



Model Curriculum

QP Name: Warper-Handloom

QP Code: TSC/Q7302

QP Version: 3.0

NSQF Level: 3

Model Curriculum Version: 1.0

Textile Sector Skill Council || Textile Sector Skill Council (TSC) 14H, 14th Floor, Hansalaya Building, 15,
Barakhamba Road, New Delhi - 110 001
Office: +91-11-43536355-7

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Training Parameters

| | |
|---|--|
| Sector | Textile |
| Sub-Sector | Handloom & Khadi |
| Occupation | Weaver |
| Country | India |
| NSQF Level | 3 |
| Aligned to NCO/ISCO/ISIC Code | NCO-2015/7318.99 |
| 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 |
| 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 | 3.0 |
| 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 | 390 Hours |
| Maximum Duration of the Course | 390 Hours |

Program Overview

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

Training Outcomes

- Carry out the warping activities such as material receiving, preparation, warping, labelling and storing of weaver's beam.
- Maintain work area, tools and machines as per guidelines.
- Follow greening and energy conservation activities as per guidelines.
- Follow protocols and guidelines for health, safety and security at workplace.
- Communicate and work effectively in a team.
- Comply with organizational and industry standards.
- Adhere to adaptability protocols and measures.

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/N7302: Carry out pre-warping activities Version 2.0 NSQF Level - 3 | 15:00 | 45:00 | 20:00 | - | 80:00 |
| Module 1: Prepare the warping machine for operation | 08:00 | 23:00 | 10:00 | - | 41:00 |
| Module 2: Perform creeling of cones or bobbins on the machine | 07:00 | 22:00 | 10:00 | - | 39:00 |
| TSC/N7303: Operate the warping machine Version 2.0 NSQF Level – 3 | 30:00 | 75:00 | 20:00 | - | 125:00 |
| Module 3: Check and run the warping machine | 30:00 | 75:00 | 20:00 | - | 125:00 |
| TSC/N7304: Carry out post-warping activities Version 2.0 NSQF Level – 3 | 15:00 | 30:00 | 20:00 | - | 65:00 |
| Module 4: Carry out labelling of weaver's beam | 05:00 | 15:00 | 10:00 | - | 30:00 |

| NOS and Module Details | Theory Duration | Practical Duration | On-the-Job Training Duration (Mandatory) | On-the-Job Training Duration (Recommended) | Total Duration |
|--|-----------------|--------------------|--|--|----------------|
| Module 5: Store and secure weavers beam | 10:00 | 15:00 | 10:00 | - | 35:00 |
| TSC/N9015: Follow machine, safety, and organizational guidelines in textile sector Version 1.0 NSQF Level – 4 | 25:00 | 50:00 | - | - | 75:00 |
| Module 6: Maintaining the work area, tools and machines | 02:00 | 08:00 | - | - | 10:00 |
| Module 7: Greening and energy conservation in textile sector | 02:00 | 08:00 | - | - | 10:00 |
| Module 8: Health, safety, and emergency response at workplace | 15:00 | 20:00 | - | - | 35:00 |
| Module 9: 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 – 3 | 05:00 | 10:00 | | | 15:00 |
| Module 10: Teamwork, trust and communication | 03:00 | 07:00 | | | 10:00 |
| Module 11: Adaptability | 02:00 | 03:00 | | | 05:00 |
| DGT/VSQ/N0101 – Employability Skills Version 1.0 NSQF Level – 3 | 12:00 | 18:00 | - | - | 30:00 |
| Module 12: Employability Skills | 12:00 | 18:00 | - | - | 30:00 |
| Total Duration | 102:00 | 228:00 | 60:00 | - | 390:00 |

Module Details

Module 1: Prepare the warping machine for operation

Mapped to TSC/N7302, v 2.0

Terminal Outcomes:

- Demonstrate cleaning of the warping setup.
- Receive, store and maintain records of raw materials.
- Prepare the material for warping process.

