



# Draw Frame Operator

QP Code: TSC/Q0105

Version: 3.0

NSQF Level: 3

Textile Sector Skill Council || 14-H, 14th Floor, Hansalaya Building, 15, Barakhamba Road  
New Delhi - 110001

## Qualification Pack

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## Qualification Pack

### TSC/Q0105: Draw Frame Operator

#### Brief Job Description

A draw frame operator is responsible to carry out tenting activities on the draw frame machines. The operator should be able to operate the breaker and finisher passage draw frame machines, replenish the sliver cans, piece the sliver on breakage, doff the sliver cans and transport the delivery cans to the storage area.

#### Personal Attributes

A draw frame operator should have physical skills like dexterity, coordination, motor skills, strength, stamina and handle heavy equipment. A draw frame operator should also have sensory skills like hearing ability and vision (normal distance vision, colour vision, night vision, peripheral vision, depth perception and ability to change focus).

#### Applicable National Occupational Standards (NOS)

##### Compulsory NOS:

1. [TSC/N0132: Carryout shift change, can change, sliver piecing, doffing, and tenting responsibilities in draw frame department](#)
2. [TSC/N9015: Follow machine, safety, and organizational guidelines in textile sector](#)
3. [TSC/N9016: Follow teamwork, adaptability, and communication guidelines in textile sector](#)
4. [DGT/VSQ/N0101: Employability Skills \(30 Hours\)](#)

#### Qualification Pack (QP) Parameters

<b>Sector</b>	Textile
<b>Sub-Sector</b>	Spinning – Textiles
<b>Occupation</b>	Pre Spinning Operations
<b>Country</b>	India
<b>NSQF Level</b>	3
<b>Credits</b>	13
<b>Aligned to NCO/ISCO/ISIC Code</b>	NCO-2015/8151.0700

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<b>Minimum Educational Qualification &amp; Experience</b>	9th Class (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)
<b>Minimum Level of Education for Training in School</b>	9th Class
<b>Pre-Requisite License or Training</b>	NA
<b>Minimum Job Entry Age</b>	18 Years
<b>Last Reviewed On</b>	NA
<b>Next Review Date</b>	25/11/2024
<b>NSQC Approval Date</b>	17/11/2022
<b>Version</b>	3.0
<b>Reference code on NQR</b>	2022/TEXT/TSC/07040
<b>NQR Version</b>	1.0

## Qualification Pack

# TSC/N0132: Carryout shift change, can change, sliver piecing, doffing, and tenting responsibilities in draw frame department

## Description

This unit is about performance criteria, knowledge and generic skills required to carry out shift change, can change, sliver piecing, and tenting responsibilities in draw frame department.

## Scope

The scope covers the following :

- Shift hand over and take charge in draw frame department
- Operate draw frame machine
- Attend the draw frame for changing sliver cans
- Piece broken sliver in the draw frame
- Perform can doffing in the draw frame
- Perform cleaning and other tenting activities in the draw frame

## Elements and Performance Criteria

### *Shift hand over and take charge in draw frame department*

To be competent, the user/individual on the job must be able to:

- PC1.** report for the shift 10-15 minutes prior to the scheduled time with necessary operational tools
- PC2.** collect the shift details from previous shift operator on production, maintenance, raw material, colour coding, etc. as per the SOP
- PC3.** check for quality and availability of spares, production materials such as sliver cans, colour code strip, cleaning liquids and powder, etc.
- PC4.** monitor condition of processing materials and accessories in the allotted draw frame machines such as creel guides, drafting rollers, can coiler, waste collection box, etc.
- PC5.** check work spot and draw frame machine for cleanliness as per specifications
- PC6.** provide shift details to incoming draw frame operator on production, maintenance, spare parts, counts running, count changes, sliver cans availability, etc.
- PC7.** complete the shift end jobs like take hank meter reading, writing production log report, waste collection box disposal, cleaning as per standard protocol
- PC8.** report observed deviation to incoming shift supervisor on production, maintenance, absenteeism, etc.
- PC9.** get clearance from shift operator and shift supervisor before leaving the shift

### *Operate draw frame machine*

To be competent, the user/individual on the job must be able to:

- PC10.** operate draw frame machine using control buttons provided for start, inch, stop, emergency stop, etc.
- PC11.** operate draw frame machine display panel and check the functioning of the machine such as machine speed, production, efficiency, doff set, running length, machine stoppages, etc.

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**PC12.** follow the different signal lamps used in draw frame machines

**PC13.** fix machine safety covers, waste collection chamber doors as per the guidelines

**PC14.** dismantle and assemble detachable spares like top drafting rollers, clearers, sliver trumpet, etc.

### *Attend draw frame machine for sliver can change*

To be competent, the user/individual on the job must be able to:

**PC15.** transfer supply sliver cans from storage area as per specified colour code and hank

**PC16.** identify the sliver can exhaust in the draw frame creel

**PC17.** inspect for surface damages of slivers before creeling operation

**PC18.** piece full can sliver with running can sliver before exhaustion as per the SOP

**PC19.** remove the exhausted cans from creel and store at specified place

### *Piece broken sliver in the draw frame creel side*

To be competent, the user/individual on the job must be able to:

**PC20.** identify the machine stoppage by checking signal lamps and display panel

**PC21.** verify the required length of sliver is available for piecing

**PC22.** piece the broken sliver in the creel section as per standard procedure and guidelines

**PC23.** monitor the sliver passage after piecing in the running machine

**PC24.** collect the sliver waste in the waste collection pocket and dispose in the waste collection box

### *Piece broken sliver at draw frame front side*

To be competent, the user/individual on the job must be able to:

