



Model Curriculum

QP Name: Cocoon Tester cum Purchaser
(Electives: Textile MSME/ Textile Mill)

QP Code: TSC/Q7101

QP Version: 2.0

NSQF Level: 3

Model Curriculum Version: 1.0

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Training Parameters

Sector	Textile
Sub-Sector	Handloom & Khadi
Occupation	Preparatory
Country	India
NSQF Level	3
Aligned to NCO/ISCO/ISIC Code	NCO-2015/7318.9900
Minimum Educational Qualification and Experience	<ul style="list-style-type: none"> • Grade 9 with No Experience (OR) • Grade 8 pass and pursuing continuous schooling in regular school with vocational subject with no experience (OR) • 8th grade pass with 1 year of relevant experience (OR) • 5th grade pass with 4 years of relevant experience (OR) • Ability to read and write with 5 years of experience (OR) • Previous relevant qualification of NSQF Level 2 with 1 year of relevant experience
Pre-Requisite License or Training	NA
Minimum Job Entry Age	18 years
Last Reviewed On	25.11.2021
Next Review Date	25.11.2024
NSQC Approval Date	
QP Version	2.0
Model Curriculum Creation Date	25.11.2021
Model Curriculum Valid Up to Date	25.11.2024
Model Curriculum Version	1.0
Minimum Duration of the Course	270 hours
Maximum Duration of the Course	330 hours

Program Overview

This section summarizes the end objectives of the program along with its duration.

Training Outcomes

At the end of the program, the learner will be able to:

- Undertake survey of cocoon varieties in the market.
- Select and prepare cocoon samples for testing.
- Perform testing of cocoon samples.
- Negotiate the price, purchase cocoons and arrange transport to the silk reeling unit.
- Maintain work area, tools, and machines as per guidelines.
- Follow greening and energy conservation activities as per guidelines.
- Describe the importance of health, safety, and security at the workplace.
- Communicate and work effectively in a team.
- Comply with organizational and industry standards.

Compulsory Modules

The table lists the modules, their duration, and mode of delivery.

NOS and Module Details	Theory Duration	Practical Duration	On-the-Job Training Duration (Mandatory)	On-the-Job Training Duration (Recommended)	Total Duration
TSC/N7101– Prepare cocoon samples for testing Version 1.0 NSQF Level - 3	15:00	60:00			75:00
Module 1: Collect cocoon samples	09:00	30:00			39:00
Module 2: Defloss cocoon samples	06:00	30:00			36:00
TSC/N7102 – Undertake testing of cocoon parameters Version 1.0 NSQF Level - 3	45:00	90:00			135:00
Module 3: Test defective cocoons	12:00	15:00			27:00
Module 4: Test cocoon shell ratio	12:00	15:00			27:00
Module 5: Calculate renditta and cocoon cost	12:00	30:00			42:00
Module 6: Negotiate price of, and purchase and	09:00	30:00			39:00

NOS and Module Details	Theory Duration	Practical Duration	On-the-Job Training Duration (Mandatory)	On-the-Job Training Duration (Recommended)	Total Duration
transfer cocoons					
DGT/VSQ/N0101 – Employability Skills Version 1.0 NSQF Level – 3	12:00	18:00	-	-	30:00
Module 7: Employability Skills	12:00	18:00	-	-	30:00
Total Duration	72:00	168:00	-	-	240:00

Elective Modules

The table lists the elective modules, their duration, and mode of delivery.

Elective 1: Textile MSME

NOS and Module Details	Theory Duration	Practical Duration	On-the-Job Training Duration (Mandatory)	On-the-Job Training Duration (Recommended)	Total Duration
TSC/N9017: Practice soft skills in textile MSME Version 1.0 NSQF Level - 3	10:00	20:00			30:00
Module 8: Practice soft skills in textile MSME	10:00	20:00			30:00
Total Duration	10:00	20:00			30:00

Elective 2: Textile Mill

NOS and Module Details	Theory Duration	Practical Duration	On-the-Job Training Duration (Mandatory)	On-the-Job Training Duration (Recommended)	Total Duration
TSC/N9015: Follow machine, safety & organizational guidelines in textile sector Version 1.0 NSQF Level - 4	25:00	50:00	-	-	75:00
Module 9: Maintaining the work area, tools and machines	02:00	08:00	-	-	10:00
Module 10: Greening and energy conservation in	02:00	08:00	-	-	10:00

