

# IN-LINE CHECKER



## **SECTOR**

**Apparels, Made ups  
& Home Furnishing**

## **QUALIFICATION PACK**

**Ref. Id. : AMH/Q0102**



## **CLASS**

**9 & 10**

## 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.

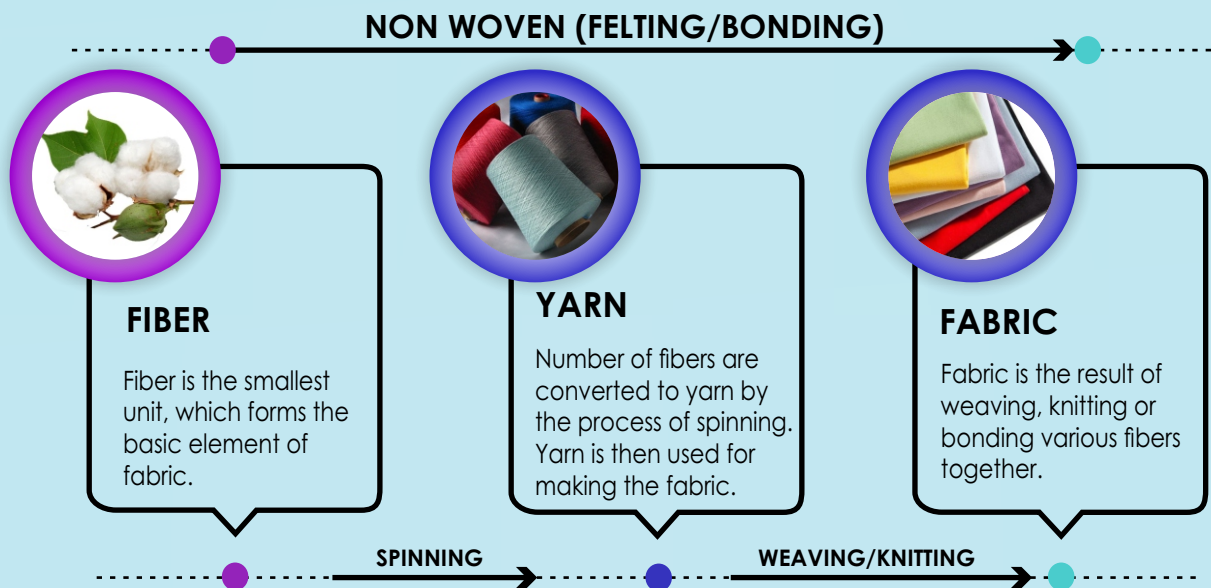
Vocational Education and Training (VET) system is recognised to prepare and develop skilled manpower to meet the growing demands of labour market. VET focuses on specific job roles and imparts practical knowledge and skills, which allow individuals to engage in specific occupational activities. It is 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.