**PC25.** attend trumpet chocking, roller lapping, etc. as per standard procedure and guidelines

### *Perform can doffing at draw frame machine*

To be competent, the user/individual on the job must be able to:

**PC26.** collect and bring required empty cans from storage area for manual or automatic doffing

**PC27.** clean the can castor wheels as per standard process

**PC28.** identify the machine doffing stage using control panel

**PC29.** carryout doffing process as per standard guidelines

**PC30.** monitor the coiling placement in new can after doffing

**PC31.** transport full can to the storage area

### *Carryout cleaning activities at draw frame machine*

To be competent, the user/individual on the job must be able to:

**PC32.** carryout cleaning activities in the draw frame machine as per scheduled interval using appropriate tools

**PC33.** segregate the collected waste to deposit in the respective waste bins

**PC34.** remove the surface defect and impurities on the slivers

**PC35.** support spinning fitters in their cleaning and maintenance activities

### *Carryout other tenting responsibilities in draw frame department*

To be competent, the user/individual on the job must be able to:

**PC36.** inform the machine break downs, faults, repeated breakages to fitters as per the standard process

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- PC37.** identify signal lamp malfunction, castor wheel movement malfunction in the draw frame machine
- PC38.** maintain stocks of required cleaning materials
- PC39.** monitor the working condition of creel guides, drafting unit, coiling unit, waste chamber, etc. at specified intervals
- PC40.** change colour code belt for sliver cans as per the instruction
- PC41.** support maintenance and quality control team within limits of responsibility

## Knowledge and Understanding (KU)

The individual on the job needs to know and understand:

- KU1.** basics of staple yarn spinning such as types of fibre, types of yarn, count, process flow, material flow, sectors of fibre to apparel, etc.
- KU2.** organizational chart and name of department HODs, locations of various departments, offices and its functions
- KU3.** rules and regulations followed in a spinning mill like shift timing and duration, limits of leave and holidays, etc.
- KU4.** roles and responsibilities of draw frame machine operator
- KU5.** functions of draw frame machine
- KU6.** different parts of draw frame machine such as switch board, buttons, signal lamps, accessories and their functions
- KU7.** basic electrical connections and motor drives used in draw frame machines
- KU8.** material flow in the draw frame machine and types of supply and finished packages
- KU9.** quality systems and parameters with specifications practiced in the draw frame department
- KU10.** colour coding followed in the spinning preparatory department
- KU11.** process parameters like sliver hank, sliver can content, breaks per machine hour, machine speed, etc.
- KU12.** reasons for sliver breakages in the draw frame
- KU13.** objective of using chalk powder, cleaning liquids in drafting zone cleaning
- KU14.** quality parameters like sliver stretch, sliver unevenness, hank variation, thick and thin places, etc.
- KU15.** impacts of stop motion ineffectiveness, auto leveller failure, inadequate top arm loading, etc. on sliver quality
- KU16.** significance of Relative Humidity (RH) in draw frame department
- KU17.** importance of machine cleanliness and its significance on sliver quality
- KU18.** importance of operational tools such as cleaning brush, waist bag, lapping cleaning tool, etc.
- KU19.** process parameters during count and process change in draw frame
- KU20.** housekeeping system (5S) and its importance at workplace
- KU21.** machine production calculation
- KU22.** reporting formats to superiors and log book formats
- KU23.** protocol for taking charge, handing over shift, can changing, piecing, doffing, cleaning, tenting and other activities in draw frame department

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- KU24.** protocol for handling tools and equipment used in draw frame department
- KU25.** importance of waster segregation and disposal in the draw frame department
- KU26.** implications of doing wrong method of sliver piecing at draw frame

### Generic Skills (GS)

User/individual on the job needs to know how to:

- GS1.** write clear and short sentences in the log book such as draw frame production, maintenance, count change, etc.
- GS2.** communicate with colleagues and superiors as per standard protocol
- GS3.** comprehend written draw frame production, work method poster, machine display, safety and routine maintenance instructions, etc.
- GS4.** perform basic arithmetical calculations to calculate machine production, estimate supply and delivery material requirements, etc.



## Qualification Pack

### Assessment Criteria

Assessment Criteria for Outcomes	Theory Marks	Practical Marks	Project Marks	Viva Marks
<i>Shift hand over and take charge in draw frame department</i>	<b>18</b>	<b>22</b>	-	<b>20</b>
<b>PC1.</b> report for the shift 10-15 minutes prior to the scheduled time with necessary operational tools	-	-	-	-
<b>PC2.</b> collect the shift details from previous shift operator on production, maintenance, raw material, colour coding, etc. as per the SOP	-	-	-	-
<b>PC3.</b> check for quality and availability of spares, production materials such as sliver cans, colour code strip, cleaning liquids and powder, etc.	-	-	-	-
<b>PC4.</b> monitor condition of processing materials and accessories in the allotted draw frame machines such as creel guides, drafting rollers, can coiler, waste collection box, etc.	-	-	-	-
<b>PC5.</b> check work spot and draw frame machine for cleanliness as per specifications	-	-	-	-
<b>PC6.</b> provide shift details to incoming draw frame operator on production, maintenance, spare parts, counts running, count changes, sliver cans availability, etc.	-	-	-	-
<b>PC7.</b> complete the shift end jobs like take hank meter reading, writing production log report, waste collection box disposal, cleaning as per standard protocol	-	-	-	-
<b>PC8.</b> report observed deviation to incoming shift supervisor on production, maintenance, absenteeism, etc.	-	-	-	-
<b>PC9.</b> get clearance from shift operator and shift supervisor before leaving the shift	-	-	-	-
<i>Operate draw frame machine</i>	<b>32</b>	<b>70</b>	-	<b>10</b>
<b>PC10.</b> operate draw frame machine using control buttons provided for start, inch, stop, emergency stop, etc.	-	-	-	-

