

FABRIC CHECKER

QUALIFICATION PACK

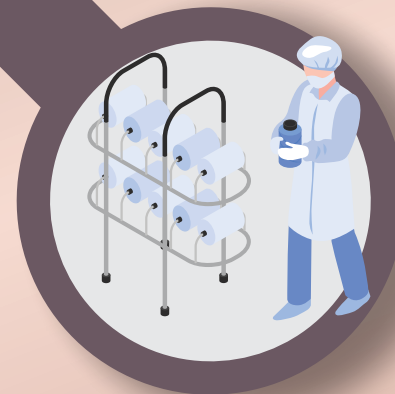
Ref. Id. : (AMH/Q0101)

SECTOR

Apparels, Made ups
& Home Furnishing

CLASS

11th & 12th



विद्यया ऽ मृतमश्नुते



एन सी ई आर टी
NCERT

PSS CENTRAL INSTITUTE OF VOCATION EDUCATION

(A constituent Unit of National Council of Educational Research and Training, under Ministry of Education, Government of India), Shyamla Hills, Bhopal – 462002 (M.P.)

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VOCATIONAL EDUCATION

Vocational Education and Training (VET) in India is organised through the formal, informal and non-formal sector. VET delivery occurs in different forms, according to different target groups and the skill needs of the learners. Amongst the various Ministries, the Ministry of Skill Development and Entrepreneurship (MOSDE) and the Ministry of Education (MOE), Government of India are responsible for the majority of the skill development schemes and programmes. VET provisions made through the schools, colleges and universities come under the purview of the Department of School Education and Literacy and Department of Higher Education of the MoE. The vocational education and training provided through Polytechnics, Industrial Training Institutes, Jan Shikshan Sansthan, National Institute for Entrepreneurship and Small Business Development comes under MOSDE. Schools provide an environment to the learners for systematic acquisition of knowledge, skills and attitude required to meet the varied aspirational needs and educational goals. The school-based vocational education programmes provide training for entry-level qualifications in various occupations.



Vocationalisation of education, which refers to the inclusion of those practical subjects or courses, which shall generate among the students some basic knowledge, skills and disposition that prepare them to think of becoming skilled workers or entrepreneurs is being implemented under the Samagra Shiksha - an integrated scheme of school education. It is designed to provide diverse educational opportunities and career pathways and improve learning outcomes in occupational skills.

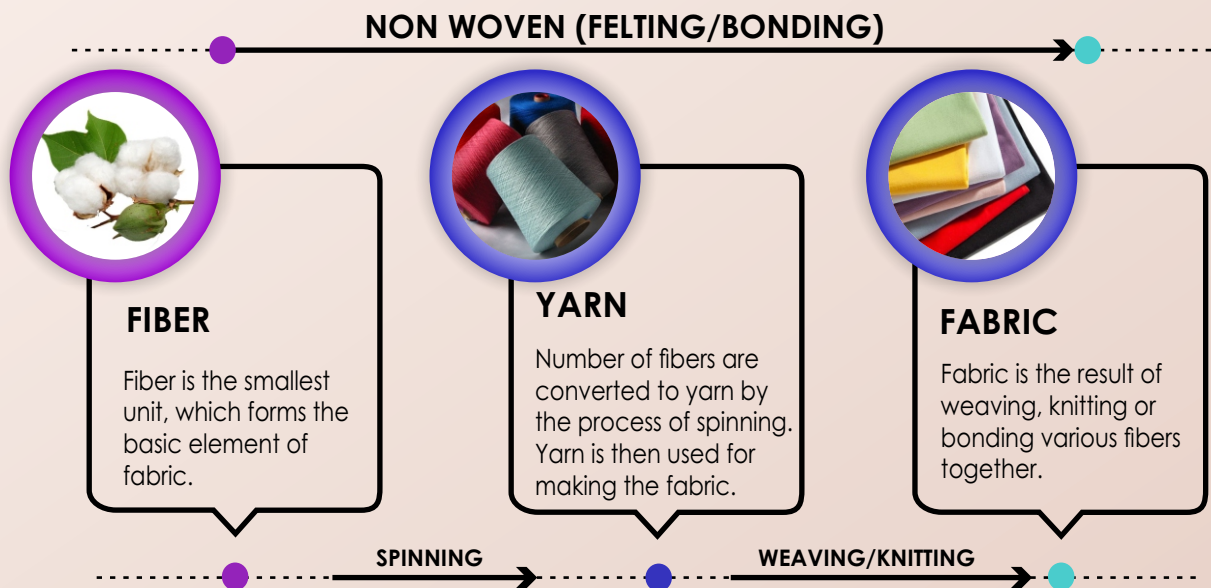
Vocational Education and Training (VET) system is recognised to prepare and develop skilled manpower to meet the growing demands of labour market. VET focuses on specific job roles and imparts practical knowledge and skills, which allow individuals to engage in specific occupational activities. It is not only vital for providing employment opportunities to individuals but also helps in enhancing productivity in industries.