NOS and Module Details	Theory Duration	Practical Duration	On-the-Job Training Duration (Mandatory)	On-the-Job Training Duration (Recommended)	Total Duration
textile sector					
Module 11: Health, safety and emergency response at workplace	15:00	20:00	-	-	35:00
Module 12: Organizational standards and Policies	06:00	14:00	-	-	20:00
TSC/N9016:Follow teamwork, adaptability and communication guidelines in textile sector Version 1.0 NSQF Level - 4	05:00	10:00			15:00
Module 13: Teamwork, trust and communication	03:00	07:00			10:00
Module 14: Adaptability	02:00	03:00			05:00
Total Duration	30:00	60:00			90:00

Module Details

Module 1: Collect cocoon samples

Mapped to TSC/N7101, v1.0

Terminal Outcomes:

- Describe the process flow, material flow and products developed in the silk sector.
- Survey and identify the required quantity, quality and variety of cocoons.
- Draw and weigh cocoon sample of required quantity from identified varieties for deflossing.

Duration: 09:00	Duration: 30:00
Theory – Key Learning Outcomes	Practical – Key Learning Outcomes
<ul style="list-style-type: none"> • Discuss the process, material flow and products in the silk industry. • Describe the standard procedures for cocoon sampling, deflossing, and testing and the precautions required. • Describe cocoon quality requirements for various silk products such as sarees, dhoti, upholstery, etc. • Examine the available cocoon varieties. • Discuss the standard method of the survey in the cocoon market. • Analyse the current market price of various silk cocoon varieties. • Discuss the objectives of skill development programs. • Discuss the environment of the silk cocoon market. • Discuss the contribution of Indian silk industries to the country's economy. • Describe the roles and responsibilities of Cocoon tester cum purchaser. • List the rules and regulations followed in a silk reeling unit like shift timing and duration, limits of leave, and holidays, etc. 	<ul style="list-style-type: none"> • Analyse samples of available cocoons for reeling. • Demonstrate the process of segregation and preparation of cocoons from each variety for deflossing as per standard procedure. • Prepare an organization chart depicting the various departments in a silk unit and their roles.
Classroom Aids:	
Charts, Projector, Blackboard.	
Tools, Equipment, and Other Requirements	
Cocoon samples- 2 Kg of at least 5 varieties, Cocoon sorting table-1, Auto sorter-1, Weighing balance-1, sampling baskets -10; silk process flow chart.	

Module 2: Defloss cocoon samples

Mapped to TSC/N7101, v1.0

Terminal Outcomes:

- Prepare cocoons and deflossing device for operation.
- Defloss cocoons as per quality requirement.

Duration: 06:00	Duration: 30:00
Theory – Key Learning Outcomes	Practical – Key Learning Outcomes
<ul style="list-style-type: none"> • identify and explain the principle of deflossing device • Classify the operational and maintenance tools required for deflossing and testing cocoons. • Discuss various testing parameters of cocoons, their significance and effect on product quality and cost. 	<ul style="list-style-type: none"> • Demonstrate the preparation of deflossing device. • Demonstrate deflossing by or by using a motorized cocoon deflossing device. • Demonstrate storage methods of deflossed cocoons. • Demonstrate disposal of deflossing waste as per the standard procedure. • Demonstrate the standard procedures for cocoon identification, sampling and testing.
Classroom Aids:	
Charts, Projector, Blackboard.	
Tools, Equipment, and Other Requirements	
Cocoon samples 2 Kg of at least 5 varieties, Hand or Motor deflossing device - 1, Sampling basket - 1, wastebasket - 1.	

Module 3: Test defective cocoons

Mapped to TSC/N7102, v1.0

Terminal Outcomes:

- Prepare cocoon samples for testing.
- Calculate defective cocoon percentage in the lot.