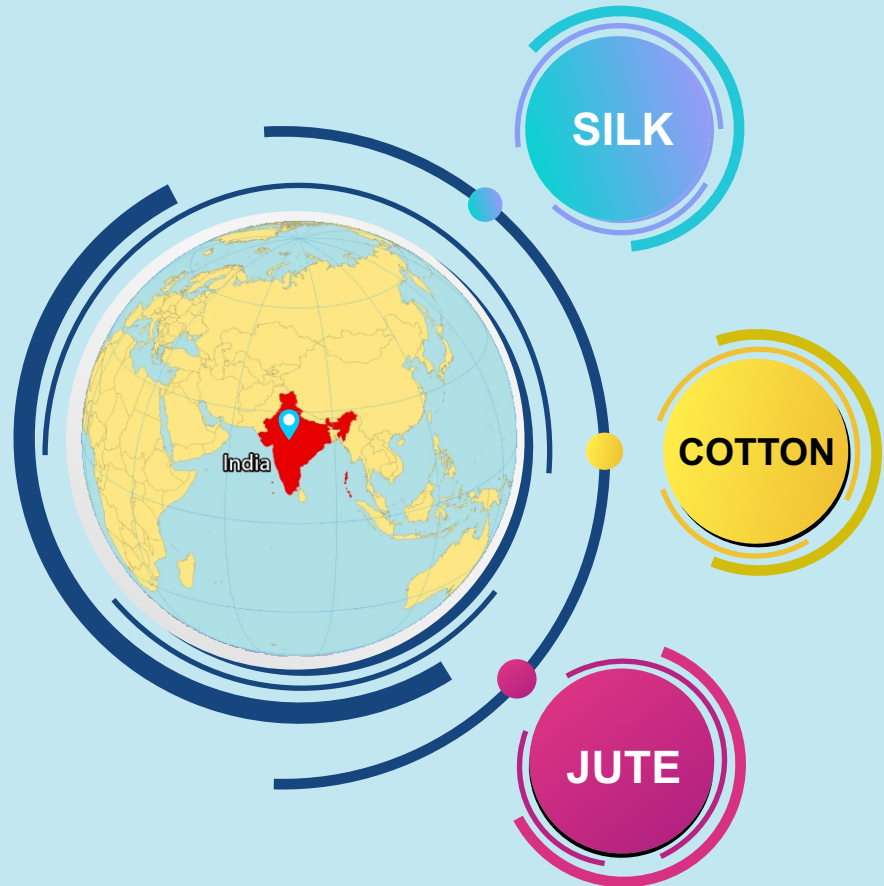




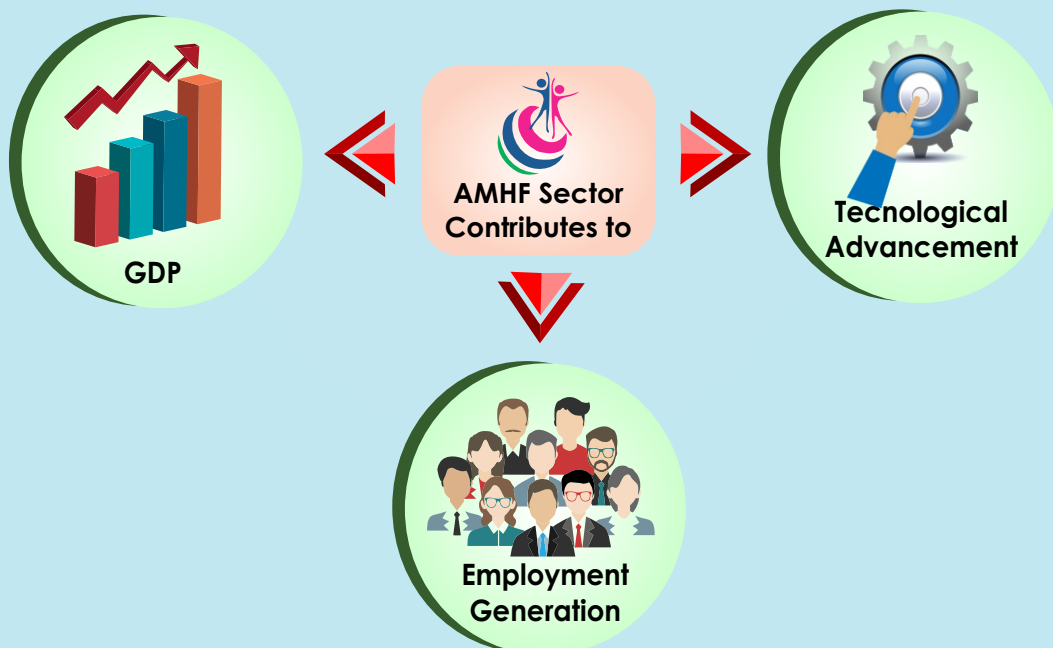
## CONTRIBUTION OF AMHF SECTOR IN ECONOMY

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 consist 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:

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



*One of the important job roles of the AMHF sector is In-line Checker. In-line checker is an important job role associated with Apparel sector. It enables a fault free product for the consumers through identification of faults in fabrics, cut components and garment parts through visual inspection. The course will enable student to perform the inspection in a hassle free and specified manner to ensure production targets. In order to function optimally, an in-line checker is required to possess good eyesight, eye for detail, basic math skills and vision.*

## **Roles & Responsibilities**

- 1** Identification of faults in the fabric
- 2** Visual inspection of the cut components and garment parts for identification of faults
- 3** Follow quality standards while working in the industry
- 4** Adherence to the policies, procedures, rules and regulations of the organisation
- 5** Stay cautious about organisational hazards and train the subordinates about it



To accomplish the goal of transforming an individual into an in-line checker, several practical and theoretical training are required. The courses, to make one adept at in-line checking and emerge as a professional are divided into Class XI and XII.

