



Facilitator Guide



Sector
Apparel / Made-Up's /
Home Furnishing

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

Occupation
Washing Machine Operator

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NSQF Level: 2.5

Washing 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. ”



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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.

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

- AMH/N0102: Maintain work area, tools and machines
- AMH/N0104: Comply with industry, regulatory and organizational requirements and Greening of Job roles
- AMH/N1810: Plan and prepare for process of washing as per job card
- AMH/N1811: Carrying out the washing process
- AMH/N1812: Maintain health, safety and security in the washing department & Gender Sensitivity Requirements
- DGT/VSQ/N0101: Employability Skills (30 Hours)

The symbols used in this book are described below.

Symbols Used

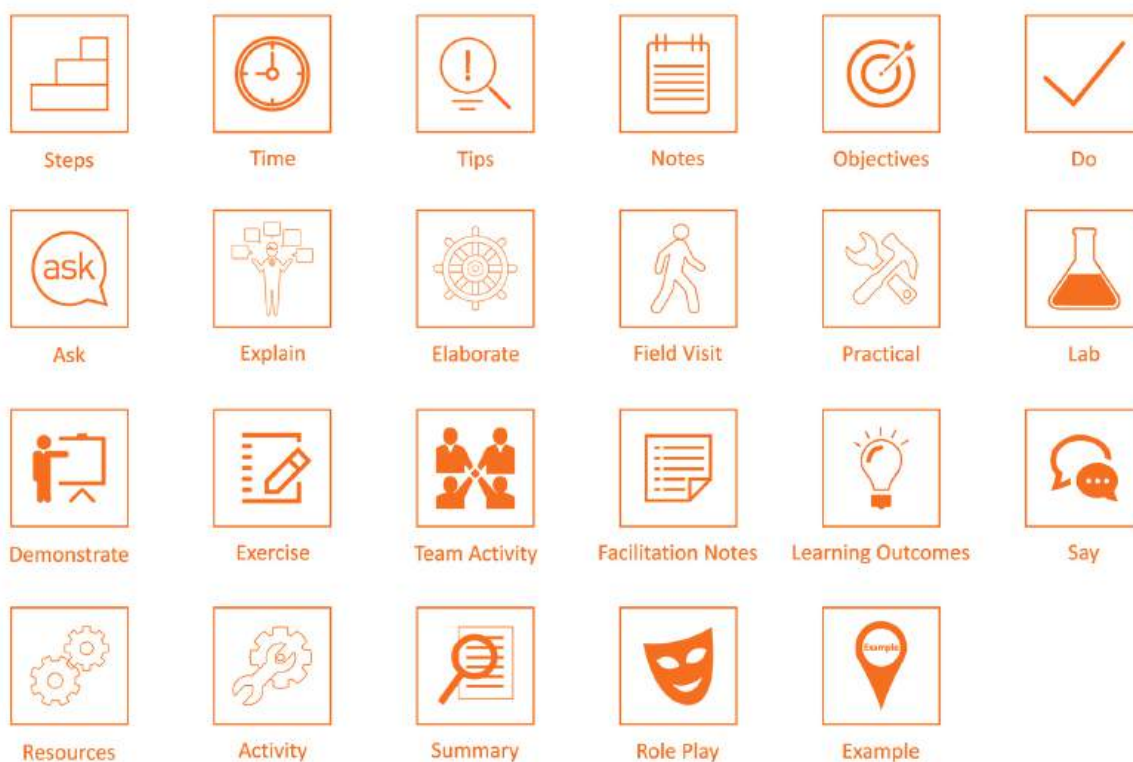


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GOVERNMENT OF INDIA
MINISTRY OF SKILL DEVELOPMENT
& ENTREPRENEURSHIP

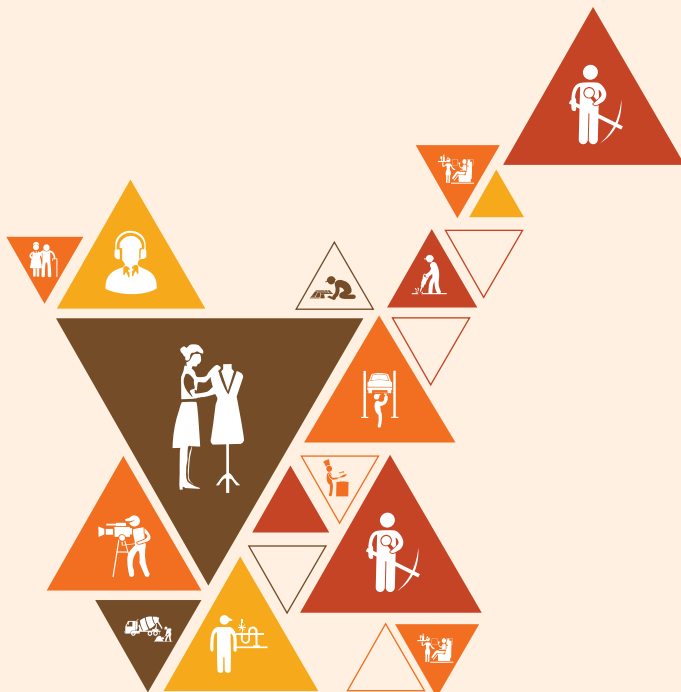


APPAREL MADE-UPS HOME FURNISHING
SECTOR SKILL COUNCIL

1. Orientation and Introduction

Unit 1.1 - Introduction to Apparel Sector

Unit 1.2 - Roles and Responsibilities of Washing Machine Operator



Key Learning Outcomes

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

1. Familiarise with Apparel industry.
2. Describe the home furnishing and made-ups sub sectors.
3. Identify the roles and responsibilities of a Washing Machine Operator.
4. Familiarise with the personal attributes of Washing 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:

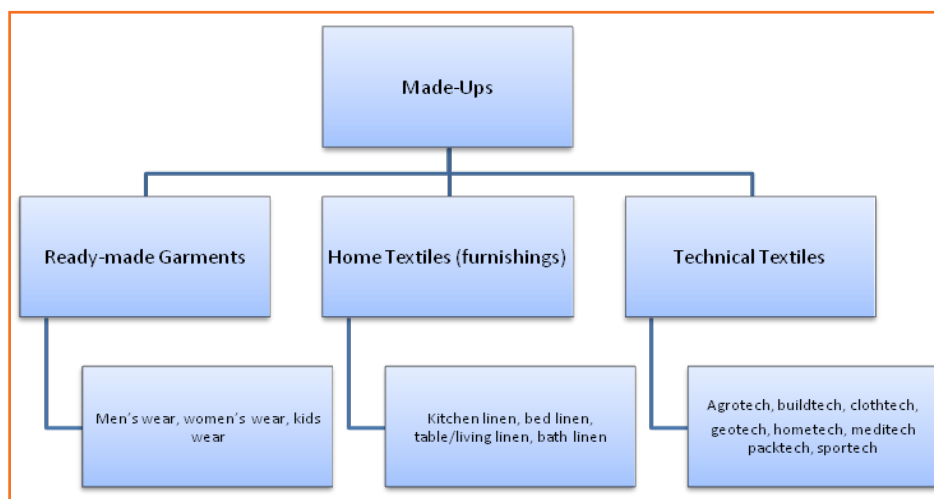


Fig.1.1.3: Made-ups and Home Furnishing Sub-sector

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 woollen 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 12th 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 Washing Machine Operator

Unit Objectives

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

1. Identify and the roles and responsibilities of an Washing Machine Operator.
2. Explain the attributes of washing machine operator.

Resources to be Used

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

Do

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

Say

Washing Machine Operator operates washing machine to execute running of various washing programmes to achieve desired characteristics from as simple as cleaning to finishing attributes of improved feel, drape, luster, biological resistance etc.

Elaborate

Brief Job Description

Washing Machine Operator is responsible to perform various types of washings for apparel and garments, made ups and home furnishing articles. The washings are intended to achieve desired finish reflected in terms of improved performance, cleanliness, luster, feel, drape, softness with combinations of time, temperature, process conditions and chemical formulations specific to product class.

Personal Attributes

Washing Machine Operator should have good eyesight, motor skills and immune from defects of colour blindness. He/she should also have good interpersonal skills and keen on learnings.

Do

- Explain the roles and responsibilities of a washing machine operator.