Duration: 12:00	Duration: 15:00
Theory – Key Learning Outcomes	Practical – Key Learning Outcomes
<ul style="list-style-type: none"> • Classify defects of cocoons and their effect on cocoon cost and silk product quality. • Describe the process of defective cocoon testing. • Classify operational tools required for cocoon defective testing. • Calculate the defective percentage of cocoons as per the standard method. 	<ul style="list-style-type: none"> • Segregate good and defective cocoons. • Segregate defective cocoons based on defect type. • Prepare a sample report on defective cocoon percentage test report.
Classroom Aids:	
Charts, Projector, Blackboard.	
Tools, Equipment, and Other Requirements	
Cocoon samples- 5 Kg, Cocoon sorting table - 1, Auto sorter - 1, Weighing balance - 1, Knife - 5.	

Module 4: Test cocoon shell ratio

Mapped to TSC/N7102, v1.0

Terminal Outcomes:

- Prepare cocoon samples for cocoon shell ratio testing.
- Calculate the cocoon shell ratio in the lot.

Duration: 12:00	Duration: 15:00
Theory – Key Learning Outcomes	Practical – Key Learning Outcomes
<ul style="list-style-type: none"> • Describe the importance of cocoon shell ratio testing. • Explain the steps of cocoon shell ratio testing. • Classify the operational tools required for cocoon shell ratio testing. 	<ul style="list-style-type: none"> • Show the process of selection of cocoons. • Cut good cocoons as per standard method to mark the shell weight. • Separate shell and cocoons as per the standard procedure. • Calculate shell ratio percentage using the standard formula. • Prepare shell ratio percentage test report.
Classroom Aids:	
Charts, Projector, Blackboard, Report format, Pen.	
Tools, Equipment, and Other Requirements	
Cocoon samples 5 Kg, Cocoon sorting table - 1, Auto sorter - 1, Weighing balance - 1, Knife - 5.	

Module 5: Calculate renditta and cocoon cost

Mapped to TSC/N7102, v1.0

Terminal Outcomes:

- Prepare an estimate of the renditta required of the selected cocoon lot.
- Estimate price of cocoon lot.

Duration: 12:00	Duration: 30:00
Theory – Key Learning Outcomes	Practical – Key Learning Outcomes
<ul style="list-style-type: none"> • Describe the requirements for estimated renditta testing. • Discuss the steps involved in the calculation of estimated renditta. • Classify operational tools required for cocoon estimated renditta testing. • Classify various testing parameters of cocoons and their impact on cocoon cost. 	<ul style="list-style-type: none"> • Calculate estimated renditta using standard formulae. • Estimate the price of the selected cocoon lot as per quality requirements. • Prepare test calculation report of estimated renditta and estimated cocoon price.
Classroom Aids:	
Charts, Projector, Blackboard.	
Tools, Equipment, and Other Requirements	
Cocoon samples, Cocoon sorting table, Calculator, Notebooks, Reference for raw silk market price	

Module 6: Negotiate the price of, and purchase and transfer cocoons

Mapped to TSC/N7102, v1.0

Terminal Outcomes:

- Negotiate the price of the cocoon lot for purchase.
- Transport purchased cocoon lot as per standard guidelines.

Duration: 09:00	Duration: 30:00
Theory – Key Learning Outcomes	Practical – Key Learning Outcomes
<ul style="list-style-type: none"> • Discuss the importance of negotiation. • List the operational tools required for cocoon transportation. • Discuss the steps involved in arranging logistics support and sending cocoons to reeling unit/ warehouse. 	<ul style="list-style-type: none"> • Demonstrate negotiation skills to arrive at the price of cocoons based on the cocoon quality. • Demonstrate the steps involved in the transportation of procured cocoons by arranging operational tools and logistics support. • Demonstrate the steps involved in the transportation of procured cocoons to the reeling unit/warehouse.
Classroom Aids:	
Charts, Projector, Blackboard.	
Tools, Equipment, and Other Requirements	
Field visit, Reference for cocoon market price.	