The vocational subjects were introduced under the revised scheme of vocationalisation of secondary and higher secondary education in 2012, with one job roles across Grades 9 to 12 (4-year pattern). The scheme was subsumed in Samagra Shiksha in 2018, along with Sara Shiksha Abhiyan (SSA) and Rashtriya Madhyamik Shiksha Abhiyan (RMSA).

There has been increased emphasis on Vocational Education in the National Education Policy 2020 (NEP-2020). The NEP-2020 envisages re-imagining of Vocational Education to provide a due social status and for developing a system for integration of Vocational Education with General Education.

ABOUT APPAREL, MADE-UPS AND HOME FURNISHING (AMHF) SECTOR

Apparel, Made-ups and Home Furnishing sector is amongst the fastest growing sectors in our country. It covers a great number of activities from the transformation of raw materials into fibres, yarns and fabrics to produce end products. This sector includes activities related to designing, pattern making, cutting, stitching, finishing and embellishment of apparel, made-ups and home furnishing items. It also includes assessing their quality, merchandising and export.



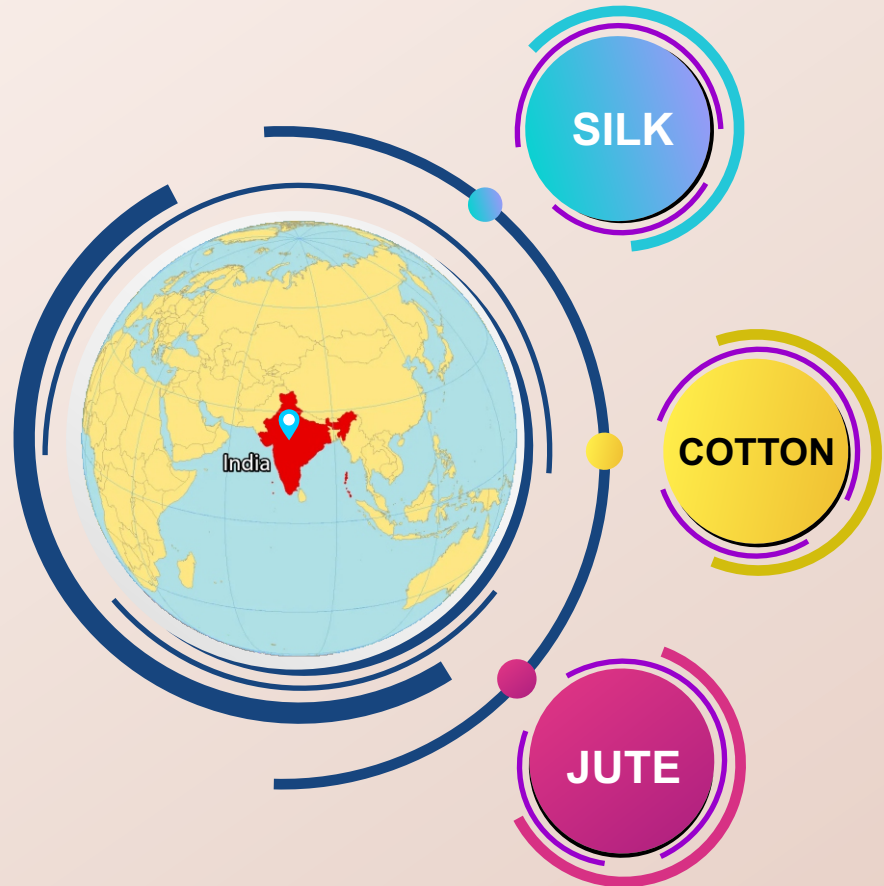
Fabric is transformed into various end products as per requirement. Textile/Apparel product development passes through the stages of planning and execution with quality control at each stages.