Refer to PH " 1.2.2. Roles and Responsibilities of a Washing Machine Operator"

Notes for Facilitation

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



2. Plan and Prepare for Process of Washing as Per Job Card

Unit 2.1 - Garment Washing Methods, Trims and Accessories

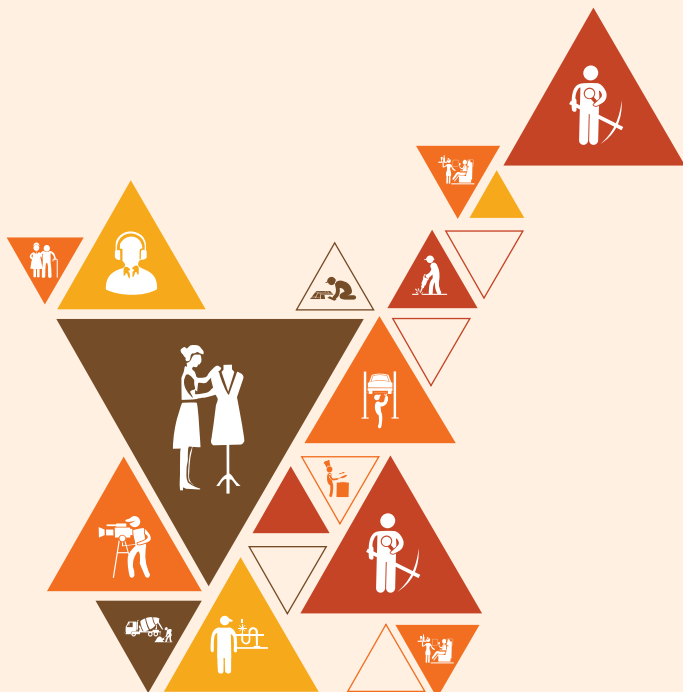
Unit 2.2 - Washing Machine

Unit 2.3 - Chemicals used in Washing

Unit 2.4 - Understanding the Parameters Which Affect Washing

Unit 2.5 - Garments and Its Parts

Unit 2.6 - Common Defects in Garments



Key Learning Outcomes

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

1. Explain the term garment washing
2. Identify the different methods of garment washing
3. Recognise different tools and accessories used in washing
4. Familiarise with different types of washing machines
5. Explain how to operate an industrial washing machine
6. Familiarise with the chemicals that are used in washing fabric
7. Discuss and use chemicals in proper volume to wash fabric
8. Familiarise with the parameters affecting washing.
9. Identify different part of garments
10. Recognize types of fabrics and yarns
11. Identify defects
12. Identify different types of defects
13. Identify different types of faults
14. Familiarise with various garment sizes
15. Identify the various terms used in garment charts

UNIT 2.1: Garment Washing Methods, Trims and Accessories

Unit Objectives

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

1. Explain the term garment washing
2. Identify the different methods of garment washing
3. Recognise different tools and accessories used in washing

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 Tools and Equipment Required for the job.

Say

- Tell the participant that about the garment washing. Washing of garments normally refers to cleaning soiled garments with detergent and water, but garment washing in the apparel industry is a technology which enhances the appearance, comfortability and design of the garment as per the buyer's requirement. Each wash produces different appearance on the fabrics surface. Also discuss different methods of garment washing with the participants.

Elaborate

Methods of garment washing

There are two different methods of garment washing:

1. Wet process/ Chemical process
2. Dry process/ Mechanical process

Wet process/ Chemical process

Wet process is mainly done by using different types of chemicals. It is the main treatment used in garment washing. The different types of wet process used are:

- Normal wash
- Stone wash
- Acid wash
- Enzyme wash
- Pigment wash
- Bleach wash
- Caustic wash

Additional notes for facilitation: These are supporting content to the Participant Manual, please adhere to the Participant Manual and explain trainees' the concept.

Dry process/ Mechanical process

Is mainly done by hand or mechanically. Popularly used different types of Dry process are:

- Whisker
- Tacking
- Hand scraping
- PP spray and PP sponging
- Sand blasting

Additional notes for facilitation: These are supporting content to the Participant Manual, please adhere to the Participant Manual and explain trainees' the concept.

Say

Discuss the tools and equipment used in washing garments with the participant.

A few tools and equipment used in washing garments are as follows:

- Washing Chemicals
- Stain Swatches
- Hanger Stand
- Hanging Rope
- Steam Generator

- Small Brush
- Labels
- Hangers

Say

- Discuss the trims and accessories used in washing garments with the participant. Trims and accessories are considered as an important part of any garment. Apart from enhancing the look of the garment it also increases the usability of the garment.

Elaborate

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

Additional notes for facilitation: These are supporting content to the Participant Manual, please adhere to the Participant Manual and explain trainees' the concept.

Do

- Show the process flow chart of garments washing to the participants.

Notes for Facilitation



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

UNIT 2.2: Washing Machine

Unit Objectives

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

1. Familiarise with different types of washing machines
2. Explain how to operate an industrial washing machine

Resources to be Used

- Available objects such as black or white Board, chalk pieces or white board marker pens, duster
- PC with LCD projector or flip chart
- Copies of handouts, participants handbook

Do

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

Say

- Tell the participants about washing machine. Tell them that washing machine which is also called a clothes washer, is a machine used to wash different types of garments without using any physical efforts. Washing machine eliminates the different process of washing clothes which requires human involvement such as, rubbing the clothes to remove stains and squeezing the clothes to remove water and in a garment washing plant, special kind of washing machines are also used to enhance the appearance and design of the garment.
- In a garment washing plant, there are machines used for wet process of garments and there are also machines used in dry process.

Elaborate

Different Types of Washing Machine

- Front loading washing machine
- Top Loading washing machine
- Side loading washing machine
- Stone washing machine
- Hydro extractor machine

Additional notes for facilitation: These are supporting content to the Participant Manual, please adhere to the Participant Manual and explain trainees' the concept.

Say

- Tell the participants how to operate an industrial washing machine. A washing machine operator should know how to operate a basic washing machine based on capacity, suitability of the garment type, washing cycle, etc.

Elaborate

Operating a Basic Industrial Washing Machine

Below mentioned are the steps involved in loading and unloading of garments into a basic industrial washing machine:

- **Step 1** – Sorting the clothes
- **Step 2**- Loading the garments
- **Step 3**- Closing the door
- **Step 4**- Selecting the right washing programme
- **Step 5**- Using detergents and other chemicals
- **Step 6**- Run wash cycle
- **Step 7**- Unload the garments

Additional notes for facilitation: These are supporting content to the Participant Manual, please adhere to the Participant Manual and explain trainees' the concept.

Do

- Show the external and internal parts of a washing machine to the participants.

Say

- Tell the participants how an industrial washing machine works. Most washing machine parts such as the inner drum, the pump, valves and the heating element are electrically controlled.

Elaborate

The sequence of how the different parts and programmes of the washing machine is explained below

- **Step 1:** After the clothes are loaded into the washing machine and selecting the appropriate programme we have to press the START button
- **Step 2:** The programmer opens the water valves and hot and cold water enter the machine filling up the inner and outer drums through the detergent tray. The detergent and any other chemicals in the tray flows into the drum.
- **Step 3:** The water valves are then automatically switched off by the programmer
- **Step 4:** The temperature of the incoming water is controlled by the thermostat. If the water is too cold the heating element is automatically switched on.
- **Step 5:** When the water temperature is hot enough, the inner drum begins to function rotating back and forth mixing the detergent with the clothes.
- **Step 6:** The detergent extracts the grime from the clothes and the programmer opens the valves to extract and drain the dirty water from the drum,
- **Step 7:** The valve automatically opens again and clean water enters the drums.
- **Step 8:** The process continues several times until the detergent is completely washed off the clothes.
- **Step 9:** When the clothes are thoroughly rinsed, the inner drum rotates at a really high speed—around 80 mph (130 km/h). The spinning motion helps the clothes to dry.
- **Step 10:** Any remaining water is pumped out from the outer drum and the wash cycle comes to an end.

Notes for Facilitation

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

UNIT 2.3: Chemicals used in Washing

Unit Objectives

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

1. Familiarise with the chemicals that are used in washing fabric
2. Discuss and use chemicals in proper volume to wash fabric

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 chemicals used in washing.

Say

- Tell the participants about washing chemicals used in industrial washing machines. Tell them that garment washing involves the usage of different types of chemicals during different stages of the washing process. Chemicals are also used in the washing process for getting the desired effect on the garments.

Elaborate

The different types of chemicals used are as explained below:

Additional notes for facilitation: These are supporting content to the Participant Manual, please adhere to the Participant Manual and explain trainees' the concept.

Say

- Tell the participants about Function of Chemicals in Textiles.

Elaborate

Function of Chemicals in Textiles

- Detergent
- Surfactants
- Alkalies
- Anti-staining agent
- Potassium Permanganate
- Soda ASH (Na_2CO_3)
- Caustic soda (NaOH)
- Sodium Meta Bisulphite
- Softener
- Enzyme
- Hydrogen Peroxide
- Bleaching powder
- De foaming agent
- Silicon

Additional notes for facilitation: These are supporting content to the Participant Manual, please adhere to the Participant Manual and explain trainees' the concept.