| Duration: 08:00 | Duration: 23:00 |
|--|--|
| Theory – Key Learning Outcomes | Practical – Key Learning Outcomes |
| <ul style="list-style-type: none"> • Describe the types of tools and equipment required for warping machine cleaning. • Discuss the process involved in cleaning of warping machine and its significance. • Explain the scope of work and other requirements for warping from the weaver. • Discuss the importance of verification of received raw material for warping process. • Discuss safety measures and precautions associated with warping machine. • Describe the storing guidelines and guidelines for waste disposal after cleaning. • Discuss various hazards and risks associated with working on warping setup. • Discuss the prevention and reporting procedure. • Describe different types of yarns, counts and fabric. • Discuss different types of warping machine, such as manual and motorized, horizontal drum, vertical drum, etc. • Discuss the objectives of skill development programs. • Discuss the contribution of Indian handloom sector to the country's economy. • Describe the basics of warping i.e., process flow, types of processes involved, types of yarn, warp yarn doffing, labelling, etc. • Explain the position of a warper-handloom in yarn handloom operation and type of role to play. | <ul style="list-style-type: none"> • Perform the steps of cleaning the warping machine as per standards procedures. • Demonstrate the steps to fill warping job sheet. • Demonstrate the process of cleaning the warping creel area and the machine. • Carry out check for no spills and other waste, and if present, remove them. • Perform the steps to knot the broken yarn as per requirement. • Demonstrate the method of calculating the yarn requirement for warping process. • Illustrate the process and material flow in a typical handloom warping process. • Exchange views about possibilities of improvement in the handloom sub-sector. |
| Classroom Aids: | |

| |
|---|
| Charts, Posters, Projector, Blackboard. |
| Tools, Equipment and Other Requirements |
| Warping machine in running condition, empty and full weaver's beams, warp yarn in cone or bobbin form, cleaning brush and wipes, waste collection and storage bins. |

Module 2: Perform creeling of cones or bobbins on the warping machine

Mapped to TSC/N7302, v2.0

Terminal Outcomes:

- Demonstrate preparation of creel section for warping operation.
- Demonstrate the process of creeling operation as per the SOP.

| | |
|---|--|
| Duration: 07:00 | Duration: 22:00 |
| Theory – Key Learning Outcomes | Practical – Key Learning Outcomes |
| <ul style="list-style-type: none"> • Discuss the required number of cones or bobbins for warping. • Describe the steps involved in tying of creeled yarns with warping drums. • Explain the importance of quality standards and typical deviations allowed in handloom warping process. • Discuss documenting procedure and formats for recording work status, progress, issues and faults in own and others processes. • Explain the importance of warping width. • Describe relation between warping width and reed width. • Describe the function and different parts of the warping setup. • Discuss the importance of creeling with prescribed passage of yarn. • Discuss different method of weaver's knot and its importance. • Discuss the need for verification of yarn passage in a prescribed manner in the warping setup. | <ul style="list-style-type: none"> • Demonstrate the process of checking for run out cones or bobbins in the warping machine as per the SOP. • Demonstrate the process of removing run out cones or bobbins from the creel section. • Perform the steps to place new cones and bobbins in the designated box of the warping machine. • Perform calculation for requirement of minimum weight of cones or bobbins as per length of warp and collect the required amount from the store or weaver. • Demonstrate the steps to creel the cones in the creel stand and draw the ends from each creel. • Demonstrate the process of knotting of new set of warp ends with the ends of old set. • Demonstrate the steps involved in drawing of the new set of ends from the heck box section. |
| Classroom Aids: | |
| Charts, Posters, Projector, Blackboard. | |
| Tools, Equipment and Other Requirements | |
| Warping machine in running condition, empty and full weaver's beams, warp yarn in cone or bobbin form, cleaning brush and wipes, waste collection and storage bins. | |

Module 3: Check and run the warping machine

Mapped to TSC/N7303, v2.0

Terminal Outcomes:

- Demonstrate the steps to run the warping machine as per the SOP.

| Duration: 30:00 | Duration: 75:00 |
|--|---|
| Theory – Key Learning Outcomes | Practical – Key Learning Outcomes |
| <ul style="list-style-type: none"> • Discuss the standard method for leasing of warp ends. • Describe the process of starting warping machine. • Describe the causes and preventive methods of overlapping of ends in warp machines. • Discuss the importance of monitoring the running warping drum and creel section. • Describe the standard knotting procedure with prescribed tension and time. • Explain the functions of various parts in the warping machine. • Describe the impact of warp end breakages during warping. • Discuss the typical issues in warping such as variation in tension within and between beams, missing ends, cross ends, poor quality of beam preparation, production loss due to some cones running out early, pattern not proper, lost end, etc. • Explain the material handling methods and protocols in warping area. • Describe the relationship between yarn count, ends per inch and reed width. • Discuss the steps for transferring warp sheet from warping drum to weaver's beam. • Discuss different method to identify the length of warp sheet wound on warping drum. | <ul style="list-style-type: none"> • Demonstrate the steps to start the warping machine. • Exhibit the process to check for overlapping in the warp sheet. • Demonstrate the steps to check yarn breakage and in case of breakage, stop the warping machine. • Demonstrate the steps to replace cone or bobbin in case of exhaust. • Demonstrate the procedure of knotting the broken yarn as per standard procedures within stipulated time. • Demonstrate how to identify the defects caused due to improper mending of yarn and overlapping of warp ends. • Demonstrate the process of completion of warping sections as per the set meter. |
| Classroom Aids: | |
| Charts, Posters, Projector, Blackboard. | |
| Tools, Equipment and Other Requirements | |
| Warping machine in running condition, empty and full weaver's beams, warp yarn in cone or bobbin form, cleaning brush and wipes, waste collection and storage bins. | |