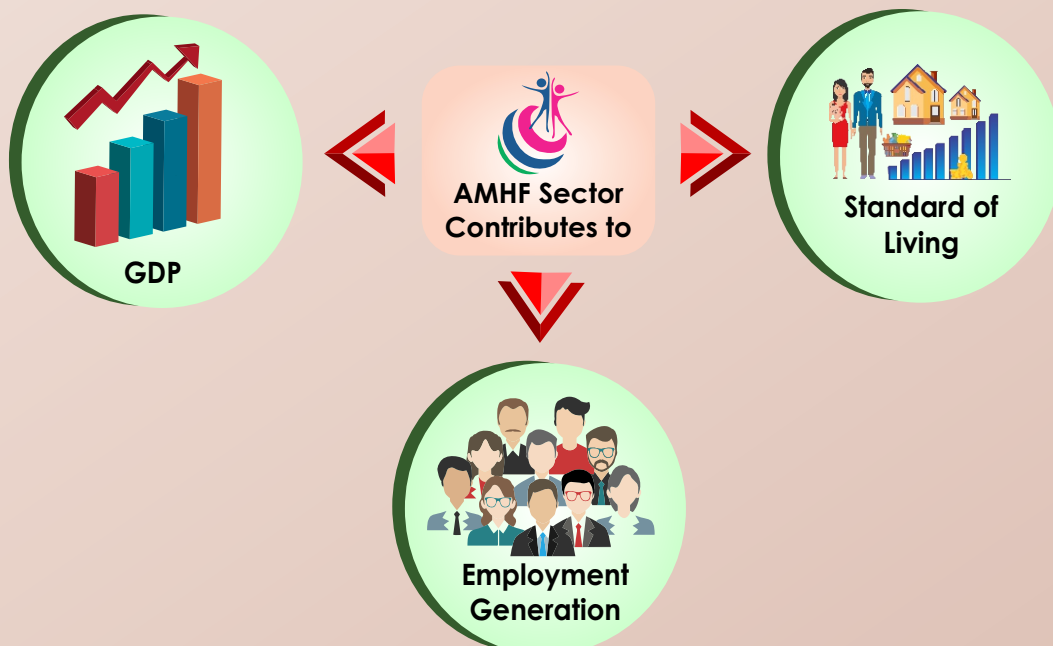
CONTRIBUTION OF AMHF SECTOR IN ECONOMY

India not only possesses a rich heritage but also holds a strong position on the world map showcasing the richness of legacy in agriculture and textile industry.

One of the Major Exporter



The above figure reflects the contribution of the AMHF sector to India's growth. AMHF has not only contributed to the Gross Domestic Product (GDP) but also boosts economy by being a vital part of the exports. This sector has been vital in the employment generation in the country seeding the growth of youth and improvement in standard of living.



COMPONENTS OF APPAREL INDUSTRY

AMHF sector can be divided into two major segments:

1. **Fiber to Fabric (Textile Industry)**
2. **Fabric to Product (Apparel Industry)**

The textile industry in the AMHF sector includes the conversion of fiber into yarn or fabric and yarn to fabric. The fabric is further enhanced using dyeing, printing, embroidery, embellishment & finishing technique.

The apparel industry consists of usage of this fabric to create various product like garments, home furnishings & accessories.