Say

- Tell the participants that while using chemicals, it is important to ensure that the shelf-life of the chemicals has not expired. Shelf life may be defined as the time for which an item remains usable.

Do

- Explain the Function of Chemicals in Textiles.

Refer to PH " 2.3.1.1 Function of Chemicals in Textiles"

Elaborate

Shelf Life of Chemicals

If chemicals are used after expiration of shelf life, the chemical composition of the product may change resulting in adverse effect on the garment.

- **Surfactants:** These products have a shelf life of up to 2 years if the container has been unopened and stored under moderate temperature conditions.
- **Alkalis:** These generally have a shelf life of about 6 months to a year, if stored in ideal conditions according to the instructions
- **Softeners:** Softeners have a shelf life of about 1 year, if stored in ideal conditions according to the instructions.

Notes for Facilitation

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

UNIT 2.4: Understanding the Parameters Which Affect Washing

Unit Objectives

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

1. Familiarise with the parameters affecting washing.

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 Parameters Which Affect Washing.

Say

- Tell the participants about parameters which affect washing. There are many parameters which affect the quality of the garments when they are being treated or being washed. It is very important to understand these parameters to ensure that the garment does not get damaged as they undergo certain processes.

Elaborate

Few of the important parameters to consider are:

- pH level
- Temperature
- Spin speed

- Water
- Time

Additional notes for facilitation: These are supporting content to the Participant Manual, please adhere to the Participant Manual and explain trainees' the concept.

Notes for Facilitation



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

UNIT 2.5: Garments and Its Parts

Unit Objectives

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

1. Identify different part of garments
2. Recognize types of fabrics and yarns

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 and Its Parts.

Say

- Tell the participants that a garment is a piece of clothing which is used to cover the human body. It is one of the basic necessities of human beings apart from food, air and water. It is used to protect our body against natural elements. Garments have now become an important aspect of fashion and also carry a socio economic message. Garments are also known as dress, cloth, attire or apparels.

Elaborate

Different Types of Garments

Garments can be categorized under Ladies, Gents, toddlers and infants:

- **Ladies:** Most commonly used Garments for Ladies are Skirts, dresses and blouses.

Saree and Salwar Kameez is the most popular ladies garment in India.

- **Gents:** Most commonly used Gents garments are Shirt, Trouser, T-shirt and shorts.
Kurta and pyjama is widely worn by men in India.
- **Toddlers:** Most commonly worn toddlers garments are shorts and t-shirt for boys and Frocks, skirts and tops for girls.
- **Infants:** Rompers and jumpsuits are the most comfortable garments for infants.

Do



Help the participants in identifying the different parts of garments like:

- Parts of formal shirt
- Parts of a formal Trouser
- Parts of a Polo Neck T-Shirt
- Parts of a Basic Jeans

Demonstrate



- Parts of formal shirt
- Parts of a formal Trouser
- Parts of a Polo Neck T-Shirt
- Parts of a Basic Jeans

Additional notes for facilitation: These are supporting content to the Participant Manual, please adhere to the Participant Manual and explain trainees' the concept.

Say



Get the participants familiarised with different types of fabrics and yarns. The most common fabric used in India are as follow:

Additional notes for facilitation: These are supporting content to the Participant Manual, please adhere to the Participant Manual and explain trainees' the concept.

Elaborate

- Cotton
- Denim
- Chiffon
- Silk
- Wool

Additional notes for facilitation: These are supporting content to the Participant Manual, please adhere to the Participant Manual and explain trainees' the concept.

Say

Explain process flow of garment manufacturing with the participants. Based on present apparel industry, garment manufacturing processes are categorized as:

1. Pre-Production Processes
2. Production processes
3. Post production processes

Elaborate

Pre-Production Processes:

- Meeting with buyers
- Development of preliminary samples for the buyer
- Development of fabric sample, bit loom, print and embroidery artwork
- Estimating complete cost of the garment (including manufacturing cost)
- Developing pattern, pattern correction and pattern grading
- Sample fitting, Sample making based on size and approval from buyer
- Revision and correction of fit samples according to buyer's comments

Gaining approval for embroidery design, fabric swatches, print colors and beading

- Line planning, planning material and its usage and material planning
- Placing order for trims, fabrics, packing materials and accessories
- Quality testing of raw materials including fabrics
- Closely studying the approved sample
- Pre-production meeting

Production processes:

- Marker Making
- Spreading
- Fabric Cutting
- Sorting/ Bundling
- Sewing or Assembling
- Inspection

Post production processes:

- Pressing/ Finishing/Trimming
- Final Inspection
- Packing
- Dispatch

Additional notes for facilitation: These are supporting content to the Participant Manual, please adhere to the Participant Manual and explain trainees' the concept.

UNIT 2.6: Common Defects in Garments

Unit Objectives

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

1. Identify different defects in garments
2. Rectify defects in garments before packing

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.
- Hook and loop
- Hook and eye
- Zipper
- Participant manual
- Copies of handouts

Do

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

Say

- Tell the participants about the Classification of Defects. Certain defects are acceptable to some while unacceptable to others. Fabric for curtain inner lining may not generally be judged with stringent dealings. Whereas that for high grade dress wear may be rejected on the basis of a minuscule imperfection.

Elaborate

Classification of Defects

Classification is the categorization of defects into major and minor. Defects have been classified depending on several factors. In some cases defects may not be defects in the first place. For instance: Barre in knitting appears in the form of sequential horizontal lines on the fabric. This could easily be used as an effect and usefully incorporated in products. Laddering can be achieved as an effect by deliberately deactivating a needle in the bed.

Sometimes the classification depends on the frequency of the defect. A small hole in the fabric may not cause problems but repeated small holes will obviously be problematic and thus a major defect.

The classification of some depends on degree of visibility. For instance registration issues can be ignored if there is only minor misalignment. Variation in matching of dyed shade is acceptable within certain limits. Defects are classified as under:

1. Major Defect
2. Minor Defect
3. Critical defect

Different Types of Washing Faults/Defects

- Over blasting / low Blasting.
- Over grinding / low grinding.
- Bad smell due to poor neutralization.

Additional notes for facilitation: These are supporting content to the Participant Manual, please adhere to the Participant Manual and explain trainees' the concept.

Say

- Tell the participants that there are some other common defects related to stitching, sewing and accessories.

Elaborate

Some of the common defects are:

Common Woven and Knit Fabric Defects

Accessories Defect

Stitch and Seam Defects

Additional notes for facilitation: These are supporting content to the Participant Manual, please adhere to the Participant Manual and explain trainees' the concept.

Activity

- Divide the class into five equal groups. Write the name of 4 defects on 4 piece of paper which are Woven defects, Fabric defects, Accessories defects, stitch and seam defect, and on the 5th piece of paper write "Rectification of Defects". Now fold the papers.
- Now ask each group to pick one folded paper.
- Tell the participants they have to give presentation based on their respective topics.
- Tell them they would be given a time of 30 minute for preparation. The time for presentation for each group should not exceed 20 minutes per group. Once the presentations are complete appreciate the efforts made by the group and summarize the highlights of the activity.

Skill Practice	Time	Resources
• Demonstrate about the defects	3 Hours	Charts and pen

Industry Visit

- Take the participants to an industry visit and the purpose behind this visit. The purpose of visiting an apparel manufacturing unit is to get hands on knowledge about various processes involved in the work of a Washing Machine Operator. During the visit you have to interact with Pressmen and supervisors to understand how packing is done in industry.
- Make sure that participants keep a notebook handy and note down any important points that come up during your interaction at the apparel manufacturing unit. When you go to an apparel manufacturing unit, you should:
 - » Understand the inspection and possible defects.
 - » Understand different types defects/faults:
 - ◇ Fabric defects
 - ◇ Shading defects
 - ◇ Cleanliness defects
 - ◇ Seam and stitching defects
 - ◇ Cutting defects
 - » Ask questions to Pressmen/supervisors if you have any query.

Notes for Facilitation

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

AMH/N1811

Key Learning Outcomes

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

1. Familiarise with different techniques of washing.
2. Perform normal and stone wash.
3. Familiarise with garment printing and dying.
4. Prevent fabric colour from bleeding, crocking and fading.

UNIT: 3.1 Maintain Work Area, Tools and Machines

Unit Objectives

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

1. Familiarise with different techniques of washing.
2. Perform normal and stone wash.

Do

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

Say

- Tell the participants that there are different techniques that have been introduced in garment washing to obtain the faded, stone washed and broken-in look which favours the current fashion trend. Apart from denims, now even woven and knit fabrics can also be dyed and given a desired effect by using different washing techniques and formulas.