Module 4: Carry out labelling of weaver's beam

Mapped to TSC/N7304, v2.0

Terminal Outcomes:

- Demonstrate the steps involved in winding and doffing the weaver's beam.
- Demonstrate the process of labelling the weaver's beam.

| | |
|---|---|
| Duration: 05:00 | Duration: 15:00 |
| Theory – Key Learning Outcomes | Practical – Key Learning Outcomes |
| <ul style="list-style-type: none"> • Discuss the need for labelling the weavers beam with lot number, length, count, ends, etc. • Describe the standard method of transferring the completed warp from warping drum to weaver's beam. • Describe the requirement for following prescribed set length in warping. | <ul style="list-style-type: none"> • Demonstrate the process of winding the warp sheet from warping drum to weaver's beam. • Demonstrate the steps involved in checking the availability of labels, lot numbers and markings in the doffed beams. • Demonstrate the steps involved in labelling the weaver's beam as per the job specifications. |
| Classroom Aids: | |
| Charts, Posters, Projector, Blackboard | |
| Tools, Equipment and Other Requirements | |
| Warping machine in running condition, empty and full warpers and weaver's beams, warp yarn in cone or bobbin form, cleaning brush and wipes, waste collection and storage bins, beam labels, markers. | |

Module 5: Store and secure weaver's beam

Mapped to TSC/N7304, v2.0

Terminal Outcomes:

- Demonstrate the steps involved in storing and maintaining records of weaver's beam.

| Duration: 10:00 | Duration: 15:00 |
|--|--|
| Theory – Key Learning Outcomes | Practical – Key Learning Outcomes |
| <ul style="list-style-type: none"> • Describe the importance of maintaining clean and dust free beam storage area. • Discuss the prescribed manner to store the weaver's beam. • Discuss the procedure to dispose of the waste materials post warping process. • Discuss the typical issues in storage of weaver's beam and remedies. • Discuss the impacts of improper storage of weaver's beam. | <ul style="list-style-type: none"> • Demonstrate the steps to store the weaver's beam as per the SOP. • Demonstrate the steps to dispose the yarn waste materials after completion of warping. |
| Classroom Aids: | |
| Charts, Posters, Projector, Blackboard. | |
| Tools, Equipment and Other Requirements | |
| Warping machine in running condition, empty and full weaver's beams, warp yarn in cone or bobbin form, cleaning brush and wipes, waste collection and storage bins. | |

Module 6: Maintaining the work area, tools and machines

Mapped to TSC/N9015, v1.0

Terminal Outcomes:

- Demonstrate the process involved to keep up the warping area and allotted accessories.
- Discuss the need for of tools, equipment and PPE used in warping process.

| Duration: 02:00 | Duration: 08:00 |
|--|--|
| Theory – Key Learning Outcomes | Practical – Key Learning Outcomes |
| <ul style="list-style-type: none"> • Recognize various types of tools used for cleaning and maintenance. • State the objectives of each maintenance and cleaning tool used in warping operations. • State the significance of safe handling procedure of tools and equipment. • Recall the significance of written instructions on the tools and accessories used in warping operation. • Quote the significance of minimizing the wastage of material, effort, and time. • List the available types of material handling equipment and methods used in warping process. | <ul style="list-style-type: none"> • Demonstrate the handling procedure of raw materials, tools, PPE, and machines as per SOP. • Select the appropriate tools and equipment used for warping. • Demonstrate the scheduled cleaning of winding setup and related equipment. • Prepare a draft schedule for cleaning and waste collection for the assigned job role. |
| Classroom Aids: | |
| Charts, Posters, Projector, Blackboard. | |
| Tools, Equipment and Other Requirements | |
| Warping machine in running condition, Empty and full weaver's beams, Warp yarn in cone or bobbin form, Cleaning brush and wipes, waste collection and storage bins. | |

Module 7: Greening and energy conservation in textile sector

Mapped to TSC/N9015, v1.0

Terminal Outcomes:

- Classify the recyclable, non-recyclable and hazardous wastes in the warping process.
- Optimize usage of material and resources at workplace.

| Duration: 02:00 | Duration: 08:00 |
|--|--|
| Theory – Key Learning Outcomes | Practical – Key Learning Outcomes |
| <ul style="list-style-type: none"> • Discuss the concepts of pollution control, soil conservation, waste management, recycle, forest conservation, global warming, organic products, etc. • List the different sources of energy. • Discuss the impact of using non-biodegradable materials on the environment. • Evaluate the different ways to conserve energy in warping process. • Discuss the significance of conserving environment and energy resources. • Discuss the significance of specified usage of resources at work area. | <ul style="list-style-type: none"> • Demonstrate the process of segregation and storage of recyclable, non-recyclable, hazardous and non-hazardous wastes in the winding process. • Demonstrate the handling and storage of waste materials in the handloom warping process. |
| Classroom Aids: | |
| Charts, Posters, Projector, Blackboard. | |
| Tools, Equipment and Other Requirements | |
| Video visuals on different sources of energy including solar power, covers, wrappers, etc. | |

Module 8: Health, safety, and emergency response at workplace

Mapped to TSC/N9015, v1.0

Terminal Outcomes:

- Perform first aid at workplace.
- Follow fire safety protocol in case of fire emergencies.
- Recognise hazardous materials in the winding process.

| 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 procedure of tools and equipment in warping process. • Discuss the importance and standard procedure for handling raw and finished materials. • Discuss the impacts hazards of unsafe workplace conditions and procedures in winding process (operational, environmental, personal, ergonomic, chemical, electric, fire) and methods to avoid hazards. • Classify abnormal sounds emanating from faulty/worn out machine parts. • Discuss the types and importance of PPE used in the cone and pirn winding process in handloom sector. • Distinguish different types of alarms and their significance. • List the different items in a First Aid box. • Discuss the correct work posture and importance of ergonomics in the warping process. • Discuss the factors effecting health and importance of following healthy lifestyle practises. | <ul style="list-style-type: none"> • Classify Personal Protective Equipment (PPEs) like body protector, ear plugs, nose mask, head cap, etc. as per guidelines. • Demonstrate handling of fire extinguishers. • Locate emergency exits of workplace. • Participate in mock fire drills / evacuation at workplace. • Demonstrate procedures for application of first aid procedures for injury/accidents in mock situations. • Demonstrate lifting of heavy weight materials as per standard procedure. • Distinguish between the various types of fire extinguishers. • Demonstrate healthy lifestyle practises. |
| Classroom Aids: | |
| Charts, Posters, Projector, Blackboard. | |
| Tools, Equipment and Other Requirements | |
| PPE, first aid kit, fire extinguishers, Handloom warping machine with accessories and yarn cones, material handling equipment, seating arrangement for 25 people. | |

Module 9: Organizational Standards and Policies

Mapped to TSC/N9015, v1.0

Terminal Outcomes:

- Recognize the significance of organization policies, quality standards in warping process.
- Explain the need for following standards and policies in a handloom process.

| 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, policies and safety standards in warping process. • Discuss the need for organizational quality systems, 5S, ISO, SA, etc. following in the textile sector. • Brief the importance of following work wear standards, behavioural protocols and etiquette in handloom sector. • Describe the standard protocol for reporting lost and found material. • Discuss the contents of organisation's formats and procedures for reporting production, defects, faults, material/tool requisition and quality parameters and task completed in the warping process. • Discuss the importance of discipline and adhering to timelines and state the effects of non-compliances. | <ul style="list-style-type: none"> • Practice the systems like Quality circles, 5S, ISO, etc. in the routine work. • Exhibit the steps to maintain a hygienic and healthy workplace. • Prepare a lost and found report for submission to the competent authority. • Demonstrate self-evaluation of following the timelines and discipline protocol. |
| Classroom Aids: | |
| Charts, Posters, Projector, Blackboard. | |
| Tools, Equipment and Other Requirements | |
| list of rules and regulations followed in the organisation, list of standards for the handloom sector i.e., performance indicators of persons in handloom sector etc. | |

Module 10: Teamwork, trust and communication

Mapped to TSC/N9016, v1.0

Terminal Outcomes:

- Conform to standard guidelines while working with the team.
- Discuss the requirements of effective communication at 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 workplace. • Explain the limits and responsibilities for the assigned duties in the warping process. • Summarize emergency contact numbers, details of officials, reporting protocols and formats. • List hierarchy of communication and communication etiquettes in the warping process. • State the disadvantages of not adhering to team work and communication protocols. | <ul style="list-style-type: none"> • Prepare a sample team performance report for an allotted task. • Demonstrate the use appropriate verbal and non-verbal communication skills while interacting with others at workplace. |
| Classroom Aids: | |
| Charts, Posters, Projector, Blackboard. | |
| Tools, Equipment and Other Requirements | |
| Video visuals of basic communications and team working, terminologies used, models of communicating and team work in the handloom sector. | |

Module 11: Adaptability

Mapped to TSC/N9016, v1.0

Terminal Outcomes:

- Operate at various environment and different people for the assigned task.
- Discuss the need of adaptability at the workplace.

| 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 workplace with various levels of people. • Discuss the importance of developing adaptability skills. • Discuss the impacts of inadaptability at the workplace. • Discuss various types of situations which demand adaptability skills. • Discuss various possibilities of basis of discrimination and ways to handle the same. | <ul style="list-style-type: none"> • Demonstrate the ability to work in dynamic work environment by developing coping mechanisms, survival tactics and traits of flexibility. • Create a sample backup work plan for the shortage of man power, raw materials, etc. • Demonstrate communication with members of different gender, ethnicity and PwD. • Demonstrate the process of preparation of sample application for reporting discrimination, to the concerned authority. |
| Classroom Aids: | |
| Charts, Posters, Projector, Blackboard. | |
| Tools, Equipment and Other Requirements | |
| Video visuals of adaptability with suitable examples, seating arrangement for 25 people. | |

Module 12: 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 | |

Annexure

Trainer Requirements

| Trainer Prerequisites | | | | | | |
|-----------------------------------|--|------------------------------|------------------|---------------------|----------------|---------|
| Minimum Educational Qualification | Specialization | Relevant Industry Experience | | Training Experience | | Remarks |
| | | Years | Specialization | Years | Specialization | |
| Basic Literacy and Numeracy | 5 th Class (Self-declaration) | 6 | Handloom Warping | - | - | |

| Trainer Certification | |
|--|--|
| Domain Certification | Platform Certification |
| TSC/Q7302, v2.0 – Warper - Handloom, Minimum pass percentage 80 per cent | MEP/Q2601, v1.0 – Trainer, Minimum pass percentage 80 per cent |

Employability Trainer Prerequisites

| Trainer Prerequisites | | | | | | |
|--|--|------------------------------|----------------|---------------------|---------------------|--|
| Minimum Educational Qualification | Specialization | Relevant Industry Experience | | Training Experience | | Remarks |
| | | Years | Specialization | Years | Specialization | |
| Graduate/CITS | Any Discipline | | | 2 | Teaching Experience | Prospective ES trainer should: <ul style="list-style-type: none"> • have good communication skills • be well versed in English • have digital skills • have attention to detail • be adaptable • have willingness to learn |
| Current ITI Trainers | Employability Skills Training (3 days full-time course done between 2019-2022) | | | | | |
| Certified current EEE trainers (155 hours) | from Management SSC (MEPSC) | | | | | |
| Certified Trainer | Qualification Pack: Trainer (MEP/Q0102) | | | | | |

Assessor Requirements

| Assessor Prerequisites | | | | | | |
|-----------------------------------|----------------|------------------------------|------------------|--------------------------------|----------------|---------|
| Minimum Educational Qualification | Specialization | Relevant Industry Experience | | Training/Assessment Experience | | Remarks |
| | | Years | Specialization | Years | Specialization | |
| 8th | NA | 7 | Handloom Warping | - | - | |

| Assessor Certification | |
|--|---|
| Domain Certification | Platform Certification |
| TSC/Q7302, v2.0 – Warper – Handloom, Minimum pass percentage 80 per cent | MEP/Q2701, v1.0 – Assessor, Minimum pass percentage 80 per cent |

Assessment Strategy

The overall assessment strategy and specific arrangements which 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 assessments 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 assessments papers are also checked for the various outcome-based parameters such as quality, time taken, tools & equipment requirement, etc.
- d) The assessments are designed so as to assess maximum parts during the practical hands-on work. Duties and responsibilities of Warper-Handloom are also assessed. The technical limitations at the training centres are taken care 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 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 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 clears both the assessments with minimum 80% marks in each are permitted to carry out assessments.
- h) The assessors are provided with 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 assessor before the start of the assessments.
 4. Guidance on assessment process, practical brief with 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 any one 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 trainee's credential in the enrolment form.
3. The assessors need to take a camera to click photograph of the trainees working on the job and giving 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 work piece/job submitted by the trainee.
6. The details on assessment framework are elaborated in 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, 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 |