



# Jacquard Weaver - Handloom

QP Code: TSC/Q7306

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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## TSC/Q7306: Jacquard Weaver - Handloom

### Brief Job Description

A Jacquard weaver - handloom weaves various types of jacquard woven fabrics and artistic textiles on a jacquard handloom, using different kinds of yarns- cotton/raw silk on a fly-shuttle or throw-shuttle handloom. The jacquard weaver is responsible for carrying out pre-weaving activities mend broken ends, weft picks, change jacquard punch cards and carry weft replenishment activities to produce defect-free jacquard woven fabrics.

### Personal Attributes

A Jacquard weaver - handloom should have physicals skills like dexterity, hand-eye-leg coordination, motor skills, strength, stamina and ability to handle heavy equipment. A Jacquard Weaver - Handloom should also have sensory skills like hearing ability and vision (normal distance vision, colour vision, night vision, peripheral vision, depth perception, ability to differentiate between colours, shade, depth and ability to change focus).

### Applicable National Occupational Standards (NOS)

#### Compulsory NOS:

1. [TSC/N7308: Undertake pre-weaving activities for jacquard weaving - handloom](#)
2. [TSC/N7309: Operate the jacquard handloom](#)
3. [TSC/N9015: Follow machine, safety, and organizational guidelines in textile sector](#)
4. [TSC/N9016: Follow teamwork, adaptability, and communication guidelines in textile sector](#)
5. [DGT/VSQ/N0101: Employability Skills \(30 Hours\)](#)

### Qualification Pack (QP) Parameters

<b>Sector</b>	Textile
<b>Sub-Sector</b>	Handloom & Khadi
<b>Occupation</b>	Weaver
<b>Country</b>	India
<b>NSQF Level</b>	3

## Qualification Pack

<b>Credits</b>	11
<b>Aligned to NCO/ISCO/ISIC Code</b>	NCO-2015/7318.58
<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>	16 Years
<b>Last Reviewed On</b>	NA
<b>Next Review Date</b>	30/09/2024
<b>NSQC Approval Date</b>	17/11/2022
<b>Version</b>	3.0
<b>Reference code on NQR</b>	2022/TEXT/TSC/07076
<b>NQR Version</b>	1.0

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### TSC/N7308: Undertake pre-weaving activities for jacquard weaving - handloom

#### Description

This OS unit is about performance criteria, knowledge and understanding and generic skills required for executing necessary techniques to undertake pre-weaving activities such as drafting, denting, filling pirns, preparing the looms and analysing the design.

#### Scope

The scope covers the following :

- Perform pre-weaving activities
- Interpret the weave design

#### Elements and Performance Criteria

##### *Perform pre-weaving activities*

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

- PC1.** ensure that all tools, equipment and materials are available for the jacquard weaving activity
- PC2.** implement the steps to gait the warp sheets as per the SOP
- PC3.** check shedding, picking and beating arrangements of the loom such as shuttle box condition, shuttle position, shuttle tip, reed condition, heald shafts, heald shaft cords, punch card arrangements, etc.
- PC4.** maintain proper tension of the warp sheet to facilitate weaving by checking the let-off and take-up motions
- PC5.** check that the warp beam is in good condition and is free from cross ends, missing ends, and ends pulling out particularly at the selvedge
- PC6.** ensure that the attached warp is drafted and dented as per the instructions and harness tie up specifications for the given design
- PC7.** calculate the number of shuttles required and keep them ready with properly loaded coloured pirns as per the design specifications
- PC8.** check the availability of filled pirns and warp thumbs as per the requirements

##### *Interpret the weave design*

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

- PC9.** interpret the jacquard design to be woven in terms of design, number of repeats, weft colour usage, etc.
- PC10.** interpret master weaver's work requirements and other weaving related specifications
- PC11.** seek clarification from master weaver in case of doubts in design or specifications
- PC12.** segregate the jacquard punch cards for various designs such as body, pallu, border, blouse, etc.

#### Knowledge and Understanding (KU)

The individual on the job needs to know and understand:

- KU1.** guidelines and standards for working
- KU2.** scope of work, responsibility and reporting procedure
- KU3.** method to obtain further information on work related tasks
- KU4.** functions of different parts of the handloom such as beams, jacquard, harnesses or shafts, treadles, reed, punch cards, etc.
- KU5.** different types of fabrics, yarn, count, twist, etc.
- KU6.** jacquard hand loom and jacquard specifications
- KU7.** objectives of take up and let off motions
- KU8.** potential hazards associated with the jacquard handloom preparation and the safety precautions that must be taken
- KU9.** harness tie up methods
- KU10.** working mechanism of hand loom jacquards
- KU11.** types of jacquard weaves and their variations, etc.
- KU12.** different portions of the fabric such as body, border, pallu, blouse, etc.
- KU13.** quality requirements warp and weft package
- KU14.** technical terms associated with the pre-weaving operations
- KU15.** types of tools and equipment used such as shuttles, pirns, etc.
- KU16.** process flow involved in the pre-loom operations
- KU17.** causes for fabric defects due to improper pre-loom activities and defective loom mechanism

## **Generic Skills (GS)**

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

- GS1.** write in local or English language of instructions received from clients or master weaver
- GS2.** read and interpret documents in local or English language
- GS3.** talk effectively to convey information succinctly and unequivocally listen attentively
- GS4.** interpret contractor or clients work requirements and other weaving related specifications correctly plan and organize own work as per timelines and commitments
- GS5.** plan and organize own work as per timelines and commitments
- GS6.** provide opinion on work in a detailed and constructive way