Elaborate

Typical garment washing process is detailed below:

- Garments receive from sewing department
- Garments sent to the dry process
- Hand scrapping
- Whiskering
- Tacking
- Garments sent to the wet process
- Garments loading into the washing machine
- Washing
- Drying

- Garments sent to the dry process
- P.P spray
- P.P sprayed garments sent to the wet process
- P.P sprayed garments loading into the washing machine
- Washing
- Extracting
- Drying
- Garments sent to the dry process
- 3D
- Curing
- Quality check (Q.C)
- Send to the finishing department

Additional notes for facilitation: These are supporting content to the Participant Manual, please adhere to the Participant Manual and explain trainees' the concept.

Do



- Tell the participants handling techniques of various products/garments. Discuss the handling techniques in detail.
- Also, explain the various formulas to use detergents while washing different types of garments.

Elaborate



Handling techniques of various products/garments are as under:

- Acetate: Hand Wash — Air Dry
- Cotton: Hot Water Wash — Tumble Dry Warm
- Linen: Cool Water Wash — Air Dry
- Polyester: Cool Water Wash — Tumble Dry Warm or Air Dry
- Silk: Hand Wash or Cool Warm Wash — Tumble Dry Cool or Air Dry
- Spandex: Hand Wash — Air Dry
- Wool: Hand Wash — Air Dry

Principles to use Detergents

In order to get the best results from your washing, it is vital to use the laundry detergent correctly and to add the right amount:

- Using too tiny amount of detergent can cause poor cleaning results, and filth or hard water deposits may build up in your machine.

- Using too much is uneconomical and surges the risks of poor rinsing of garments and 'over-sudsing' or foaming in front loaders.

Additional notes for facilitation: These are supporting content to the Participant Manual, please adhere to the Participant Manual and explain trainees' the concept.

Do

- Get the participants familised with normal wash, Stone Wash and Cellulose Wash procedure.

Demonstrate

Normal Wash Procedure

- **Step 1:** Invert the garment to minimise unwanted stains and streaks.
- **Step 2:** Load machine with garments
- **Step 3:** Desize with alpha amylase and detergent
- **Step 4:** Drain the washing machine
- **Step 5:** Rinse

Additional notes for facilitation: These are supporting content to the Participant Manual, please adhere to the Participant Manual and explain trainees' the concept.

Stone Wash

Abrasive stones were introduced to garment washing to provide a unique appearance to the garment and also to accelerate the garment wash effect. Pumice and volcanic rocks are the most widely used for stone washing. Separate washing machines are used for this washing technique.

- **Step 1:** Load stones into the machine
- **Step 2:** Load garments into machine (ratio usually 0.5 - 3.0-part weight stones: 1 part weight garments)
- **Step 3:** Desize with alpha amylase enzyme and detergent. Liquor ratio approximately 10: Softeners or lubricants can be added at this stage.
- **Step 4:** Rinse
- **Step 5:** Refill and tumble with stones 30 to 90 minutes, depending upon desired effect. Liquor ratio approximately 10:1 at 50 - 70°C. Scouring additives can also be used.

Additional notes for facilitation: These are supporting content to the Participant Manual, please adhere to the Participant Manual and explain trainees' the concept.

Cellulose Wash

It is a method used to soften the garments and give the garments a washed appearance.

Step 1: Load stones in machine (normally 0.5 - 2.0-part weight stones: 1 part weight garments).

Step 2: Load garments.

Step 3: Desize with alpha amylase enzyme and detergent.

Step 4: Rinse.

Step 5: Add cellulose enzyme (amounts, pH, temperature and cycle time dependent upon type of fabric and desired effects- manufacturer's recommendations should be followed).

Additional notes for facilitation: These are supporting content to the Participant Manual, please adhere to the Participant Manual and explain trainees' the concept.

Say

- Tell the participants about drying techniques. The garments come in contact with various Aqueous solutions such as dyes and chemicals during the finishing process. Drying is an important process which helps remove the excess water from the garments.
- The drying machine is an equipment which is used to remove the excess water by applying heat on the fabric. To avoid garment shrinkage and damaged fibres it is very important to understand what kind of heat different fabrics can take.

Elaborate

Choosing the right setting, or cycle, during the drying process and following the right drying techniques protects the fabric from getting damaged and ensures that the garments last longer.

- **Regular or timed cycle:** This cycle uses high heat and is used for drying towels, jeans, sweats, and other heavy fabrics. the regular cycle uses the highest heat setting available on the dryer. It is very important to remember that the high heat is not suitable on fabrics and should be chosen only for appropriately.
- **Gentle:** As the name suggests it is a gentle drying cycle for delicate fabrics on very low heat. Garments made of rayon or silk, garment with added embellishment such as light beading or sequins should be dried on the gentle cycle
- **Permanent press:** This cycle can be used on almost all fabrics. It uses medium heat which prevents the garments from getting wrinkled and damaged.
- **Air dry:** This cycle uses no heat and is generally used for making the garments feel soft and refreshing. It also helps remove dust and lint from the garment.

Say

- Now ask the participants to make sure the work area is free from hazards. Maintaining a hazard-free workplace benefits everyone, in terms of remaining healthy and injury-free. While the employer ultimately is responsible for the health and safety of his workers, everyone should be vigilant about keeping the workplace safe for themselves and the company. Creating awareness of potential hazards and ensuring that every hazard, however unlikely a hazard it might seem, is reported and removed will mean far less risk and a sense of well-being for everyone.

Elaborate



- Hazard
- Risk
- Risk control

Process

- **Identify hazards:** Find out what could cause harm.
- **Assess risks:** If necessary understand the nature of the harm that could be caused by the hazard, how serious the harm could be and the likelihood of it happening.
- **Control risks:** Implement the most effective control measure that is reasonably practicable in the circumstances.
- **Review control** measures to ensure they are working as planned.

Additional notes for facilitation: These are supporting content to the Participant Manual, please adhere to the Participant Manual and explain trainees' the concept.

Say



- Tell the participants about different types of labels.

Demonstrate



Care instructions on care labels

- **Laundering:** It is a process of washing a garment with a detergent solution or bleach to remove dirt and stains.
- **Chlorine bleach:** A process carried out in aqueous medium before, during or after the washing process to remove stains or improve the whiteness of the fabric
- **Dry cleaning:** A garment cleaning process by means of organic solvents such as petroleum and fluorocarbon. This process consists of cleaning, rinsing, spinning and drying.
- **Tumble drying:** It is a process of removing residual water from a washed textile article, by treatment with hot air in a rotating drum.
- **Ironing:** A method of pressing using a heated iron. This is a process used to remove the creases in a garment.

Care Labeling Systems

International care labelling system: The international Symposium system was introduced in 1963 in Paris. International association for textile care labelling (GINETEX) replaced the international Symposium system in 1975. Below mentioned symbols are used in GINETEX system.

Japanese care labelling system: The Japanese care labelling system uses basic symbols and are very different from the other care labelling system.

British care labelling system: The British care labelling system uses graphic symbols.

Canadian care labelling system: A revised Canadian General Standards Board (CGSB) standard providing new and improved industry symbols to help consumers clean and launder clothing safely was hot off the press in December 2003. The new standard (CAN/CGSB-86.1-2003) reflects the labelling practices being discussed by the North American Free Trade Agreement (NAFTA) and is also harmonized with the American and international standard on care labelling.

- Washing Symbols
- Drying Symbols

Additional notes for facilitation: These are supporting content to the Participant Manual, please adhere to the Participant Manual and explain trainees' the concept.

Say

- Give a details explanation on the right temperature to wash various fabrics.
- The golden rule, is to check the care labels on all your clothes. It is comprehensive enough to get an idea about the absolute maximum temperature the garment can be used in.

Elaborate

If you are aware of the right temperature to wash various fabrics, it helps you avoid ruin if you haven't appropriately identified the fabric on sight:

- Bright and dark colors prefer cooler, quicker washes. Higher temperatures encourage the loss of dye and fade black and bright clothes by opening up the fibers, so a warm or cool wash is your best bet. To set dye, try using white vinegar instead of detergent when you wash new clothes for the first time.
- The same goes for jeans. As long as your jeans aren't muddy, cleaning denim at a cooler temperature (washing at 30 degrees or lower), and as little as possible, will help them last lengthier and look well.
- Use a low temperature, gentle cycle, and mild detergent for anything woolen. Technically, wool doesn't shrink in a hot wash. Like most animal hair, wool components have cuticle scales. After the sheep are shorn, the process of turning the raw wool into a jumper or cardigan lifts these scales, creating tiny ridges on the fibers that leave them susceptible to ripping and becoming tangled with each other. Heat and agitation worsen the problem, causing the woolen clothes to shrink in a hot wash as the fibers adhere snuggly together.
- High temperatures (over 40 degrees) aren't always necessary. You can find out more about what temperature to wash white clothes, but just because they can generally stand higher temperatures, doesn't mean they have to be washed at 60.