Other industries associated with AMHF sector are:



Apparel industry is very diverse in nature performing variety of processes. It starts from a design idea and ends when the finished garment reaches the customer. These processes are carried out by different departments of an apparel industry. Every department is responsible for a specific function and together all the departments aim at providing good quality product within reasonable cost and time. Various departments are as follows-

- Merchandising Department
- Store Department
- Cutting Department
- Sewing Department
- Washing Department
- Finishing and packing Department
- Quality Assurance Department
- Maintenance Department
- Finance & Accounts Department
- Admin Department



ABOUT THE JOB ROLES

In the Apparel, Made-Ups and Home Furnishing sector, there are various job roles which one can opt as their profession and enhance their skills. This sector focuses on providing many job opportunities to the budding candidates. It includes all the jobs related to apparel industry like pattern master, self-employed tailor, hand embroiderer, etc. and self-owned small businesses like embroidery unit, boutique, design studios, etc. Job roles identified by National Skills Qualification Framework (NSQF) under Apparel, Made-Ups and Home Furnishing Sector as follows:

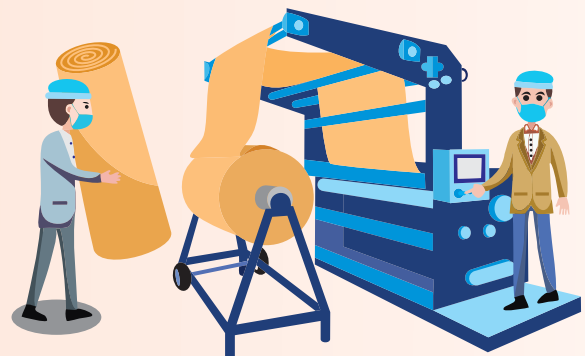
01	Fabric Checker
02	In-Line Checker
03	Layerman
04	Measurement Checker
05	Pressman
06	Sewing Machine Operator
07	Embroidery Machine Operator (Zigzag Machine)
08	Export Assistant
09	Framer - Computerized Embroidery Machine
10	Garment Cutter (CAM)
11	Hand Embroiderer
12	Quality Assessor
13	Sampling Tailor
14	Advance Pattern Maker (CAD/CAM)
15	Fashion Designer
16	QC Executive - Sewing Line
17	Merchandiser
18	Machine Maintenance Mechanic (Sewing Machine)
19	Export Executive
20	Export Manager
21	Sampling Coordinator
22	Industrial Engineer (IE) Executive
23	Production Supervisor Sewing
24	Factory Compliance Auditor
25	Specialized Sewing Machine Operator
26	Assistant Designer - Home Furnishing
27	Assistant Designer - Madeups
28	Assistant Fashion Designer
29	Boutique Manager
30	Cutting Supervisor
31	Fabric Cutter - (Apparel made Ups and Home Furnishing)
32	Finisher
33	Hand Embroiderer (Addawala)
34	Line Supervisor Stitching
35	Merchandiser - Made-Ups & Home Furnishing
36	Online Sample Designer
37	Packer
38	Pattern Master
39	Processing Supervisor (Dyeing & Printing)
40	Record Keeper
41	Self Employed Tailor
42	Sewing Machine Operator (Knits)
43	Sourcing Manager
44	Store Keeper
45	Washing Machine Operator



One of the important job roles of the AMHF sector is Fabric Checker. Fabric inspection is a very important aspect in the pre-production process. Its main purpose is to determine the quality and acceptability of the fabric being used in producing apparels and other garments. A Fabric Checker is pre-production job role. They should have knowledge of working system of garment industry. Fabric Checker's role involves the primary checking of the fabric. The key responsibility of a Fabric checker is to inspect the fabric to identify the presence of any fabric faults before the fabric is passed on to the cutting stage. They require skills and abilities to identify fabric faults using machines or by hand.

ROLES AND RESPONSIBILITIES

- Primary checking of the fabric.
- Inspection of the fabrics for the presence of fabric faults before passing it to the cutting unit.
- Follow precautions and safety measures while working in the industry.
- Adherence to the policies, procedures, rules and regulations of the organisation.
- Stay cautious about organisational hazards and also train the subordinates about it.



Class XI

UNIT-1 ROLE AND RESPONSIBILITIES OF FABRIC CHECKER

A Fabric Checker is required to understand the need of fabric checking along with the roles and responsibilities. A complete understanding of fibre, yarn, yarn making and its terminology assist a fabric checker to understand types of fabrics. Further, knowledge of the weaves and the uses helps a fabric checker to further differentiate fabrics and inspect accordingly. This unit discusses all these in details.