Module 7: Employability Skills

Mapped to DGT/VSQ/N0101, v1.0

Duration: 12:00	Duration: 18:00
Theory – Key Learning Outcomes	Practical – Key Learning Outcomes
<ul style="list-style-type: none"> • Discuss the importance of Employability Skills in meeting the job requirements. • Explain constitutional values, civic rights, duties, citizenship, responsibility towards society etc. that are required to be followed to become a responsible citizen. • Discuss 21st century skills. • Use appropriate basic English sentences/phrases while speaking • Show how to conduct oneself appropriately with all genders and PwD • Discuss the significance of reporting sexual harassment issues in time • Discuss the significance of using financial products and services safely and securely. • Explain the importance of managing expenses, income, and savings. • Explain the significance of approaching the concerned authorities in time for any exploitation as per legal rights and laws • Discuss the significance of using internet for browsing, accessing social media platforms, safely and securely. • Discuss the need for identifying opportunities for potential business, sources for arranging money and potential legal and financial challenges. • Differentiate between types of customers • Explain the significance of identifying customer needs and addressing them • Discuss the significance of maintaining hygiene and dressing appropriately. • Discuss the significance of dressing up neatly and maintaining hygiene for an interview • Discuss how to search and register for apprenticeship opportunities. 	<ul style="list-style-type: none"> • Show how to practice different environmentally sustainable practices • Display positive attitude, self -motivation, problem solving, time management skills and continuous learning mindset in different situations. • Demonstrate how to communicate in a well -mannered way with others. • Demonstrate working with others in a team • Show how to operate digital devices and use the associated applications and features, safely and securely • Create a biodata • Use various sources to search and apply for jobs
Classroom Aids:	
Charts, Posters, Projector, Blackboard.	
Tools, Equipment and Other Requirements	
Class room requirements: 25 people seating capacity with a screen and projector	

Module 8: Practice soft skills in textile MSME

Mapped to TSC/N9017, v1.0

Terminal Outcomes:

- Maintain the work area, tools, and machines in the textile MSME units.
- Explain the objective of tools, PPE used in the textile MSME units.
- Discuss the need for adaptability, health and hygiene practices at work place.
- Discuss the importance of following effective communication.
- Discuss the need for energy conservation in textile units.

Duration: 10:00	Duration: 20:00
Theory – Key Learning Outcomes	Practical – Key Learning Outcomes
<ul style="list-style-type: none"> • Discuss the need for maintaining work area, tools and machines in textile MSME units. • Discuss the importance of greening and energy conservation in textile MSME sector. • Discuss the need for following health compliances at work place. • Distinguish between the various type of fire extinguishers. • Distinguish different types of alarms and their significance. • Differentiate the different items in a First Aid box. • Summarize emergency contact numbers, details of officials, reporting protocols, and formats. • List hierarchy of communication and communication etiquettes in the textile sector. • Discuss the importance of developing adaptability skills. • Discuss the impacts of inadaptability at the workplace. 	<ul style="list-style-type: none"> • Demonstrate the handling procedure of raw materials, tools, PPE, and machines. • Demonstrate the method to identify the appropriate tools and equipment for the respective job. • Demonstrate the steps for scheduled cleaning of machines and equipment. • Demonstrate the handling and storage of waste materials. • Differentiate between various alarms and demonstrate action to be taken for each. • Exhibit/Practise the healthy lifestyle practises. • Demonstrate the use of appropriate verbal and non-verbal communication skills while interacting with others at the workplace. • Demonstrate the ability to work in a dynamic work environment by developing coping mechanisms, survival tactics, and traits of flexibility relevant to the job role. • Assist to create a sample backup work plan for the shortage of manpower, raw materials, etc.
Classroom Aids:	
Charts, Posters, Projector, Blackboard, a batch of 25 people seating capacity with a screen.	
Tools, Equipment, and Other Requirements	
Cocoon samples, Cocoon sorting table, Auto sorter, weighing balance, Knife, PPE used in cocoon handling, schedule for cleaning and waste collection, documents listing protocols for use of cleaning tools and PPE.	

Module 9: Maintaining the work area, tools, and machines in silk sector

Mapped to TSC/N9015, v1.0

Terminal Outcomes:

- Maintain the work area, tools, and machines in the silk unit.
- Explain the objective of tools, PPE used in the silk unit.