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 3.2: Washing Dyed and Printed Products

Unit Objectives

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

1. Familiarise with garment printing and dying.
2. Prevent fabric colour from bleeding, crocking and fading.

Do

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

Say

- Tell the participants about garment printing and dying. Also tell them about fabric bleeding, crocking and fading. Discuss the process of preventing fabric color bleeding, crocking and fading.

Elaborate

Garment printing

It is a process of applying coloured patterns or designs on the fabric.

Dyeing

Unlike garment printing wherein there is a defined pattern only in certain areas of the garment, dyeing is a process where the whole fabric is uniformly covered with one colour.

Colour bleed

When the fabric gets wet the dye in the fabric leaches out of the fabric.

Crocking

This is when colour from the fabric is rubbed on to the furniture or skin and normally happens due to bad quality dyes or excess of unattached dye left in the product, which has not properly adhered to the fabric.

Fading

The fabric loses much of its dye and lacks depth of colour and looks very worn out.

Preventing Fabric Color Bleeding, Crocking and Fading

- Special care needs to be taken while washing dyed and printed products to prevent colour bleeding, crocking and fading.
- Sort clothes and ensure colored clothes are washed separately because the chemical fixers or mordant's used to hold the dye to the fiber can wear off and cause color bleed.
- Wash Printed/Dyed fabric with cool or cold water (30 Degrees C/ 86 Degrees F) to prevent color run.
- Friction between clothes in the wash are also responsible for micro-breakage in the fibers resulting in the release of dye from the fabric.
- Using gentle or short washing cycles are also beneficial as it ensures minimum friction between the garments.
- Using of color catcher products, which are sheets designed to absorb loose dyes, is also a method of avoiding color transfer during wash.

Additional notes for facilitation: These are supporting content to the Participant Manual, please adhere to the Participant Manual and explain trainees' the concept.

Say

- Tell the participants how they can handle the breakdown of an industrial washing machine.

Elaborate

- Pump & Pump Motor
- Drive Belt
- Direct Drive Motor Coupling
- Shock Absorbers
- Tub Dampening Strap
- Drive motor
- Tub Bearing
- Water Leaking
- Does'nt Start

Additional notes for facilitation: These are supporting content to the Participant Manual, please adhere to the Participant Manual and explain trainees' the concept.

Notes for Facilitation

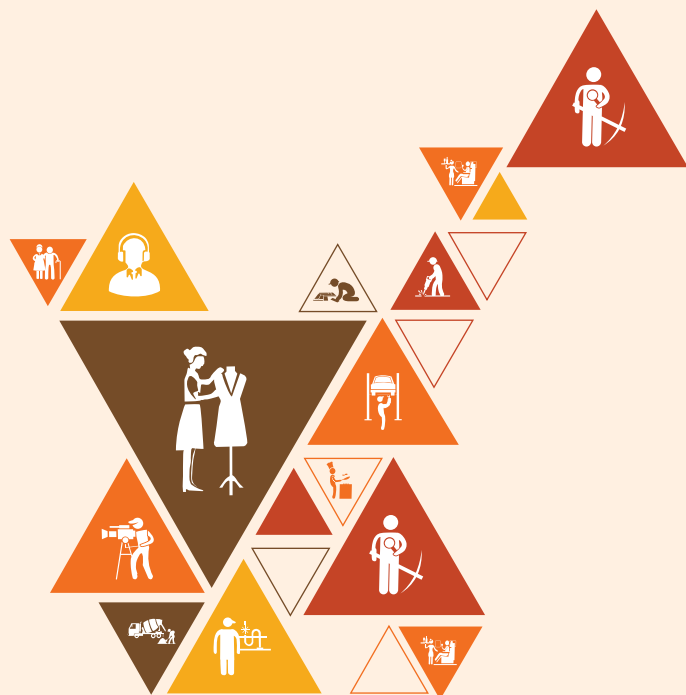
- Summarize the main points.
- Ask participants if they have any doubts. Encourage them to ask questions.
- Answer their queries satisfactorily.
- Tell participants to complete the questions at the end of the unit.
- Ensure that every participant answer all the questions.





4. Maintaining Work Premises and Tools

Unit 4.1 - Maintain Work Premises and Tools



AMH/N0102

Key Learning Outcomes

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

1. Maintain Hazard Free Work Environment.
2. Maintain tools.
3. Understand and adopt safe work practices.
4. Minimize waste.
5. Know different Cleaning Substances.

UNIT 4.1 Maintain Work Area, Tools and Machines

Unit Objectives

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

1. Maintain Hazard Free Work Environment.
2. Maintain tools.
3. Understand and adopt safe work practices.
4. Minimize waste.
5. Know different Cleaning Substances.

Do

- Greet and welcome the participants to the next session of the program.
- Before starting the session ask them if 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 Maintain Work Premises and Tools.

Say

- Explain the maintenance instructions related to tools and equipment used by a pressman like: iron, boiler, ironing board etc. Discuss with the participants how to troubleshoot the problems and rectify them.
- Tell them how to clean maintain the iron.

Elaborate

Cleaning and Maintenance of industrial iron

How to Clean an Iron

Knowing how to clean an iron will help extend the life of the popular small appliance and spare your clothing from unwanted damage. By following these simple tips one should be able to safely and efficiently clean the iron without a lot of trouble.

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

Say

- Tell the participants how to maintain hazard free work environment. Explain effective housekeeping is key in preventing workplace hazards and help in the completion of a job in a safe and proper manner. Poor housekeeping is the chief cause of hazardous mishaps and injuries. Paper, clutter, debris, spills might sound like normal occurrences but can lead to more serious health and safety hazards if taken for granted. Tell them how to clean maintain the iron.

Elaborate

Maintaining Hazard Free Work Environment

Housekeeping does not entail just cleanliness of the workspace. It also includes keeping all objects organized, maintaining surfaces free from slip and trip hazards and removing all sorts of used and disposable waste items. These waste items might also include paper waste which can cause fires. Layout details like maintenance, adequacy of storage facilities and aisle marking are crucial in this regard as well. Accident and fire prevention can be taken care of in this aspect.

Effective housekeeping is an ongoing operation: it is not a hit-and-miss cleanup done occasionally. Periodic "panic" cleanups are costly and ineffective in reducing accidents.

Why should we pay attention to housekeeping at work?

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

What is the purpose of workplace housekeeping?

Poor housekeeping can be a cause of accidents, such as:

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

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

Say

Tell the participants that maintenance of tools and equipment used in apparel manufacture like needles, threads, scissors, fabric etc. is part of the job responsibility of the Pressman. Even the best quality tools and equipment cannot last long if not properly taken care of.

Elaborate

Few key points in tool and equipment maintenance are:

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

Say

Tell the participants about the following:

- Some signs of poor housekeeping
- How to improve housekeeping in your workplace
- Some recommended housekeeping practices

Elaborate

Some Signs of Poor Housekeeping

There are many signs of poor housekeeping. You may recognize some of these in your own workplace:

- Cluttered and poorly arranged work areas;
- Untidy or dangerous storage of materials (for example, materials stuffed in corners; overcrowded shelves);
- Dusty, dirty floors and work surfaces;

How to Improve Housekeeping in Your Workplace

Good housekeeping requires effort and teamwork, but it's worth it. Here are some general pointers:

- Set housekeeping standards. Make sure they are clear, objective and attainable. Standards should make work easier, safer and healthier. It is best to involve employees when setting standards.
- Measure how well the standards are met. (Remember what gets measured gets done.)
- Use checklists to help you to systematically measure housekeeping.
- Provide positive feedback. Let employees know how well they are doing and how to improve.

- Encourage housekeeping as a way of life - not just a special activity when visitors are coming.

Some Recommended Housekeeping Practices

- Follow safe work procedures and the requirements of the law.
- Keep work areas clean.
- Keep aisles clear.

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

Tips

- Inspect the area while taking into account various surfaces
- Identify the material requirements for cleaning the areas inspected, by considering risk, time, efficiency and type of stain
- Ensure that the cleaning equipment is in proper working condition
- Select the suitable alternatives for cleaning the areas in case the appropriate equipment and materials are not available and inform the appropriate person
- Plan the sequence for cleaning the area to avoid re-soiling clean areas and surfaces
- Inform the affected people about the cleaning activity
- Display the appropriate signage for the work being conducted

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

Notes for Facilitation

- 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.