(Class XI)

## UNIT-1 INTRODUCTION AND ORIENTATION TO IN-LINE CHECKING

Here the students are made aware of the apparel industry and its various departments. With the basic knowledge of the garment industry and tools used, a student is made equipped to understand the types of industrial cutting and sewing practices. Further knowledge of the sewing machines and its application is provided to the students to recognise the faults in the stitches.



## UNIT-2 ROLE AND RESPONSIBILITIES OF IN-LINE CHECKER

The student is required to primarily understand the need of in-line checking along with the roles and responsibilities. In order to completely understand the role of the in-line checker, a guide to the various types of fibres, yarns and fabrics is provided. Further knowledge of the various blends of the fabrics is provided to make sure that the inspection is carried out as per the specified procedure. These aspects are concerned in this

## UNIT-3 GARMENT INSPECTION TECHNIQUES

In this unit student learns about the standards regarding the materials suitability and specifications to ensure that the product is of the desired quality. The student is taught about various garments and its components to identify the faults and analyse them as per specified process. This helps to evaluate the quality of the garments and capture complete knowledge with respect to the specifications and quality control processes provided to the students.

## UNIT-4

### MAINTAINING A CLEAN AND HAZARD FREE

All industries have different type of tools, equipments and machineries. There is always a risk of hazard while operating machines. This unit talks about the handling of tools, machines, precautionary measures and safety instructions. In-Line Checkers should also understand the importance of maintaining a clean and hygienic work environment. Improvements in working conditions can result in increased productivity and operating efficiency.

## UNIT-5

### HEALTH AND SAFETY RELATED PRACTICES APPLICABLE AT WORK

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. This unit helps the student to learn about various potential health and safety hazards, risks to understand and follow various health and safety related practices, which should be followed

## 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 introduces such policies to the students and compliance to promote honesty and integrity within the organization and help in maintaining standards.

## Class XII

After achieving a milestone, the in-line checker goes further to upgrade his level of expertise by undergoing the defined course

## UNIT 1

### INTRODUCTION TO BODY MEASUREMENTS & ANALYSIS OF GARMENT COMPONENTS

Here the student is made aware of the various body measurements and garment sizes to enable them to make required corrections in the garment after cross-checking with the spec sheet. Further knowledge of the different garment components is provided to assist in the sorting, bundling and labelling of the components according to sizes.

## UNIT-2

### QUALITY CHECK AND INSPECTION

This unit teaches the importance of quality check in apparel industry. This unit further discusses the garment components to carry out inspection at all levels of the production from raw material to final product. The students are also made aware of the specification sheets, trim cards and swatch cards to assist in the reporting of the inspection carried out. As the final garments produced must be of desired quality, hence guidance with respect to in-line inspection of the final garments and its reporting is included in the curriculum.

## UNIT-3

### CLASSIFICATION OF DEFECTS & REPORTING

In this unit students are given complete knowledge about the various processes that final garment passes through, and its impact on the final quality of the garment. All the factors to be kept in mind with respect to inspection of the final garments such as guidelines for classification and rectification of the garments defects are included in the curriculum. The process of visual inspection and its reporting forms a primal function of the in-line checker and hence, training to make the student ready, is provided as a part of the course.

## UNIT-4

### MAINTAIN A CLEAN AND HAZARD FREE WORKING AREA

Here student will 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 preventing 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