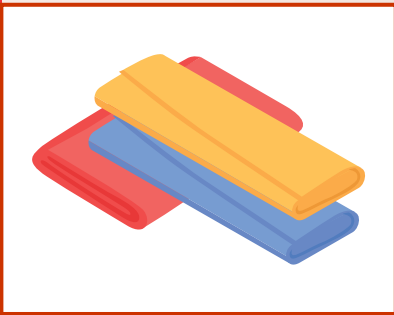


UNIT-2 IDENTIFY AND DESCRIBE FABRIC DEFECTS



This unit helps the students to understand the various types of fabric defects in detail. It also helps students to learn about dyeing and printing methods and their associated defects. To perform the work optimally, a Fabric Checker would further need to learn about the various inspection systems and criteria to describe fabric defects.

UNIT-3 FABRIC CHECKING METHODS AND TECHNIQUES



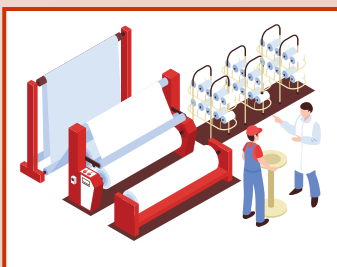
This unit creates awareness about the various tools, equipment and machinery used for fabric checking. A complete understanding of the fabric inspection machine and its functioning to check the fabric samples as per specifications is explained. The student are further provided guidance with respect to safety and maintenance of the fabric checking machines and the work area.

UNIT-4 MAINTAINING A CLEAN AND HAZARD FREE WORKING AREA

In this creates awareness about the various tools, equipment and machinery used for fabric checking. A complete understanding of the fabric inspection machine and its functioning to check the fabric samples as per specifications is explained. The student are further provided guidance with respect to safety and maintenance of the fabric checking machines and the work area.



UNIT-5 HEALTH AND SAFETY RELATED PRACTICES APPLICABLE AT THE WORKPLACE



The health and safety of workers has a direct bearing on their productivity and efficiency and hence company's output and profits. Therefore, it is of utmost importance to take care of their health and safety and to provide them with a safe working environment. Here the student learns about various potential health and safety hazards, risks to understand and follow various health and safety related practices, which could be followed in any organisation to keep the workers and premises safe.

UNIT-6 COMPLIANCE TO LEGAL, REGULATORY AND ETHICAL REQUIREMENTS

All the industries, organizations, offices and manufacturing units are required to follow regulations and compliances as inferred by the respective governments and countries they operate in. Garment and textile industries are no exception to this. These are also expected to maintain certain standards to operate. This unit allows student to understand such policy to compliance and promote honesty and integrity within the organization and help in maintaining standards.



Class XII

UNIT-1

PREPARATION FOR FABRIC CHECKING OPERATIONS



In order to carry out the fabric checking operations, students are provided a primary understanding of the fabrics and their construction techniques. The students are further provided an understanding of the technical and eco-friendly fabrics along with fabric finishing techniques. To ensure proper fabric checking operation, it is essential for the students to learn about factors affecting the quality of the fabrics and its properties which is part of this unit.

UNIT-2

FABRIC CHECKING – PROCESS AND EXECUTION

To carry out the fabric checking operation, a detailed study of the fabric inspection methods, standards and acceptable level of defects is required. This unit makes student aware of the various fabric checking methods along with the practical exposure to the fabric checking machine. The defects in fabrics are inspected after proper understanding of the various fabric defects and parameters used for analysing them.



UNIT-3

FABRIC CHECKING METHODS AND TECHNIQUES

Quality plays an important role in the fabric checking process. Thus, proper guidance on the quality control approach is followed for the woven and knitted fabrics. The unit explains the importance of the role of a supervisor and maintenance systems in the preservation of the quality while fabric testing and hence are included in the curriculum. Further knowledge of the latest instruments in testing and reporting systems is provided to document rejections and defects.