Industry Visit

The purpose of visiting an apparel production unit is to get hands on knowledge about various processes involved in the work of an Pressman. During the visit you have to interact with Pressmen 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 with apparel production team. When you go to an apparel production unit, you should:

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



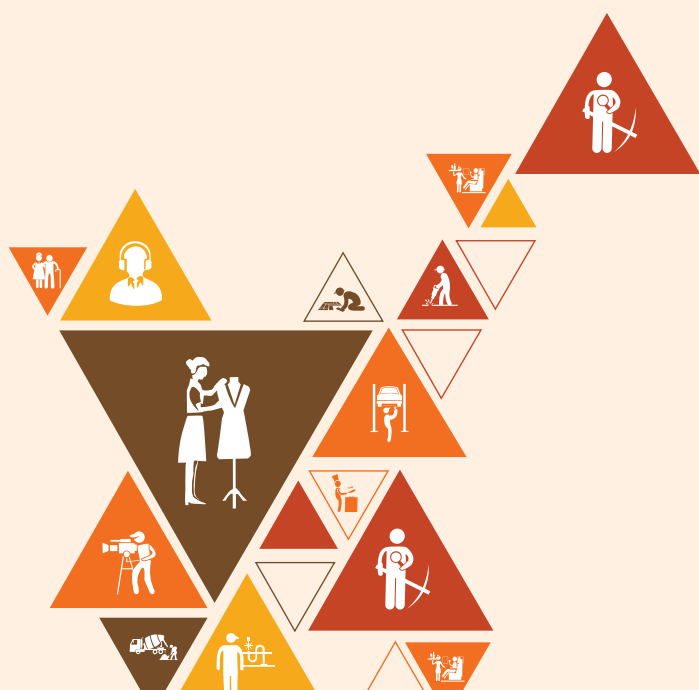


5. Maintaining Health, Safety and Security at Workplace with Gender and PwD Sensitization

Unit 5.1 – Maintain Health, Safety and Security at Work Place

Unit 5.2 – First Aid & CPR

Unit 5.3 – Sensitivity towards People with disability and Gender Equality



AMH/N1812

Key Learning Outcomes

At the end of this unit, 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. Follow COVID 19 Safety protocol.

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

Reporting an Accident and an Incident

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

If you are injured at work you must:

- Report the injury to management as soon as possible, and certainly within 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.4.1.19: 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 if 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 is 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 if 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



AMH/N0104

Key Learning Outcomes

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

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

UNIT 5.1: Comply with Industry, Regulatory and Organizational Requirements

Unit Objectives

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

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

Resources to be Used

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

Do

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

Say

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

Elaborate

Defining Compliance for Your Organization

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

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

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

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

Significance of Compliance in Indian Garment Industry

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

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

There are three main phases of compliance audit in India:

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

Core Labour Standards

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

India Adopting Universal Standards on Child Labour

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

Common Compliance Code

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

Role of AEPC in Indian Garment Industry

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

Indian Garment Industry and Social Responsibility

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

International Labour Standards

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

Corporate Social Responsibility

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

Social Responsibility in the Garment Industry

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

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

Why Code of Ethics is Required

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

Working Hour & Wage Rate Compliance

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

Workplace & Work Environment Compliance

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

Non-discrimination Compliance

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

Social Compliance in India

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

Health and Safety Compliance in Indian Garment Industry

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

Need for Compliance Codes

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

Compliance Code Guidelines

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

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

Role of Apparel Export Promotion Council in India

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

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

Compliance Code Guidelines for Indian Garment Industry

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

India Complying with International Standards on Child Labour

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

Code of Conduct for Garment Exporters

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

Green Jobs

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

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

Refer to PH "6.1.9 Green Jobs" and "Fig.6.1.3: Diversified green jobs"

Notes for Facilitation

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

Exercise

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

There are three main phases of compliance audit in India:

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

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

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

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

Apparel Export Promotion Council

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

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



7. Soft Skills

Unit 7.1 - Introduction to the Soft Skills

Unit 7.2 - Effective Communication

Unit 7.3 - Grooming and Hygiene

Unit 7.4 - Interpersonal Skill Development

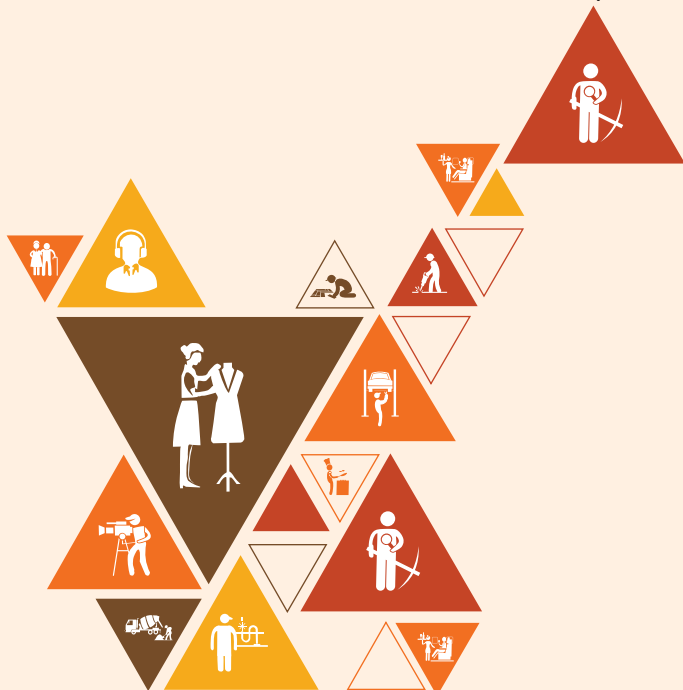
Unit 7.5 - Social Interaction

Unit 7.6 - Group Interaction

Unit 7.7 - Time Management

Unit 7.8 - Resume Preparation

Unit 7.9 - 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 7.1: 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 if 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 7.2: 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 if 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 7.3: 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 if 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 7.4: 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 if 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 7.5: 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 if 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 7.6: 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 if 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 7.7: 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 if 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 7.8: 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 if 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 7.9: 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 if they have any doubts pertaining to the previous unit.
- Capture their responses on board and share them wherever necessary.
- Tell them that they will learn about interview preparation in this unit.

Say

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

Notes for Facilitation

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





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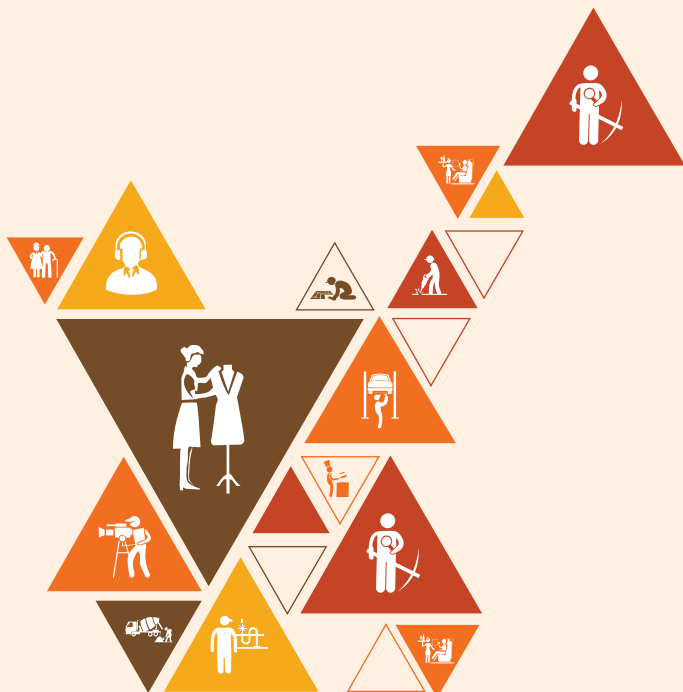