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Assessment Criteria for Outcomes	Theory Marks	Practical Marks	Project Marks	Viva Marks
<b>PC11.</b> operate draw frame machine display panel and check the functioning of the machine such as machine speed, production, efficiency, doff set, running length, machine stoppages, etc.	-	-	-	-
<b>PC12.</b> follow the different signal lamps used in draw frame machines	-	-	-	-
<b>PC13.</b> fix machine safety covers, waste collection chamber doors as per the guidelines	-	-	-	-
<b>PC14.</b> dismantle and assemble detachable spares like top drafting rollers, clearers, sliver trumpet, etc.	-	-	-	-
<i>Attend draw frame machine for sliver can change</i>	<b>25</b>	<b>45</b>	-	<b>21</b>
<b>PC15.</b> transfer supply sliver cans from storage area as per specified colour code and hank	-	-	-	-
<b>PC16.</b> identify the sliver can exhaust in the draw frame creel	-	-	-	-
<b>PC17.</b> inspect for surface damages of slivers before creeling operation	-	-	-	-
<b>PC18.</b> piece full can sliver with running can sliver before exhaustion as per the SOP	-	-	-	-
<b>PC19.</b> remove the exhausted cans from creel and store at specified place	-	-	-	-
<i>Piece broken sliver in the draw frame creel side</i>	<b>42</b>	<b>56</b>	-	<b>36</b>
<b>PC20.</b> identify the machine stoppage by checking signal lamps and display panel	-	-	-	-
<b>PC21.</b> verify the required length of sliver is available for piecing	-	-	-	-
<b>PC22.</b> piece the broken sliver in the creel section as per standard procedure and guidelines	-	-	-	-
<b>PC23.</b> monitor the sliver passage after piecing in the running machine	-	-	-	-

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Assessment Criteria for Outcomes	Theory Marks	Practical Marks	Project Marks	Viva Marks
<b>PC24.</b> collect the sliver waste in the waste collection pocket and dispose in the waste collection box	-	-	-	-
<i>Piece broken sliver at draw frame front side</i>	<b>10</b>	<b>30</b>	-	<b>5</b>
<b>PC25.</b> attend trumpet chocking, roller lapping, etc. as per standard procedure and guidelines	-	-	-	-
<i>Perform can doffing at draw frame machine</i>	<b>26</b>	<b>35</b>	-	<b>28</b>
<b>PC26.</b> collect and bring required empty cans from storage area for manual or automatic doffing	-	-	-	-
<b>PC27.</b> clean the can castor wheels as per standard process	-	-	-	-
<b>PC28.</b> identify the machine doffing stage using control panel	-	-	-	-
<b>PC29.</b> carryout doffing process as per standard guidelines	-	-	-	-
<b>PC30.</b> monitor the coiling placement in new can after doffing	-	-	-	-
<b>PC31.</b> transport full can to the storage area	-	-	-	-
<i>Carryout cleaning activities at draw frame machine</i>	<b>20</b>	<b>31</b>	-	<b>12</b>
<b>PC32.</b> carryout cleaning activities in the draw frame machine as per scheduled interval using appropriate tools	-	-	-	-
<b>PC33.</b> segregate the collected waste to deposit in the respective waste bins	-	-	-	-
<b>PC34.</b> remove the surface defect and impurities on the slivers	-	-	-	-
<b>PC35.</b> support spinning fitters in their cleaning and maintenance activities	-	-	-	-
<i>Carryout other tenting responsibilities in draw frame department</i>	<b>25</b>	<b>25</b>	-	<b>16</b>

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Assessment Criteria for Outcomes	Theory Marks	Practical Marks	Project Marks	Viva Marks
<b>PC36.</b> inform the machine break downs, faults, repeated breakages to fitters as per the standard process	-	-	-	-
<b>PC37.</b> identify signal lamp malfunction, castor wheel movement malfunction in the draw frame machine	-	-	-	-
<b>PC38.</b> maintain stocks of required cleaning materials	-	-	-	-
<b>PC39.</b> monitor the working condition of creel guides, drafting unit, coiling unit, waste chamber, etc. at specified intervals	-	-	-	-
<b>PC40.</b> change colour code belt for sliver cans as per the instruction	-	-	-	-
<b>PC41.</b> support maintenance and quality control team within limits of responsibility	-	-	-	-
<b>NOS Total</b>	<b>198</b>	<b>314</b>	<b>-</b>	<b>148</b>

## Qualification Pack

### National Occupational Standards (NOS) Parameters

<b>NOS Code</b>	TSC/N0132
<b>NOS Name</b>	Carryout shift change, can change, sliver piecing, doffing, and tenting responsibilities in draw frame department
<b>Sector</b>	Textile
<b>Sub-Sector</b>	Spinning - Textiles
<b>Occupation</b>	Pre Spinning Operations
<b>NSQF Level</b>	3
<b>Credits</b>	TBD
<b>Version</b>	1.0
<b>Last Reviewed Date</b>	25/11/2021
<b>Next Review Date</b>	25/11/2024
<b>NSQC Clearance Date</b>	17/11/2022

## Qualification Pack

# TSC/N9015: Follow machine, safety, and organizational guidelines in textile sector

## Description

This unit provides performance criteria, knowledge and skills required to follow machine, safety and organizational guidelines in textile sector.