Duration: 02:00	Duration: 08:00
Theory – Key Learning Outcomes	Practical – Key Learning Outcomes
<ul style="list-style-type: none"> • Differentiate various types of tools used for cleaning and maintenance. • Explain the objectives of each maintenance and cleaning tool used in the cocoon testing operation. • Discuss the significance of safe handling procedures of tools and equipment used in cocoon testing and purchase. • List the available types of material handling equipment and handling methods. • Discuss the types and importance of PPE used in cocoon handling. 	<ul style="list-style-type: none"> • Demonstrate the handling procedure of raw materials, tools, PPE, and machines. • Demonstrate the method to identify the appropriate tools and equipment for the respective job. • Demonstrate the steps for scheduled cleaning of machines and equipment.
Classroom Aids:	
Charts, Posters, Projector, Blackboard, a batch of 25 people seating capacity with a screen.	
Tools, Equipment, and Other Requirements	
Cocoon samples, Cocoon sorting table, Auto sorter, weighing balance, Knife, PPE used in cocoon handling, schedule for cleaning and waste collection, documents listing protocols for use of cleaning tools and PPE.	

Module 10: Greening and energy conservation in silk sector

Mapped to TSC/N9015, v1.0

Terminal Outcomes:

- Identify the recyclable, non-recyclable, and hazardous wastes in the silk unit.
- Optimize usage of material and resources at the workplace.

Duration: 02:00	Duration: 08:00
Theory – Key Learning Outcomes	Practical – Key Learning Outcomes
<ul style="list-style-type: none"> • Discuss the terms of pollution control, soil conservation, waste management, recycle, forest conservation, global warming, organic products, etc. • List the different sources of energy. • Evaluate the different ways to conserve energy in a textile factory. • Discuss the significance of conserving the environment and energy resources. 	<ul style="list-style-type: none"> • Demonstrate the segregation of recyclable, non-recyclable, hazardous wastes in the silk unit. • Demonstrate the handling and storage of waste materials.
Classroom Aids:	
Charts, Posters, Projector, Blackboard, a batch of 25 people seating capacity with a screen	
Tools, Equipment, and Other Requirements	
Cocoon samples, Cocoon sorting table, Auto sorter, Weighing balance, Knife. Standards and list of Dos and Don'ts for greening and energy conservation in a Silk Unit.	

Module 11: Health, Safety and Emergency Response in silk sector

Mapped to TSC/N9015, v1.0

Terminal Outcomes:

- Perform first aid at the workplace.
- Follow fire safety protocol in case of fire emergencies in the silk unit.
- Recognize hazardous materials in the silk unit.
- Follow routine for healthy lifestyle
- Avoid unhealthy life style practises.

Duration: 15:00	Duration: 20:00
Theory – Key Learning Outcomes	Practical – Key Learning Outcomes
<ul style="list-style-type: none"> • Discuss the significance of safe handling procedures of tools and equipment. • Discuss the impacts hazards of unsafe workplace conditions and procedures in the textile industry (operational, environmental, personal, ergonomic, chemical, and electric, fire) and methods to avoid hazards. • Distinguish between the various type of fire extinguishers. • Distinguish different types of alarms and their significance. • Differentiate the different items in a First Aid box. • State the importance of following a healthy lifestyle. 	<ul style="list-style-type: none"> • Classify abnormal sounds emanating from faulty/worn-out machine parts. • Classify Personal Protective Equipment (PPEs) like body protectors, earplugs, nose masks, head caps, etc. as per guidelines. • Demonstrate handling of fire extinguishers. • Demonstrate lifting of heavyweight materials as per the standard procedure. • Differentiate between various alarms and demonstrate action to be taken for each. • Exhibit/Practise the healthy lifestyle practises.
Classroom Aids:	
Charts, Posters, Projector, Blackboard, a batch of 25 people seating capacity with a screen.	
Tools, Equipment, and Other Requirements	
PPE, first aid kit, fire extinguishers, Samples of various alarms, Standard guidelines and protocols regarding health and safety issues related to a silk unit.	

Module 12: Organizational standards and Policies in silk sector

Mapped to TSC/N9015, v1.0

Terminal Outcomes:

- Recognize the significance of organization policies, quality standards, rules, and regulations in Textile industries.
- Maintain a hygienic working atmosphere as per the protocol of the textile sector.

Duration: 06:00	Duration: 14:00
Theory – Key Learning Outcomes	Practical – Key Learning Outcomes
<ul style="list-style-type: none"> • Discuss the significance of following organizational standard procedures, quality standards, rules, codes, policies, and safety standards for the textile sector. • Brief the importance of following work wear standards, behavioural protocols, and etiquette in the textile sector. 	<ul style="list-style-type: none"> • Demonstrate the steps to maintain a hygienic workplace.
Classroom Aids:	
Charts, Posters, Projector, Blackboard, a batch of 25 people seating capacity with a screen.	
Tools, Equipment, and Other Requirements	
list of rules and regulations followed in the organization, list of industry standards i.e., performance indicators of mills, process, worker, etc.	

