industrial Sewing Machines sets(eg: over lock machine, feed of arm, chain stitch machine, flat lock machine, bar tack , button hole machine, button tack machine etc.), Sewing Machine Accessories And Attachments	20:00 hrs.
3.	Contribute to achieve product quality in stitching operations	Contribute to achieve product quality in stitching operations	Theory Create an understanding of Product Quality and guidelines provided	AMH/N2302	- Power-point presentation - Facilitator-led - discussion - Audio-visuals Clips	Available Objects such as a book, pen, duster, white board, marker, Computer, Projector, etc.	4:00 hrs.

			Theory Understanding of Sewing Production Flow	AMH/N2302	- Power-point presentation - Facilitator-led - discussion - Audio-visuals Clips	Available Objects such as a book, pen, duster, white board, marker, Computer, Projector, etc.	4:00 hrs.
			Theory Expected quality in stitching	AMH/N2302	- Power-point presentation - Facilitator-led - discussion - Audio-visuals Clips	Available Objects such as a book, pen, duster, white board, marker, Computer, Projector, etc.	4:00 hrs.
			Theory Importance of having effective communication	AMH/N2302	- Power-point presentation - Facilitator-led - discussion - Audio-visuals Clips	Available Objects such as a book, pen, duster, white board, marker, Computer, Projector, etc.	4:00 hrs.
			Practical Demonstration of Sewing process flow and its importance	AMH/N2302	Practical Lab	Note Pad, Pen, charts	8:00 hrs.
			Theory - Frequently occurring defects - Inspection stitched products against specifications	AMH/N2302	- Power-point presentation - Facilitator-led - discussion - Audio-visuals Images	Available Objects such as a book, pen, duster, white board, marker, Computer, Projector, etc.	4:00 hrs.
			Theory - Familiarize with the quality department and its role in production. - Learn about the fabric defects	AMH/N2302	- Power-point presentation - Facilitator-led - discussion - Audio-visuals Images	Available Objects such as a book, pen, duster, white board, marker, Computer, Projector, etc.	4:00 hrs.
			Theory - Learn about common woven & knit fabric defects - Learn about accessories defect	AMH/N2302	- Power-point presentation - Facilitator-led - discussion - Audio-visuals Images	Available Objects such as a book, pen, duster, white board, marker, Computer, Projector, etc.	2:00 hrs.
			Theory Learn about stitch & Seam defects	AMH/N2302	- Power-point presentation - Facilitator-led - discussion - Audio-visuals Clips	Available Objects such as a book, pen, duster, white board, marker, Computer, Projector, etc.	4:00 hrs.
			Practical Rectify stitch & seam defects	AMH/N2302	Practical Lab	Note Pad, Pen, charts	6:00 hrs.
			Practical Identify and perform alterations	AMH/N2302	Use previously stitched components	Pre-sewed components ,Pencil, Pen, sewing machine, thread, needle, bobbin, bobbin case, Participant Handbook/Facilitator Guide	6:00 hrs.

			Practical Practice sewing in straight lines to achieve desired quality & speed	AMH/N2302	Facilitator led Practice Sessions	Fabric ,Pencil, Pen, sewing machine, thread, needle, bobbin, bobbin case, Participant Handbook/Facilitator Guide	12:00 hrs.
			Practical Practice sewing in curved lines to achieve desired quality & speed	AMH/N2302	Facilitator led Practice Sessions	Fabric ,Pencil, Pen, sewing machine, thread, needle, bobbin, bobbin case, Participant Handbook/Facilitator Guide	8:00 hrs.
			Practical Practice different seams to achieve desired quality & speed	AMH/N2302	Facilitator led Practice Sessions	Fabric ,Pencil, Pen, sewing machine, thread, needle, bobbin, bobbin case, Participant Handbook/Facilitator Guide	8:00 hrs.
			Practical Practice sewing on different Shirt Components to achieve desired quality & speed	AMH/N2302	Facilitator led Practice Sessions	Fabric ,Pencil, Pen, sewing machine, thread, needle, bobbin, bobbin case, Participant Handbook/Facilitator Guide	6:00 hrs.
			Practical Practice sewing on different Trouser Components to achieve desired quality & speed	AMH/N2302	Facilitator led Practice Sessions	Fabric ,Pencil, Pen, sewing machine, thread, needle, bobbin, bobbin case, Participant Handbook/Facilitator Guide	6:00 hrs.
			Ensure learning confirmation	AMH/N2302	- Facilitator led question-answer session - Gauge the learner for their understanding & proficiency of the module - Process based gauging to map learning curve	Notepad, Fabric ,Pencil, Pen, sewing machine, thread, needle, bobbin, bobbin case, Participant Handbook/Facilitator Guide	
4.	Maintain Workarea, Tools and Machines and Greening of Job Roles	Maintain Work Area, Tools and Machines	Theory Importance of machine cleanliness and maintenance	AMH/N0102	Facilitator-led - discussion	Handbook/Facilitator Guide	6:00 hrs.
			Theory Importance of Preventive & Running maintenance of machine & tools	AMH/N0102	Facilitator-led - discussion	Handbook/Facilitator Guide	6:00 hrs.
			Theory - Minimization of waste - Safe waste disposal in the designated location	AMH/N0102	Facilitator-led - discussion	Handbook/Facilitator Guide	4:00 hrs