## Scope

The scope covers the following :

- Maintaining the work area, tools and machines
- Greening and energy conservation in textile sector
- Health, safety and response to emergencies at textile sector
- Organizational standards and policies

## Elements and Performance Criteria

### *Maintaining the work area, tools and machines*

To be competent, the user/individual on the job must be able to:

- PC1.** handle materials, machinery, equipment and tools as per standard procedure
- PC2.** use appropriate material handling equipment and tools as per standard procedure
- PC3.** keep the equipment, machine and work area clean using appropriate cleaning tools as per standard procedure
- PC4.** undertake minor routine maintenance of equipment and tools as per standard maintenance procedure
- PC5.** maintain record for defective and unsafe equipment and tools
- PC6.** verify that machine guards are in place as per standard specifications
- PC7.** follow specified ergonomics for the assigned job role in textile sector
- PC8.** collect and store worn-out spare parts at specified location
- PC9.** report the condition of worn out parts as per standard procedure

### *Greening and energy conservation in textile sector*

To be competent, the user/individual on the job must be able to:

- PC10.** segregate wastes such as recyclable, non-recyclable, hazardous as per standard protocol
- PC11.** optimize usage of material and resources including water, electricity in various tasks
- PC12.** switch off the machines and lights when not in use

### *Health, safety and response to emergencies at textile sector*

To be competent, the user/individual on the job must be able to:

- PC13.** use Personal Protective Equipment (PPEs) like body protector, ear plugs, nose mask, head cap, etc. as per guidelines
- PC14.** identify abnormal sounds emanating from faulty or worn out machine parts and take appropriate action
- PC15.** avoid dependency on any type of intoxicants

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- PC16.** maintain social distance as per the instruction at workplace
- PC17.** report hazardous material to superiors at workplace
- PC18.** use the various appropriate fire extinguishers on different types of fires correctly
- PC19.** follow the specified steps in case of electricity failure
- PC20.** lift heavy objects using correct lifting procedures
- PC21.** recall emergency exits, safe spots, etc. of workplace
- PC22.** practice mock drills and evacuation procedures organized by industry
- PC23.** assist others to reach to safe spots in emergency situations
- PC24.** provide basic first aid for injury to peers and report to superiors
- PC25.** interpret different signs, alarms and take action appropriately
- PC26.** follow the guidelines while working in hazards atmosphere
- PC27.** assist in designing the safety plans with peers and superiors
- PC28.** follow the approved safety plans at workplace

### *Organizational standards and policies*

To be competent, the user/individual on the job must be able to:

- PC29.** perform assigned duties as per organization's protocol within scheduled time period
- PC30.** follow organization policies, quality standards, rules and regulations for working in textile sector
- PC31.** motivate colleagues to follow operational guidelines of organization
- PC32.** wear specified uniform and follow etiquette as per standard guidelines for the textile sector
- PC33.** maintain hygienic working atmosphere as per protocol of the textile sector
- PC34.** submit lost and found articles as per standard protocol

## Knowledge and Understanding (KU)

The individual on the job needs to know and understand:

- KU1.** organizational standard procedures, quality standards, rules, codes, policies and safety standards in the textile sector
- KU2.** different type of tools and equipment used in textile sub- sector and their specifications and operating procedures
- KU3.** safe handling procedure of tools and equipment
- KU4.** the importance of displays and written instructions for the allocated machines
- KU5.** dos and dongs specific to the assigned work responsibilities
- KU6.** protocol for minimizing the wastage of material, effort and time
- KU7.** organization's formats and procedures for reporting production, defects, faults, material/tool requisition and quality parameters and task completed for assigned job
- KU8.** schedule for cleaning and waste collection for the assigned job role
- KU9.** importance and standard procedure for disposal of soft, hard, non-hazardous and hazardous wastes and materials
- KU10.** available types of material handling equipment and handling methods used in the textile sector

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- KU11.** hazards of unsafe workplace conditions and procedures in the textile industry and methods to avoid hazards
- KU12.** various types of fire extinguishers
- KU13.** importance of stable mental condition in case of emergency
- KU14.** correct work posture and importance of ergonomics for the assigned job role
- KU15.** organizational quality systems like quality circle, 5S, ISO, SA, etc. followed in the textile sector
- KU16.** importance of following work wear standards, behavioral protocols and etiquette in the textile sector
- KU17.** importance of energy conservation through proper maintenance schedule in the textile sector
- KU18.** procedures and formats for reporting lost and found material
- KU19.** different types of alarms and their significance

## Generic Skills (GS)

User/individual on the job needs to know how to:

- GS1.** read and comprehend policies in notice boards displayed in the workplace
- GS2.** minimize the resource consumption for the assigned task
- GS3.** solve basic arithmetic calculations related to assigned job role
- GS4.** recognize and differentiate colors of materials used in textile sector
- GS5.** lift specified materials for the allotted task using prescribed ergonomic position
- GS6.** exhibit motor skill required for the allotted task



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### Assessment Criteria

Assessment Criteria for Outcomes	Theory Marks	Practical Marks	Project Marks	Viva Marks
<i>Maintaining the work area, tools and machines</i>	<b>10</b>	<b>10</b>	-	<b>6</b>
<b>PC1.</b> handle materials, machinery, equipment and tools as per standard procedure	-	-	-	-
<b>PC2.</b> use appropriate material handling equipment and tools as per standard procedure	-	-	-	-
<b>PC3.</b> keep the equipment, machine and work area clean using appropriate cleaning tools as per standard procedure	-	-	-	-
<b>PC4.</b> undertake minor routine maintenance of equipment and tools as per standard maintenance procedure	-	-	-	-
<b>PC5.</b> maintain record for defective and unsafe equipment and tools	-	-	-	-
<b>PC6.</b> verify that machine guards are in place as per standard specifications	-	-	-	-
<b>PC7.</b> follow specified ergonomics for the assigned job role in textile sector	-	-	-	-
<b>PC8.</b> collect and store worn-out spare parts at specified location	-	-	-	-
<b>PC9.</b> report the condition of worn out parts as per standard procedure	-	-	-	-
<i>Greening and energy conservation in textile sector</i>	<b>7</b>	<b>10</b>	-	<b>6</b>
<b>PC10.</b> segregate wastes such as recyclable, non-recyclable, hazardous as per standard protocol	-	-	-	-
<b>PC11.</b> optimize usage of material and resources including water, electricity in various tasks	-	-	-	-
<b>PC12.</b> switch off the machines and lights when not in use	-	-	-	-
<i>Health, safety and response to emergencies at textile sector</i>	<b>32</b>	<b>40</b>	-	<b>28</b>