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& ENTREPRENEURSHIP



8. Employability Skills

Unit 8.1 - Employability Skills – 30 Hours

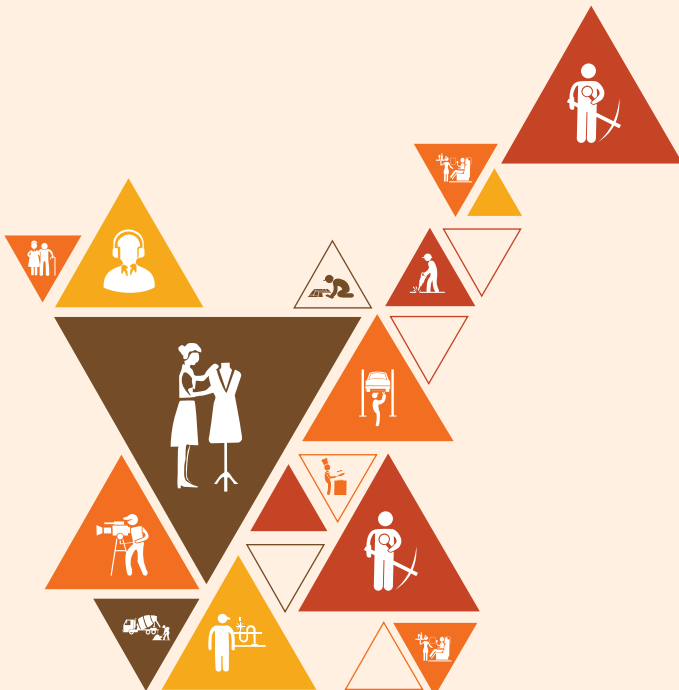


UNIT 8.1: Employability Skills – 30 Hours

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



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



Annexure I: Resources

Module No.	Unit No.	Name of Subject	URL	QR Code
1. Introduction and Orientation	Unit 1.1 - Introduction to Apparel Sector	Apparel industry in India	https://youtu.be/tN5oLGSjepQ	
1. Introduction and Orientation	Unit 1.2 - Role and Responsibilities of Washing Machine Operator	Garments Washing Machine in Apparel Industry	https://youtu.be/vYBG4bJtLKI	
2. Plan and Prepare for Process of Washing as Per Job Card	Unit 2.1 - Garment Washing Methods, Trims and Accessories	Chemicals used in Washing	https://youtu.be/xWUs36DQzrg	
2. Plan and Prepare for Process of Washing as Per Job Card	Unit 2.4 - Understanding the Parameters Which Affect Washing	Different Types of Washing Machine	https://youtu.be/-OrjLVy20yk	
2. Plan and Prepare for Process of Washing as Per Job Card	Unit 2.4 - Understanding the Parameters Which Affect Washing	Garments Washing Process	https://youtu.be/_S1_wNz-KNE	
2. Plan and Prepare for Process of Washing as Per Job Card	Unit 2.4 - Understanding the Parameters Which Affect Washing	Garments Washing Factory	https://youtu.be/LZbGG2NIKQY	
2. Plan and Prepare for Process of Washing as Per Job Card	Unit 2.4 - Understanding the Parameters Which Affect Washing	Types of fabrics	https://youtu.be/Vi6RPMbau98	

2. Plan and Prepare for Process of Washing as Per Job Card	Unit 2.4 - Understanding the Parameters Which Affect Washing	Parts of a pant	https://youtu.be/6Cz04xfnZnk	
2. Plan and Prepare for Process of Washing as Per Job Card	Unit 2.4 - Understanding the Parameters Which Affect Washing	Parts of a shirt	https://youtu.be/cAyiRpm4AZo	
2. Plan and Prepare for Process of Washing as Per Job Card	Unit 2.4 - Understanding the Parameters Which Affect Washing	Different Types of Pocket	https://youtu.be/T_NFN7O6z5M	
3. Carrying Out the Washing Process	Unit 3.1 - Different Washing Techniques	Different Washing Techniques	https://youtu.be/BCFrp6Js4Hg	
3. Carrying Out the Washing Process	Unit 3.1 - Different Washing Techniques	Garment wash care labels	https://youtu.be/wSf_AcUyv0M	
4. Maintain Workarea, Tools and Machines	Unit 4.1 - Maintain Workarea, Tools and Machines	Housekeeping At Workplace	https://youtu.be/g-TO1ufPdrE	
5. Maintain Health, Safety and Security in the Washing Department & Gender Sensitivity Requirements	Maintain Health, Safety and Security at Work Place	Health related threats in apparel industry and control on them	https://youtu.be/POIQ27GQZp0	

Annexure II

Training Delivery Plan

Training Delivery Plan			
Program Name:	Washing Machine Operator		
Qualification Pack Name & Ref. ID	AMH/Q1810		
Version No.	3.0	Version Update Date	17-11-2022
Pre-requisites to Training	• Grade 9 with No Experience required • Grade 8 pass and pursuing continuous schooling in regular school with No Experience required • 8th grade pass with 1 year relevant experience • 5th grade pass with 4 year relevant experience • Ability to read and write with 5 year relevant experience • Previous relevant Qualification of NSQF Level 2 with 6 months relevant experience • Previous relevant Qualification of NSQF Level 1 with 1.5 year relevant experience		
Training Outcomes	By the end of this program, the participants will be able to: • Maintain work area, tools and machines • Comply with industry, regulatory and organizational requirements and Greening of Job roles • Plan and prepare for process of washing as per job card • Carrying out the washing process • Maintain health, safety and security in the washing department & Gender Sensitivity Requirements		

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 - Discuss the overview of Apparel industry - Explain what are ready made garments - What are Ready Made Garments/ Madeups	Bridge Module	- Facilitator-led – Discussion - Demonstration	Organisation chart, Illustrations, Pen & paper exercise	2:00 hr.
		Roles and responsibilities of Washing Machine Operator	Theory Identify the roles and responsibilities of a Washing Machine Operator	Bridge Module	Facilitator-led - discussion	Pen & paper exercise, role plays and flow charts	1:00 hr.
2.	Plan and prepare for process of washing	Garment washing methods, trims, and accessories	Theory - Build an understanding of garment washing - Classify different methods of garment washing - Elaborate on different tools and accessories used in washing	AMH/N1810	Facilitator-led – discussion	Washing Procedure Charts, illustrations, tools and accessories	3:00 hrs.
			Practical Demonstrate different methods of Garment Washing	AMH/N1810	Practical Lab	Washing machine, garments, various tools & equipment	4:00 hrs.
			Practical - Explain the usage of tools and Equipment - Identify different trims and Accessories	AMH/N1810	Practical Lab	Washing machine, garments, various tools & equipment	4:00 hrs.
		Washing Machine	Theory Steps to operate an industrial washing machine	AMH/N1810	Facilitator-led – discussion	Industrial washing machine charts, process chart and schematic diagram	3:00 hrs.
			Practical - Demonstrate the working of different types of washing machine - Operate a basic industrial washing machine	AMH/N1810	Practical Lab	Washing machine, garments, various tools & equipment	4:00 hrs.
			Practical Identify external and internal parts of a washing Machine	AMH/N1810	Practical Lab	Washing machine, garments, various tools & equipment and schematic diagram	3:00 hrs.
		Chemicals used in Washing	Theory - Discuss about the chemicals that are used in washing fabric - List the chemicals to be used to wash fabric	AMH/N1810	Facilitator-led – discussion	Chemicals, fabrics and garments, process chart, schematic diagram, etc.	3:00 hrs.
			Practical Demonstrate how to use chemicals	AMH/N1810	Practical Lab	Washing machine, garments, various tools & equipment and chemicals	3:00 hrs.

			Practical Operate a washing machine and undertake washing activities as per set standards	AMH/N1810	Practical Lab	Washing machine, garments, various tools & equipment and chemicals	4:00 hrs.
		Understanding the Parameters which affect washing	Theory Discuss the parameters affecting washing	AMH/N1810	Facilitator-led – discussion	Process charts and illustration	2:00 hrs.
		Garments and their parts	Theory Identify different part and features of garments	AMH/N1810	Facilitator-led – discussion	Schematic diagrams, illustrations, different garments, fabrics and yarns	2:00 hrs.
			Practical Recognize different types of fabrics and yarns	AMH/N1810	Practical Lab	Different yarns and fabrics, charts, illustration and diagrams	3:00 hrs.
			Practical Identify the parts and features of a Formal Shirt	AMH/N1810	Practical Lab	Different garments, Formal Shirt, charts, illustration and schematic diagrams	4:00 hrs.
			Practical Identify the parts and features of a Formal Trouser and a Polo Neck T-Shirt	AMH/N1810	Practical Lab	Formal Trouser, Polo Neck T-Shirt, charts, illustration and schematic diagrams	4:00 hrs.
			Practical Identify the parts and features of a Basic Jeans	AMH/N1810	Practical Lab	Jeans, Fabrics, Yarns, charts, illustration and schematic diagrams	4:00 hrs.
		Common defects in Garments	Theory - Create and understanding of defects and their rectification procedure - Classify and discuss about different types of objectionable faults	AMH/N1810	Facilitator-led – discussion	Fabric defect swatch and charts	2:00 hrs.
			Practical Identify different finishing defects	AMH/N1810	Practical Lab	Finishing defects swatch and cards	4:00 hrs.
			Practical Identify different types of washing defects and their rectification	AMH/N1810	Practical Lab	Washing defects swatch cards	4:00 hrs.
		Establishing Learner's Understanding	Theory Analyze and examine learning confirmation	AMH/N0401	- Facilitator led question-answer session - Evaluate the learner for their understanding & proficiency of the module - Process based	Pen & paper exercise, question answer session, Process charts, schematic diagrams, illustrations, charts and images	-
3.	Carry out the Washing Process	Different washing techniques	Theory Discuss different washing techniques	AMH/N1811	Facilitator-led – discussion	Process charts, diagrams and illustrations	3:00 hrs.
			Theory Elaborate the procedure of different washing techniques (normal, stone, acid, enzyme, pigment, bleach and caustic washes)	AMH/N1811	Facilitator-led – discussion	Process charts, diagrams and illustrations	3:00 hrs.
			Theory Discuss about industrial washing machine	AMH/N1811	Facilitator-led – discussion	Process charts, diagrams and illustrations	3:00 hrs.