UNIT-4

MAINTAIN A CLEAN AND HAZARD FREE WORKING AREA



Here student learn about the importance and relevance of a clean and hazard free workplace. This ensures the safety and health of the employees and visitors. Clean walking surfaces, suitable footwear, and appropriate speed of walking are important to prevent falling accidentally. Stairways and aisles that are clean and dry are also vital in reducing accidents and ensuring a safe workplace.

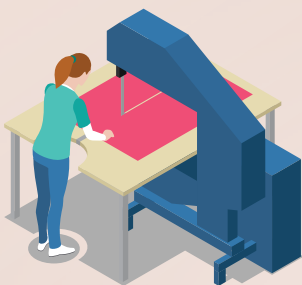
UNIT-5

HEALTH, SAFETY AND SECURITY AT WORKPLACE

Here students will learn that health, safety and security are one of the most important aspects of human concern at the workplace. Therefore, one should aim at building a working environment which provides and maintains highest degree of physical, mental and social well-being for workers in all occupations.

UNIT-6

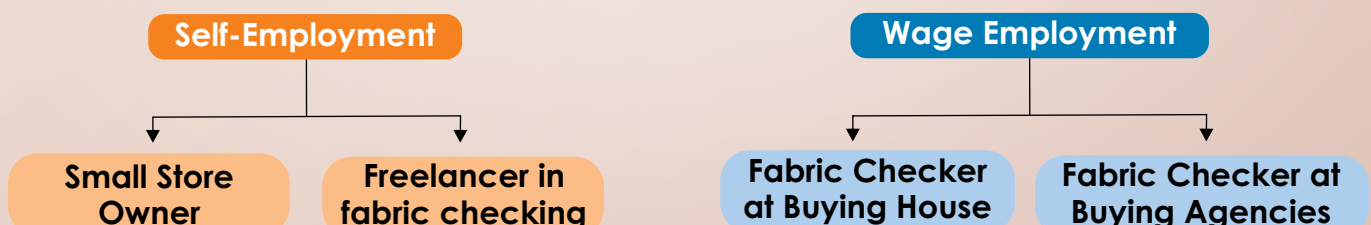
INDUSTRY AND ORGANISATIONAL REQUIREMENTS



Here students will learn that the Indian garment industry is well established and recognized worldwide and also enjoys a considerable demand from both domestic as well as global market. This resulted in increased awareness and compliance to code of conduct policies among Indian garment factories. Indian apparel manufacturers and suppliers are not only bound to follow government guidelines but they also must comply with Social Compliance Standards and Code of Ethics.