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Assessment Criteria for Outcomes	Theory Marks	Practical Marks	Project Marks	Viva Marks
<b>PC13.</b> use Personal Protective Equipment (PPEs) like body protector, ear plugs, nose mask, head cap, etc. as per guidelines	-	-	-	-
<b>PC14.</b> identify abnormal sounds emanating from faulty or worn out machine parts and take appropriate action	-	-	-	-
<b>PC15.</b> avoid dependency on any type of intoxicants	-	-	-	-
<b>PC16.</b> maintain social distance as per the instruction at workplace	-	-	-	-
<b>PC17.</b> report hazardous material to superiors at workplace	-	-	-	-
<b>PC18.</b> use the various appropriate fire extinguishers on different types of fires correctly	-	-	-	-
<b>PC19.</b> follow the specified steps in case of electricity failure	-	-	-	-
<b>PC20.</b> lift heavy objects using correct lifting procedures	-	-	-	-
<b>PC21.</b> recall emergency exits, safe spots, etc. of workplace	-	-	-	-
<b>PC22.</b> practice mock drills and evacuation procedures organized by industry	-	-	-	-
<b>PC23.</b> assist others to reach to safe spots in emergency situations	-	-	-	-
<b>PC24.</b> provide basic first aid for injury to peers and report to superiors	-	-	-	-
<b>PC25.</b> interpret different signs, alarms and take action appropriately	-	-	-	-
<b>PC26.</b> follow the guidelines while working in hazards atmosphere	-	-	-	-
<b>PC27.</b> assist in designing the safety plans with peers and superiors	-	-	-	-

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Assessment Criteria for Outcomes	Theory Marks	Practical Marks	Project Marks	Viva Marks
<b>PC28.</b> follow the approved safety plans at workplace	-	-	-	-
<i>Organizational standards and policies</i>	<b>16</b>	<b>20</b>	-	<b>10</b>
<b>PC29.</b> perform assigned duties as per organization's protocol within scheduled time period	-	-	-	-
<b>PC30.</b> follow organization policies, quality standards, rules and regulations for working in textile sector	-	-	-	-
<b>PC31.</b> motivate colleagues to follow operational guidelines of organization	-	-	-	-
<b>PC32.</b> wear specified uniform and follow etiquette as per standard guidelines for the textile sector	-	-	-	-
<b>PC33.</b> maintain hygienic working atmosphere as per protocol of the textile sector	-	-	-	-
<b>PC34.</b> submit lost and found articles as per standard protocol	-	-	-	-
<b>NOS Total</b>	<b>65</b>	<b>80</b>	-	<b>50</b>

## Qualification Pack

### National Occupational Standards (NOS) Parameters

<b>NOS Code</b>	TSC/N9015
<b>NOS Name</b>	Follow machine, safety, and organizational guidelines in textile sector
<b>Sector</b>	Textile
<b>Sub-Sector</b>	Generic - Textiles Handloom
<b>Occupation</b>	Generic - Textiles & Handloom
<b>NSQF Level</b>	4
<b>Credits</b>	TBD
<b>Version</b>	1.0
<b>Last Reviewed Date</b>	27/01/2022
<b>Next Review Date</b>	31/03/2025
<b>NSQC Clearance Date</b>	17/11/2022

## Qualification Pack

# TSC/N9016: Follow teamwork, adaptability, and communication guidelines in textile sector

## Description

This unit provides performance criteria, knowledge and skills required to follow team work, communication and adaptability in textile sector

## Scope

The scope covers the following :

- Teamwork and communication
- Adaptability

## Elements and Performance Criteria

### *Teamwork, trust and communication*

To be competent, the user/individual on the job must be able to:

- PC1.** contribute to create a positive work environment in the team
- PC2.** carry out tasks as per instructions received from superiors
- PC3.** contribute to team work as per allocated responsibility to complete the task by using appropriate tools and methods
- PC4.** build trust with team mates and superiors
- PC5.** implement the ideas after superior's approval at work place
- PC6.** communicate clearly with the team members as per standard protocol
- PC7.** use suggested hand signs, vocal sound signals to convey the information in the production area
- PC8.** listen effectively to the ideas and concerns of the peers
- PC9.** use correct and respectful terms while communicating as per industry policy
- PC10.** express views proactively and effectively
- PC11.** make efforts to resolve difference of opinion with superiors and team members
- PC12.** report to superior for problems identified in assigned duty
- PC13.** report the daily performance to superior in prescribed manner and formats

### *Adaptability*

To be competent, the user/individual on the job must be able to:

- PC14.** adapt to flexible work environment for the assigned task
- PC15.** adapt to work with various members of different ethnicity, gender and PwD without biases
- PC16.** consider opinions of colleagues, fitters, superiors for the assigned task
- PC17.** plan the work-routine within the limits of the responsibility
- PC18.** adopt new ideas after due approval from superior for improving the productivity

## Knowledge and Understanding (KU)

## Qualification Pack

The individual on the job needs to know and understand:

- KU1.** importance of teamwork and discipline
- KU2.** limits and responsibilities for the assigned duties in the textile sector
- KU3.** possible conflicts in the assigned job role and methods to resolve the same
- KU4.** importance of teamwork, group discussions and healthy work environment
- KU5.** importance of reporting as per the standard protocol
- KU6.** hierarchy of communication and communication etiquettes in the textile sector
- KU7.** protocol for communication with different ethnicity, gender and PwD
- KU8.** report and grievance submission formats
- KU9.** importance of hand, vocal sound signals in the textile sector

### Generic Skills (GS)

User/individual on the job needs to know how to:

- GS1.** read and comprehend written instructions
- GS2.** listen effectivity for the instructions
- GS3.** coordinate with team mates for the allotted tasks
- GS4.** use and comprehend prescribed voice and hand signals in the textile production area
- GS5.** fill forms and prepare reports such as production report, material requisition forms, leave application, etc. as per standard formats

## Qualification Pack

### Assessment Criteria

Assessment Criteria for Outcomes	Theory Marks	Practical Marks	Project Marks	Viva Marks
<i>Teamwork, trust and communication</i>	<b>10</b>	<b>15</b>	-	<b>5</b>
<b>PC1.</b> contribute to create a positive work environment in the team	-	-	-	-
<b>PC2.</b> carry out tasks as per instructions received from superiors	-	-	-	-
<b>PC3.</b> contribute to team work as per allocated responsibility to complete the task by using appropriate tools and methods	-	-	-	-
<b>PC4.</b> build trust with team mates and superiors	-	-	-	-
<b>PC5.</b> implement the ideas after superior's approval at work place	-	-	-	-
<b>PC6.</b> communicate clearly with the team members as per standard protocol	-	-	-	-
<b>PC7.</b> use suggested hand signs, vocal sound signals to convey the information in the production area	-	-	-	-
<b>PC8.</b> listen effectively to the ideas and concerns of the peers	-	-	-	-
<b>PC9.</b> use correct and respectful terms while communicating as per industry policy	-	-	-	-
<b>PC10.</b> express views proactively and effectively	-	-	-	-
<b>PC11.</b> make efforts to resolve difference of opinion with superiors and team members	-	-	-	-
<b>PC12.</b> report to superior for problems identified in assigned duty	-	-	-	-
<b>PC13.</b> report the daily performance to superior in prescribed manner and formats	-	-	-	-
<i>Adaptability</i>	<b>5</b>	<b>5</b>	-	<b>5</b>
<b>PC14.</b> adapt to flexible work environment for the assigned task	-	-	-	-

### Qualification Pack

Assessment Criteria for Outcomes	Theory Marks	Practical Marks	Project Marks	Viva Marks
<b>PC15.</b> adapt to work with various members of different ethnicity, gender and PwD without biases	-	-	-	-
<b>PC16.</b> consider opinions of colleagues, fitters, superiors for the assigned task	-	-	-	-
<b>PC17.</b> plan the work-routine within the limits of the responsibility	-	-	-	-
<b>PC18.</b> adopt new ideas after due approval from superior for improving the productivity	-	-	-	-
<b>NOS Total</b>	<b>15</b>	<b>20</b>	<b>-</b>	<b>10</b>



## Qualification Pack

### National Occupational Standards (NOS) Parameters

<b>NOS Code</b>	TSC/N9016
<b>NOS Name</b>	Follow teamwork, adaptability, and communication guidelines in textile sector
<b>Sector</b>	Textile
<b>Sub-Sector</b>	Generic - Textiles Handloom
<b>Occupation</b>	Generic - Textiles & Handloom
<b>NSQF Level</b>	4
<b>Credits</b>	TBD
<b>Version</b>	1.0
<b>Last Reviewed Date</b>	27/01/2022
<b>Next Review Date</b>	31/03/2025
<b>NSQC Clearance Date</b>	17/11/2022

## Qualification Pack

### DGT/VSQ/N0101: Employability Skills (30 Hours)

#### Description

This unit is about employability skills, Constitutional values, becoming a professional in the 21st Century, digital, financial, and legal literacy, diversity and Inclusion, English and communication skills, customer service, entrepreneurship, and apprenticeship, getting ready for jobs and career development.

#### Scope

The scope covers the following :

- Introduction to Employability Skills
- Constitutional values - Citizenship
- Becoming a Professional in the 21st Century
- Basic English Skills
- Communication Skills
- Diversity & Inclusion
- Financial and Legal Literacy
- Essential Digital Skills
- Entrepreneurship
- Customer Service
- Getting ready for Apprenticeship & Jobs

#### Elements and Performance Criteria

##### *Introduction to Employability Skills*

To be competent, the user/individual on the job must be able to:

**PC1.** understand the significance of employability skills in meeting the job requirements

##### *Constitutional values - Citizenship*

To be competent, the user/individual on the job must be able to:

**PC2.** identify constitutional values, civic rights, duties, personal values and ethics and environmentally sustainable practices

##### *Becoming a Professional in the 21st Century*

To be competent, the user/individual on the job must be able to:

**PC3.** explain 21st Century Skills such as Self-Awareness, Behavior Skills, Positive attitude, self-motivation, problem-solving, creative thinking, time management, social and cultural awareness, emotional awareness, continuous learning mindset etc.