Module 13: Teamwork, trust, and communication

Mapped to TSC/N9016, v1.0

Terminal Outcomes:

- Confirm to standard guidelines while working with the team.
- Communicate effectively with others at the workplace.

Duration: 03:00	Duration: 07:00
Theory – Key Learning Outcomes	Practical – Key Learning Outcomes
<ul style="list-style-type: none"> • Discuss the importance of teamwork and following industry protocols at the workplace. • Explain the limits and responsibilities for the assigned duties in the textile sector. • Summarize emergency contact numbers, details of officials, reporting protocols, and formats. • List hierarchy of communication and communication etiquettes in the textile sector. 	<ul style="list-style-type: none"> • Apply methods of teamwork to complete/for a given task. • Prepare a sample shift performance report for an allotted task. • Demonstrate the use of appropriate verbal and non-verbal communication skills while interacting with others at the workplace.
Classroom Aids:	
Charts, Posters, Projector, Blackboard, a batch of 25 people seating capacity with a screen.	
Tools, Equipment, and Other Requirements	
Video visuals of basic communications and team working, models of communicating, and team working area charts.	

Module 14: Adaptability

Mapped to TSC/N9016, v1.0

Terminal Outcomes:

- Operate at the various environment and different hierarchy levels for the assigned task.
- Create a work plan for the allotted task.

Duration: 02:00	Duration: 03:00
Theory – Key Learning Outcomes	Practical – Key Learning Outcomes
<ul style="list-style-type: none"> • Discuss the significance of adaptability at the workplace with various levels of people within the limits of responsibility. • Discuss the importance of developing adaptability skills. • Discuss the impacts of inadaptability at the workplace. 	<ul style="list-style-type: none"> • Demonstrate the ability to work in a dynamic work environment by developing coping mechanisms, survival tactics, and traits of flexibility relevant to the job role. • Assist to create a sample backup work plan for the shortage of manpower, raw materials, etc.
Classroom Aids:	
Charts, Posters, Projector, Blackboard, a batch of 25 people seating capacity with a screen.	
Tools, Equipment, and Other Requirements	
Video visuals of adaptability with suitable examples.	

Annexure

Trainer Requirements

Trainer Prerequisites						
Minimum Educational Qualification	Specialization	Relevant Industry Experience		Training Experience		Remarks
		Years	Specialization	Years	Specialization	
Class 8th	NA	6	Silk sub sector	-	-	

Trainer Certification	
Domain Certification	Platform Certification
TSC/Q7101, v1.0 - Cocoon tester cum purchaser, Minimum pass percentage 80 percent.	MEP/Q2601, v1.0 – Trainer, Minimum pass percentage 80 percent.

Assessor Requirements

Assessor Prerequisites						
Minimum Educational Qualification	Specialization	Relevant Industry Experience		Training/Assessment Experience		Remarks
		Years	Specialization	Years	Specialization	
Diploma/ Degree	Textiles	3	Silk sub sector	-	-	

Assessor Certification	
Domain Certification	Platform Certification
TSC/Q7101, v1.0 - Cocoon tester cum purchaser, Minimum pass percentage 80 percent.	MEP/Q2701, v1.0 – Assessor, Minimum pass percentage 80 percent.

Assessment Strategy

The overall assessment strategy and specific arrangements have been put in place to ensure that assessment is always valid, reliable, and fair and show that these are in line with the requirements of the NSQF.