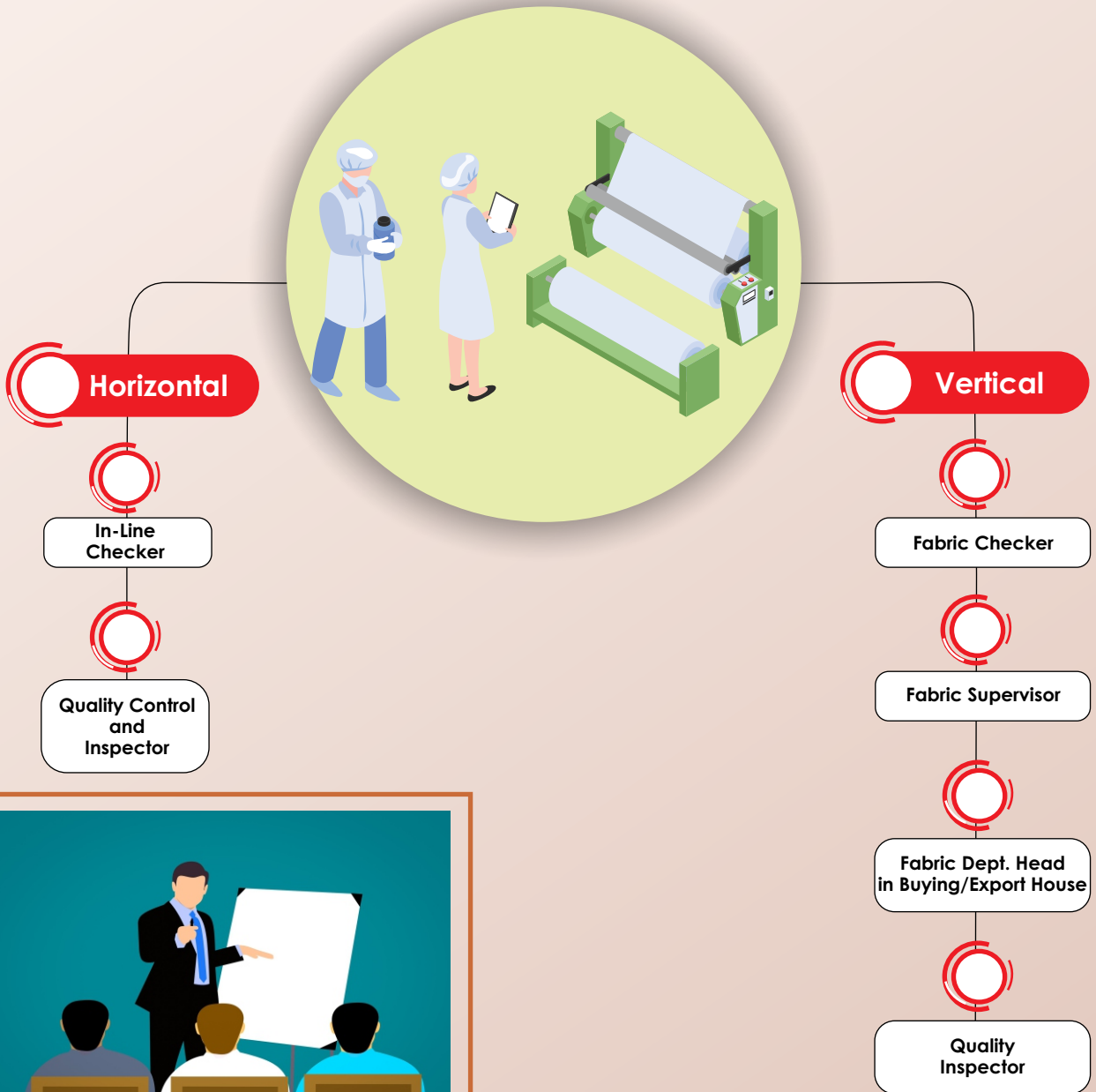
JOB OPPORTUNITIES

The scope of the fabric checker could be estimated based on the opportunities presented to him/her:



GROWTH

The growth opportunities for the fabric checker after completing the course would be available both horizontally and vertically. The opportunities could also emerge multi functionally paving newer paths such as:



Since the intellectual development never stops and hence, training and courses could be further used to grow intellectually.

- ❑ NGOs & Training Centres
- ❑ Buying / Export House
- ❑ Production Units

ABOUT PSSCIVE

PSS Central Institute of Vocational Education, Bhopal

The Pandit Sundarlal Sharma Central Institute of Vocational Education (PSSCIVE) is an apex research and development organization in the field of vocational education. It is a constituent unit of the National Council of Educational Research and Training (NCERT), established in 1993 by the Ministry of Education [Formerly Ministry of Human Resource Development (MHRD)], Government of India. It is also a UNEVOC (International Project on Technical and Vocational Education) Network Centre in India. The Institute has a picturesque 35-acre campus with Departments created for different disciplines, viz. Agriculture & Animal Husbandry, Business & Commerce, Engineering & Technology, Health & Paramedical Sciences, Home Science & Hospitality Management and Humanities, Science, Education & Research.

The Institute offers quality-training programmes in vocational pedagogy and a wide array of disciplines for the key functionaries in vocational education and vocational teachers. The highly qualified team of the Institute possesses excellent professional skills and experience required to impart training for classroom teaching and training.

The Institute has traversed the path of rapid development in vocational education, responding positively to the changing needs of the industry and at times initiating significant changes in the field of vocational education. The evolution of the Institute in the last twenty-five years has witnessed various challenges, but these have served as opportunities to explore new horizons and work on possibilities of reorienting strategies for meeting the skill needs of the people at the local and global canvas.



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