##### *Basic English Skills*

To be competent, the user/individual on the job must be able to:

**PC4.** speak with others using some basic English phrases or sentences

##### *Communication Skills*

To be competent, the user/individual on the job must be able to:

**PC5.** follow good manners while communicating with others

**PC6.** work with others in a team

## Qualification Pack

### *Diversity & Inclusion*

To be competent, the user/individual on the job must be able to:

**PC7.** communicate and behave appropriately with all genders and PwD

**PC8.** report any issues related to sexual harassment

### *Financial and Legal Literacy*

To be competent, the user/individual on the job must be able to:

**PC9.** use various financial products and services safely and securely

**PC10.** calculate income, expenses, savings etc.

**PC11.** approach the concerned authorities for any exploitation as per legal rights and laws

### *Essential Digital Skills*

To be competent, the user/individual on the job must be able to:

**PC12.** operate digital devices and use its features and applications securely and safely

**PC13.** use internet and social media platforms securely and safely

### *Entrepreneurship*

To be competent, the user/individual on the job must be able to:

**PC14.** identify and assess opportunities for potential business

**PC15.** identify sources for arranging money and associated financial and legal challenges

### *Customer Service*

To be competent, the user/individual on the job must be able to:

**PC16.** identify different types of customers

**PC17.** identify customer needs and address them appropriately

**PC18.** follow appropriate hygiene and grooming standards

### *Getting ready for apprenticeship & Jobs*

To be competent, the user/individual on the job must be able to:

**PC19.** create a basic biodata

**PC20.** search for suitable jobs and apply

**PC21.** identify and register apprenticeship opportunities as per requirement

## Knowledge and Understanding (KU)

The individual on the job needs to know and understand:

**KU1.** need for employability skills

**KU2.** various constitutional and personal values

**KU3.** different environmentally sustainable practices and their importance

**KU4.** Twenty first (21st) century skills and their importance

**KU5.** how to use basic spoken English language

**KU6.** Do and dont of effective communication

**KU7.** inclusivity and its importance

**KU8.** different types of disabilities and appropriate communication and behaviour towards PwD

**KU9.** different types of financial products and services

## Qualification Pack

- KU10.** how to compute income and expenses
- KU11.** importance of maintaining safety and security in financial transactions
- KU12.** different legal rights and laws
- KU13.** how to operate digital devices and applications safely and securely
- KU14.** ways to identify business opportunities
- KU15.** types of customers and their needs
- KU16.** how to apply for a job and prepare for an interview
- KU17.** apprenticeship scheme and the process of registering on apprenticeship portal

## Generic Skills (GS)

User/individual on the job needs to know how to:

- GS1.** communicate effectively using appropriate language
- GS2.** behave politely and appropriately with all
- GS3.** perform basic calculations
- GS4.** solve problems effectively
- GS5.** be careful and attentive at work
- GS6.** use time effectively
- GS7.** maintain hygiene and sanitisation to avoid infection

## Assessment Criteria

Assessment Criteria for Outcomes	Theory Marks	Practical Marks	Project Marks	Viva Marks
<i>Introduction to Employability Skills</i>	<b>1</b>	<b>1</b>	-	-
<b>PC1.</b> understand the significance of employability skills in meeting the job requirements	-	-	-	-
<i>Constitutional values - Citizenship</i>	<b>1</b>	<b>1</b>	-	-
<b>PC2.</b> identify constitutional values, civic rights, duties, personal values and ethics and environmentally sustainable practices	-	-	-	-
<i>Becoming a Professional in the 21st Century</i>	<b>1</b>	<b>3</b>	-	-
<b>PC3.</b> explain 21st Century Skills such as Self-Awareness, Behavior Skills, Positive attitude, self-motivation, problem-solving, creative thinking, time management, social and cultural awareness, emotional awareness, continuous learning mindset etc.	-	-	-	-
<i>Basic English Skills</i>	<b>2</b>	<b>3</b>	-	-
<b>PC4.</b> speak with others using some basic English phrases or sentences	-	-	-	-
<i>Communication Skills</i>	<b>1</b>	<b>1</b>	-	-
<b>PC5.</b> follow good manners while communicating with others	-	-	-	-
<b>PC6.</b> work with others in a team	-	-	-	-
<i>Diversity &amp; Inclusion</i>	<b>1</b>	<b>1</b>	-	-
<b>PC7.</b> communicate and behave appropriately with all genders and PwD	-	-	-	-
<b>PC8.</b> report any issues related to sexual harassment	-	-	-	-
<i>Financial and Legal Literacy</i>	<b>3</b>	<b>4</b>	-	-
<b>PC9.</b> use various financial products and services safely and securely	-	-	-	-

### Qualification Pack

Assessment Criteria for Outcomes	Theory Marks	Practical Marks	Project Marks	Viva Marks
<b>PC10.</b> calculate income, expenses, savings etc.	-	-	-	-
<b>PC11.</b> approach the concerned authorities for any exploitation as per legal rights and laws	-	-	-	-
<i>Essential Digital Skills</i>	<b>4</b>	<b>6</b>	-	-
<b>PC12.</b> operate digital devices and use its features and applications securely and safely	-	-	-	-
<b>PC13.</b> use internet and social media platforms securely and safely	-	-	-	-
<i>Entrepreneurship</i>	<b>3</b>	<b>5</b>	-	-
<b>PC14.</b> identify and assess opportunities for potential business	-	-	-	-
<b>PC15.</b> identify sources for arranging money and associated financial and legal challenges	-	-	-	-
<i>Customer Service</i>	<b>2</b>	<b>2</b>	-	-
<b>PC16.</b> identify different types of customers	-	-	-	-
<b>PC17.</b> identify customer needs and address them appropriately	-	-	-	-
<b>PC18.</b> follow appropriate hygiene and grooming standards	-	-	-	-
<i>Getting ready for apprenticeship &amp; Jobs</i>	<b>1</b>	<b>3</b>	-	-
<b>PC19.</b> create a basic biodata	-	-	-	-
<b>PC20.</b> search for suitable jobs and apply	-	-	-	-
<b>PC21.</b> identify and register apprenticeship opportunities as per requirement	-	-	-	-
<b>NOS Total</b>	<b>20</b>	<b>30</b>	-	-