			Theory Work in a comfortable position with the correct posture and maintain personal health safety measures	AMH/N0102	Facilitator-led - discussion	Handbook/Facilitator Guide	3:00 hrs.
			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	8:00 hrs.
			Practical - Change needle guard - Maintain machine after work is done	AMH/N0102	Practical Lab	Note Pad, Pen, sewing machine	8:00 hrs.
			Practical Maintain machine after work is done	AMH/N0102	Practical Lab	Note Pad, Pen, sewing machine	8:00 hrs.
			Practical Steps in lubricating Machine	AMH/N0102	Practical Lab	Note Pad, Pen, sewing machine, Oil	7:00 hrs.
			Practical - Machine guards - Sewing machine safety tips	AMH/N0102	Practical Lab	Note Pad, Pen, sewing machine	8:00 hrs.
			Theory: Explain the effect and importance of Greening of Job roles.	AMH/N0104	Facilitator-led – discussion	Apparel industry structure charts, documents, etc.	2:00 hrs.
			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 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/N0103	Facilitator-led - discussion	Charts of good personal health practices, note pad, audio-visual clips	6:00 hrs.
			Practical Identify the personal protective equipments	AMH/N0103	Facilitator-led - discussion	Chart for PPE, note pad, , audio-visual clips	1:00 hrs.
			Theory Build an understanding of importance of ergonomics at the workplace	AMH/N0103	Facilitator-led - discussion	Audio-visual clips. Various posture charts	6:00 hrs.

			Theory Elaborate on probable hazards at the workplace and handling them	AMH/N0103	Facilitator-led - discussion	Audio-visual clips, Process charts	4:00 hrs.
			Theory Summarize probable machine/equipment malfunctions	AMH/N0103	Facilitator-led - discussion	Diagrams, charts etc.	4:00 hrs.
			Theory Discuss first aid & its application	AMH/N0103	Facilitator-led - discussion	Chart for First Aid materials, , First Aid Box	4:00 hrs.
			Practical Demonstrate wearing and taking off PPE	AMH/N0103	Practical Lab	Process charts, flow charts, Various PPEs	5:00 hrs.
			Practical - Take part in mock drills / evacuation - Make use of first aid	AMH/N0103	Practical Lab	Mock drill video, mock drill charts, first aid box	6:00 hrs.
			Practical Take part in periodic walk through for hazard identification	AMH/N0103	Practical Lab	Tools & equipments, documents, charts etc.	6:00 hrs.
			Practical - Apply emergency preparedness & response - Identify safety signs at workplace	AMH/N0103	Practical Lab	Mock drill video, mock drill charts, first aid box	6:00 hrs.
		First Aid and CPR	Practical - Apply first aid on an injured person. - Understand the procedures of doing CPR.	AMH/N0103	- Power-point presentation - Facilitator- led - discussion - Audio- visuals Images	Available Objects such as a book, pen, duster, white board, marker, Computer, Projector etc.	6:00 hrs.
		Sensitivity towards People with disability and Gender Equality	Theory - Develop an Elaborate the details about PWD Sensitization. - Explain gender sensitization and equality.	AMH/N0103	Facilitator-led - session and discussion	Process chart, schematic diagram, pen & paper exercise, charts and images	6:00 hrs.
6.	Soft Skills	Soft Skills	Theory - Explain body language and non verbal communication - Discuss about conducting self in interview - Explain anger and conflict management	Bridge Module	Facilitator-led - session and discussion	Presentation, Audi-visual clips and Role plays	
			Theory - Explain towards managing job related stress effectively - Build an understanding about work ethics	Bridge Module	Facilitator-led - session and discussion	Presentation, Audi-visual clips and Role plays	

			Theory: • Develop awareness towards AIDS • Discuss the importance of health and hygiene • Develop awareness about ill effects of alcohol and tobacco.	Bridge Module	• Facilitator-led - session and discussion	Presentation, Audio-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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