			Practical Demonstrate the procedures of different wash (normal, stone, acid, enzyme, pigment, bleach and caustic washes)	AMH/N1811	Practical Lab	Process charts, diagrams, illustrations, Washing machine, garments, various tools & equipment, chemicals, pumic stone, etc.	10:00 hrs.
			Practical Demonstrate different drying and mechanical processes (whisker, tacking, hand scrapping, PP spray, etc)	AMH/N1811	Practical Lab	Washing machine, garments, various tools & equipment, chemicals, scrapper, stones, etc.	10:00 hrs.
			Practical Demonstrate handling different types of fabrics and garments (Printed, embroidered, different weigh of fabrics etc) while washing	AMH/N1811	Practical Lab	Process chart, diagrams, illustration, Washing machine, garments, various tools & equipment	10:00 hrs.
			Practical Take part in removing different type of stains while washing	AMH/N1811	Practical Lab	Process chart, diagrams, illustration, Washing machine, garments, various tools & equipment	10:00 hrs.
			Practical Interpret the Care Labelling System	AMH/N1811	Practical Lab	Pen & paper exercise, various Care labels, diagrams and illustration	10:00 hrs.
			Practical Interpret washing care symbols	AMH/N1811	Practical Lab	Pen & paper exercise, various Care labels, diagrams and illustration	10:00 hrs.
			Practical Interpret drying care symbols	AMH/N1811	Practical Lab	Pen & paper exercise ,various Care labels, diagrams and illustration	10:00 hrs.
			Practical Take part in work according to the specified care labels	AMH/N1811	Practical Lab	Pen & paper exercise ,various Care labels, diagrams and illustration	10:00 hrs.
		Washing dyed and printed products	Theory Discuss the garment printing process	AMH/N1811	Facilitator-led – discussion	Process chart, garments, fabric swatch files	3:00 hrs.
			Theory Discuss the garment dying process	AMH/N1811	Facilitator-led – discussion	Process chart, garments and fabric swatch files	3:00 hrs.
			Theory Discuss how to prevent fabric colour from bleeding	AMH/N1811	Facilitator-led – discussion	Process chart, garments and fabric swatch files	3:00 hrs.
			Theory Discuss how to prevent fabric colour from crocking and fading	AMH/N1811	Facilitator-led – discussion	Process chart, garments and fabric swatch files	3:00 hrs.
			Practical Perform methods for testing fabric Bleeding, Crocking and Fading	AMH/N1811	Practical Lab	Print swatches, testing equipment, garments, fabric swatch files and process chart	9:00 hrs.
			Practical Undertake different methods of preventing fabric color, bleeding, Crocking and Fading while washing	AMH/N1811	Practical Lab	Print swatches, testing equipment, garments, fabric swatch files and process chart	10:00 hrs.

		Establishing Learner's Understanding	Theory Analyze and examine learning confirmation	AMH/N0401	- 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	-
4.	Maintain Work Area, Tools and Machines	Maintain Work Area, Tools and Machines	Theory Importance of machine cleanliness and maintenance	AMH/N0102	Facilitator-led - discussion	Handbook/Facilitator Guide	4:00 hrs.
			Theory Importance of Preventive & Running maintenance of machine & tools	AMH/N0102	Facilitator-led - discussion	Handbook/Facilitator Guide	4:00 hrs.
			Theory - Minimization of waste - Safe waste disposal in the designated location	AMH/N0102	Facilitator-led - discussion	Handbook/Facilitator Guide	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	3:00 hrs.
			Practical - Change needle guard - Maintain machine after work is done	AMH/N0102	Practical Lab	Note Pad, Pen, sewing machine	3:00 hrs.
			Practical Maintain machine after work is done	AMH/N0102	Practical Lab	Note Pad, Pen, sewing machine	3:00 hrs.
			Practical Steps in lubricating Machine	AMH/N0102	Practical Lab	Note Pad, Pen, sewing machine, Oil	3:00 hrs.
			Practical - Machine guards - Sewing machine safety tips	AMH/N0102	Practical Lab	Note Pad, Pen, sewing machine	3:00 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	2:00 hrs.
			Practical Identify the personal protective equipments	AMH/N0103	Facilitator-led - discussion	Chart for PPE, note pad, , audio-visual clips	4:00 hrs.
			Theory Build an understanding of importance of ergonomics at the workplace	AMH/N0103	Facilitator-led - discussion	Audio-visual clips. Various posture charts	2:00 hrs.
			Theory Elaborate on probable hazards at the workplace and handling them	AMH/N0103	Facilitator-led - discussion	Audio-visual clips, Process charts	2:00 hrs.
			Theory Summarize probable machine/ equipment malfunctions	AMH/N0103	Facilitator-led - discussion	Diagrams, charts etc.	3:00 hrs.
			Theory Discuss first aid & its application	AMH/N0103	Facilitator-led - discussion	Chart for First Aid materials, , First Aid Box	1:00 hrs.
			Practical Demonstrate wearing and taking off PPE	AMH/N0103	Practical Lab	Process charts, flow charts, Various PPEs	3:00 hrs.
			Practical - Take part in mock drills / evacuation - Make use of first aid	AMH/N0103	Practical Lab	Mock drill video, mock drill charts, first aid box	3:00 hrs.
			Practical Take part in periodic walk through for hazard identification	AMH/N0103	Practical Lab	Tools & equipments, documents, charts etc.	3:00 hrs.
			Practical - Apply emergency preparedness & response - Identify safety signs at workplace	AMH/N0103	Practical Lab	Mock drill video, mock drill charts, first aid box	3:00 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.	2:00 hrs.
		Sensitivity towards People with disability and Gender Equality	Theory - Develop an Elaborate the details about PWD Sensitization. - Explain gender sensitization and equality.	AMH/N0103	Facilitator-led - session and discussion	Process chart, schematic diagram, pen & paper exercise, charts and images	2:00 hrs.

6.	Follow Regulatory and Company's Rules and Greening of Job Roles	Follow Regulatory and Company's Rules	Theory: Elaborate general policies and regulations in the Apparel Industry	AMH/N1812	Facilitator-led – discussion	Illustration, images, etc.	3:00 hrs.
			Theory: Support to supervisors and team members	AMH/N1812	Facilitator-led – discussion	Illustration, images, process charts, pen & paper exercise, etc.	3:00 hrs.
			Practical: Identify and report any policy deviation	AMH/N1812	Role Plays/ team Work	Illustration, images, process charts, pen & paper exercise, etc.	8:00 hrs.
			Practical: Demonstrate skills to work in a team	AMH/N1812	Role Plays/ team Work	Team building exercises and games, documents, charts, etc.	7:00 hrs.
			Theory: Explain the role of APEC in Indian Garment Industry	AMH/N1812	Facilitator-led – discussion	Apparel industry structure charts, documents, etc.	3:00 hrs.
			Theory: Examine the significance of compliance in Indian Garment Industry	AMH/N1812	Facilitator-led – discussion	Apparel industry structure charts, documents, etc.	3:00 hrs.
			Theory: Explain the effect and importance of Greening of Job roles.	AMH/N1812	Facilitator-led – discussion	Apparel industry structure charts, documents, etc.	3:00 hrs.
		Establishing Learner's Understanding	Analyze and examine learning confirmation	AMH/N1812	- 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	2:00 hrs.
7.	Soft Skills	Soft Skills	Theory: - Explain body language and non verbal communication - Discuss about conducting self in interview - Explain anger and conflict management	Bridge Module	Facilitator-led - session and discussion	Presentation, Audi-visual clips and Role plays	
			Theory: - Explain towards managing job related stress effectively - Build an understanding about work ethics	Bridge Module	Facilitator-led - session and discussion	Presentation, Audi-visual clips and Role plays	

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





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