## Qualification Pack

### National Occupational Standards (NOS) Parameters

<b>NOS Code</b>	DGT/VSQ/N0101
<b>NOS Name</b>	Employability Skills (30 Hours)
<b>Sector</b>	Cross Sectoral
<b>Sub-Sector</b>	Professional Skills
<b>Occupation</b>	Employability
<b>NSQF Level</b>	2
<b>Credits</b>	1
<b>Version</b>	1.0
<b>Last Reviewed Date</b>	NA
<b>Next Review Date</b>	30/12/2024
<b>NSQC Clearance Date</b>	30/12/2021

## Assessment Guidelines and Assessment Weightage

### Assessment Guidelines

Criteria for assessment for each Qualification Pack will be created by the Sector Skill Council. Each Performance Criteria (PC) (PC) will be assigned marks proportional to its importance in NOS. SSC will also lay down proportion of marks for Theory and Skills Practical for each PC.

The assessment for the theory part will be based on knowledge bank of questions created by the SSC.

Individual assessment agencies will create unique question papers for theory part for each candidate at each examination/training center (as per assessment criteria below).

Individual assessment agencies will create unique evaluations for skill practical for every student at each examination/ training center based on these criteria.

In case of successfully passing only certain number of NOSs, the trainee is eligible to take subsequent assessment on the balance NOS's to pass the Qualification Pack.

In case of unsuccessful completion, the trainee may seek reassessment on the Qualification Pack

**Minimum Aggregate Passing % at QP Level : 50**

## Qualification Pack

(Please note: Every Trainee should score a minimum aggregate passing percentage as specified above, to successfully clear the Qualification Pack assessment.)

### Assessment Weightage

Compulsory NOS

National Occupational Standards	Theory Marks	Practical Marks	Project Marks	Viva Marks	Total Marks	Weightage
TSC/N0132.Carryout shift change, can change, sliver piecing, doffing, and tenting responsibilities in draw frame department	198	314	-	148	660	70
TSC/N9015.Follow machine, safety, and organizational guidelines in textile sector	65	80	-	50	195	20
TSC/N9016.Follow teamwork, adaptability, and communication guidelines in textile sector	15	20	-	10	45	5
DGT/VSQ/N0101.Employability Skills (30 Hours)	20	30	0	0	50	5
<b>Total</b>	<b>298</b>	<b>444</b>	<b>0</b>	<b>208</b>	<b>950</b>	<b>100</b>



## Acronyms

<b>NOS</b>	National Occupational Standard(s)
<b>NSQF</b>	National Skills Qualifications Framework
<b>QP</b>	Qualifications Pack
<b>TVET</b>	Technical and Vocational Education and Training

## Qualification Pack

### Glossary

<b>Sector</b>	Sector is a conglomeration of different business operations having similar business and interests. It may also be defined as a distinct subset of the economy whose components share similar characteristics and interests.
<b>Sub-sector</b>	Sub-sector is derived from a further breakdown based on the characteristics and interests of its components.
<b>Occupation</b>	Occupation is a set of job roles, which perform similar/ related set of functions in an industry.
<b>Job role</b>	Job role defines a unique set of functions that together form a unique employment opportunity in an organisation.
<b>Occupational Standards (OS)</b>	OS specify the standards of performance an individual must achieve when carrying out a function in the workplace, together with the Knowledge and Understanding (KU) they need to meet that standard consistently. Occupational Standards are applicable both in the Indian and global contexts.
<b>Performance Criteria (PC)</b>	Performance Criteria (PC) are statements that together specify the standard of performance required when carrying out a task.
<b>National Occupational Standards (NOS)</b>	NOS are occupational standards which apply uniquely in the Indian context.
<b>Qualifications Pack (QP)</b>	QP comprises the set of OS, together with the educational, training and other criteria required to perform a job role. A QP is assigned a unique qualifications pack code.
<b>Unit Code</b>	Unit code is a unique identifier for an Occupational Standard, which is denoted by an 'N'
<b>Unit Title</b>	Unit title gives a clear overall statement about what the incumbent should be able to do.
<b>Description</b>	Description gives a short summary of the unit content. This would be helpful to anyone searching on a database to verify that this is the appropriate OS they are looking for.
<b>Scope</b>	Scope is a set of statements specifying the range of variables that an individual may have to deal with in carrying out the function which have a critical impact on quality of performance required.

## Qualification Pack

<b>Knowledge and Understanding (KU)</b>	<p>Knowledge and Understanding (KU) are statements which together specify the technical, generic, professional and organisational specific knowledge that an individual needs in order to perform to the required standard.</p>
<b>Organisational Context</b>	<p>Organisational context includes the way the organisation is structured and how it operates, including the extent of operative knowledge managers have of their relevant areas of responsibility.</p>
<b>Technical Knowledge</b>	<p>Technical knowledge is the specific knowledge needed to accomplish specific designated responsibilities.</p>
<b>Core Skills/ Generic Skills (GS)</b>	<p>Core skills or Generic Skills (GS) are a group of skills that are the key to learning and working in today's world. These skills are typically needed in any work environment in today's world. These skills are typically needed in any work environment. In the context of the OS, these include communication related skills that are applicable to most job roles.</p>
<b>Electives</b>	<p>Electives are NOS/set of NOS that are identified by the sector as contributive to specialization in a job role. There may be multiple electives within a QP for each specialized job role. Trainees must select at least one elective for the successful completion of a QP with Electives.</p>
<b>Options</b>	<p>Options are NOS/set of NOS that are identified by the sector as additional skills. There may be multiple options within a QP. It is not mandatory to select any of the options to complete a QP with Options.</p>