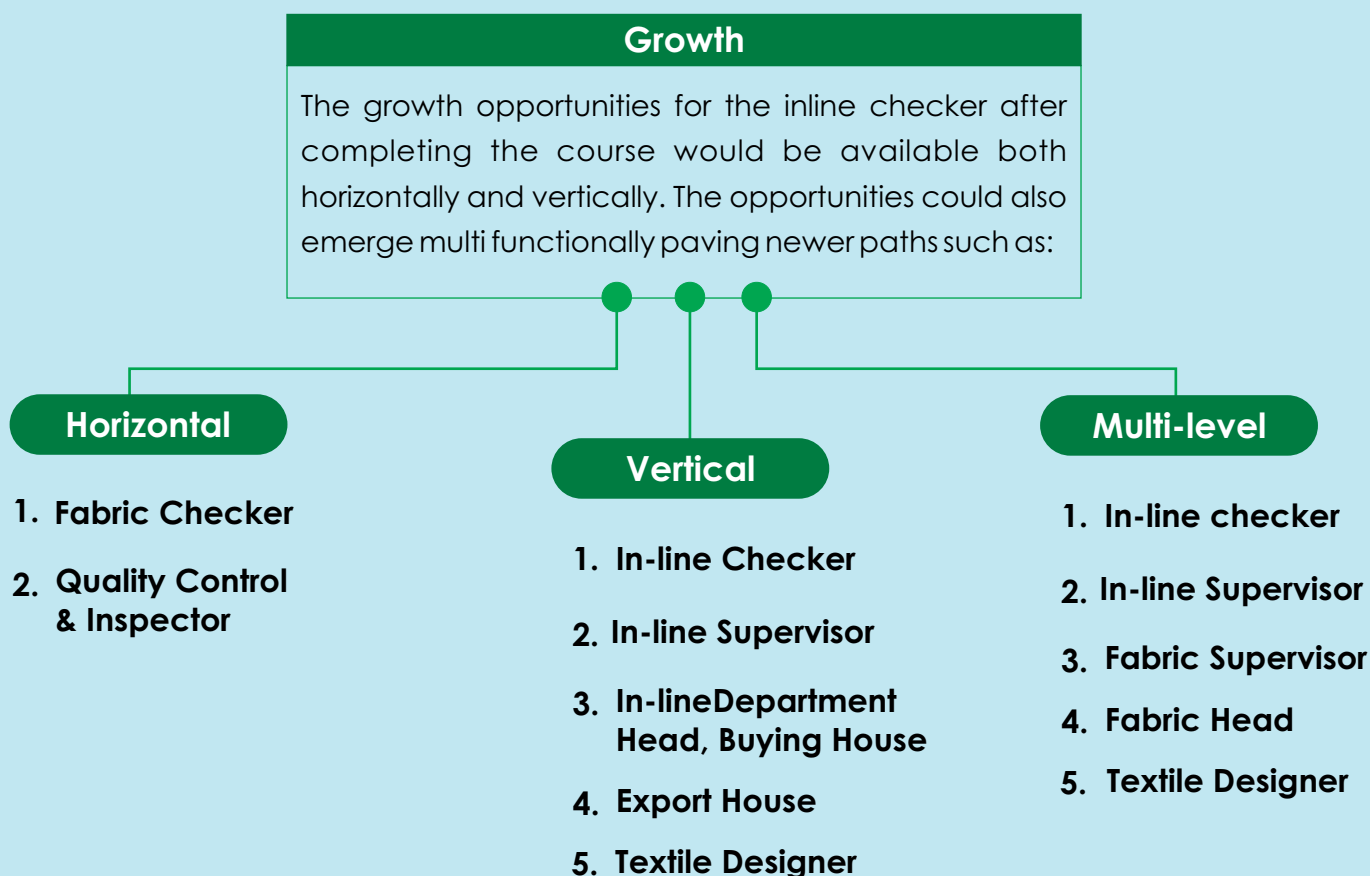
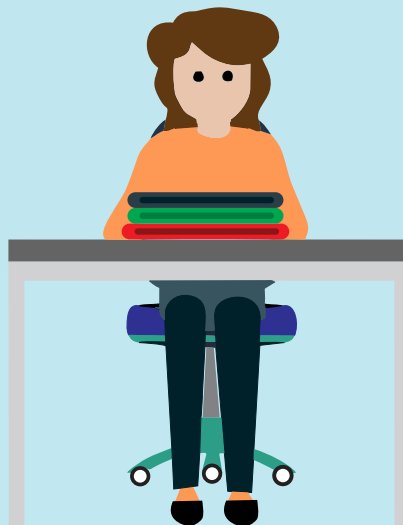
The scope of the fabric checker could be estimated based on the opportunities presented to him/her:

## Self-Employment

- Freelancer work as Inline checker

## Wage-Employment

- Inline Checker at Production House
- Inline Checker under Fashion Designer
- Inline Checker at Export House



## On the Job Training

Since the intellectual development never stops and hence, training and courses could be further used to grow intellectually. The courses are available at:

- 1 NGOs**
- 2 Training Centers**

## 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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