- a) The emphasis is on 'learn-by-doing' and practical demonstration of skills and knowledge based on the performance criteria.
- b) The assessment papers are developed by Subject Matter Experts (SME) available with the Assessment Agency as per the performances and assessment criteria mentioned in the Qualification Packs.
- c) The assessment papers are also checked for the various outcome-based parameters such as quality, time taken, tools & equipment requirement, etc.
- d) The assessments are designed to assess maximum parts during the practical hands-on work. Duties and responsibility of Cocoon tester cum purchaser also assessed. The technical limitations at the training centres are taken care of in theory and viva.
- e) The assessment agencies are instructed to hire qualified and experienced assessors as per TSC's criteria who have integrity, reliability, and fairness. Each assessor shall sign a document with its assessment agency by which they commit themselves to comply with the rules of confidentiality and conflict of interest, independence from commercial and other interests that would compromise the impartiality of the assessments.
- f) The assessment agencies are instructed to ideally have assessors with the right mix of industry experience, academia and these are detailed in the Assessment Agency Protocol of TSC
- g) The assessors selected by Assessment Agencies are scrutinized and made to undergo training and introduction to Assessment Framework, competency-based assessments, assessors guide, etc. and they are assessed for Domain and assessment skills. Only those assessors who clear both the assessments with a minimum of 80% marks in each are permitted to carry out assessments.
- h) The assessors are provided with an Assessors guide developed by the Subject Matter Expert of the Assessment Agency or by Textile SSC as per Assessment Framework. The Assessors guides are developed to ensure the maximum possible consistency/transparency in the assessment by different assessors and elaborate on the following:
 1. Qualification Pack Structure.
 2. Guidance for the assessors to conduct theory, practical, and viva assessments.
 3. Guidance for trainees to be given by the assessor before the start of the assessments.
 4. Guidance on the assessment process, practical brief with a step of operational practical observation checklist Attendance Sheet and mark sheet.
 5. Viva guidance for uniformity and consistency across the batch.
 6. Guidance on assessment evidence collection.

The assessment results are backed by evidence collected by assessors.

1. The assessors need to collect a copy of the attendance sheets for the training done under the scheme. The attendance sheets are signed and stamped by the in-charge/ Head of the training centre.
2. The assessors need to verify the authenticity of the candidate by checking the photo ID card issued by the institute as well as anyone's Photo ID card issued by the Central/Government. The same needs to be mentioned in the attendance sheet. In case of suspicion, the assessor should authenticate and cross verify the trainee's credentials in the enrolment form.
3. The assessors need to take a camera to click a photograph of the trainees working on the job and giving a theory exam as evidence.
4. The assessors also need to carry a Photo ID card.
5. The assessors also need to take the photographs as evidence from appropriate angles/sides of the final workpiece/job submitted by the trainee.
6. The details on the assessment framework are elaborated in the Textile SSC protocol for accreditation of Assessment Agencies and Assessment Framework.

All accredited Assessment Agencies follow the “Textile SSC’s protocol for accreditation of Assessment Agencies and Assessment Framework”. Each NOS in the Qualification Pack (QP) will be assigned a relative weightage for assessment based on the criticality of the NOS. Therein each Performances Criteria in the NOS will be assigned marks for theory or practical based on relative importance, the criticality of function, and training infrastructure.

References

Glossary

Term	Description
Declarative Knowledge	Declarative knowledge refers to facts, concepts and principles that need to be known and/or understood in order to accomplish a task or to solve a problem.
Key Learning Outcome	Key learning outcome is the statement of what a learner needs to know, understand and be able to do in order to achieve the terminal outcomes. A set of key learning outcomes will make up the training outcomes. Training outcome is specified in terms of knowledge, understanding (theory) and skills (practical application).
OJT (M)	On-the-job training (Mandatory); trainees are mandated to complete specified hours of training on site
OJT (R)	On-the-job training (Recommended); trainees are recommended the specified hours of training on site
Procedural Knowledge	Procedural knowledge addresses how to do something, or how to perform a task. It is the ability to work, or produce a tangible work output by applying cognitive, affective or psychomotor skills.
Training Outcome	Training outcome is a statement of what a learner will know, understand and be able to do upon the completion of the training .
Terminal Outcome	Terminal outcome is a statement of what a learner will know, understand and be able to do upon the completion of a module . A set of terminal outcomes help to achieve the training outcome.

Acronyms and Abbreviations

Term	Description
QP	Qualification Pack
NSQF	National Skills Qualification Framework
NSQC	National Skills Qualification Committee
NOS	National Occupational Standards
SOP	Standard Operating Procedure
PPE	Personal Protective Equipment
QC	Quality Control
ISO	International Organization for Standardization
SA	Standards on Auditing