## Assessment Criteria

Assessment Criteria for Outcomes	Theory Marks	Practical Marks	Project Marks	Viva Marks
<i>Perform pre-weaving activities</i>	<b>80</b>	<b>200</b>	-	-
<b>PC1.</b> ensure that all tools, equipment and materials are available for the jacquard weaving activity	-	-	-	-
<b>PC2.</b> implement the steps to gait the warp sheets as per the SOP	-	-	-	-
<b>PC3.</b> check shedding, picking and beating arrangements of the loom such as shuttle box condition, shuttle position, shuttle tip, reed condition, heald shafts, heald shaft cords, punch card arrangements, etc.	-	-	-	-
<b>PC4.</b> maintain proper tension of the warp sheet to facilitate weaving by checking the let-off and take-up motions	-	-	-	-
<b>PC5.</b> check that the warp beam is in good condition and is free from cross ends, missing ends, and ends pulling out particularly at the selvedge	-	-	-	-
<b>PC6.</b> ensure that the attached warp is drafted and dented as per the instructions and harness tie up specifications for the given design	-	-	-	-
<b>PC7.</b> calculate the number of shuttles required and keep them ready with properly loaded coloured pirns as per the design specifications	-	-	-	-
<b>PC8.</b> check the availability of filled pirns and warp thrums as per the requirements	-	-	-	-
<i>Interpret the weave design</i>	<b>20</b>	<b>30</b>	-	-
<b>PC9.</b> interpret the jacquard design to be woven in terms of design, number of repeats, weft colour usage, etc.	-	-	-	-
<b>PC10.</b> interpret master weaver's work requirements and other weaving related specifications	-	-	-	-

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Assessment Criteria for Outcomes	Theory Marks	Practical Marks	Project Marks	Viva Marks
<b>PC11.</b> seek clarification from master weaver in case of doubts in design or specifications	-	-	-	-
<b>PC12.</b> segregate the jacquard punch cards for various designs such as body, pallu, border, blouse, etc.	-	-	-	-
<b>NOS Total</b>	<b>100</b>	<b>230</b>	-	-



## Qualification Pack

### National Occupational Standards (NOS) Parameters

<b>NOS Code</b>	TSC/N7308
<b>NOS Name</b>	Undertake pre-weaving activities for jacquard weaving - handloom
<b>Sector</b>	Textile
<b>Sub-Sector</b>	Handloom & Khadi
<b>Occupation</b>	Weaver
<b>NSQF Level</b>	3
<b>Credits</b>	TBD
<b>Version</b>	2.0
<b>Last Reviewed Date</b>	23/06/2021
<b>Next Review Date</b>	30/09/2024
<b>NSQC Clearance Date</b>	17/11/2022

## TSC/N7309: Operate the jacquard handloom

### Description

This OS unit is about performance criteria, knowledge and understanding and generic skills required for operating the jacquard loom, mending of warp and weft breaks, and other related work responsibilities while weaving a fabric on a jacquard handloom.

### Scope

The scope covers the following :

- Carry out jacquard weaving operations on handloom
- Mend warp and weft breaks
- Maintain quality in jacquard weaving
- Other work responsibilities in jacquard hand loom operation

### Elements and Performance Criteria

#### *Operate the jacquard handloom*

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

- PC1.** actuate the shedding as per the jacquard design specification
- PC2.** pass the shuttle inside the shed as per the standard technique
- PC3.** perform beating action to lay the newly inserted weft to the fell of the cloth
- PC4.** maintain uniform warp tension across the weaving operation by adjusting the 'let-off' and 'take-up' functions as and when required
- PC5.** adjust the wooden staves' assembly to maintain correct fabric width and place it near the fell of the cloth
- PC6.** change the shuttle as per the jacquard design specifications
- PC7.** weave as per pattern or design repeat

#### *Mend warp and weft breaks*

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

- PC8.** identify the broken warp end by standard technique
- PC9.** mend the broken end using weaver's knot using allotted thrums
- PC10.** draw the mended warp yarn through the harness, reed dent as per the prescribed jacquard design drawing and denting order using drawing hook
- PC11.** fix the drawn broken end outside the fell of cloth
- PC12.** take the broken weft out of the shed as per specified procedure
- PC13.** insert shuttle from the broken weft position to continue the weft supply by following standard procedure
- PC14.** check the weft pattern as per the specified design
- PC15.** change the shuttle and shedding pattern repeat as per specified design

#### *Maintain quality in jacquard weaving*

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

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- PC16.** check that the materials to be used are free from faults and attend to faults, if any
- PC17.** conform to the specified quality standards of weaving
- PC18.** inspect hand-woven fabrics against design specifications
- PC19.** rectify running fabric defects like wrong drawing and denting, missing end, double end, weft breaks, etc.

### *Other work responsibilities in jacquard handloom operation*

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

- PC20.** store the required weft pirns and warp thrums in the allocated place
- PC21.** operate the jacquard handloom without weft crack
- PC22.** doff and store the cloth roller as per the SOP
- PC23.** clear the surface damages of the shuttle using specified emery sheet

## Knowledge and Understanding (KU)

The individual on the job needs to know and understand:

- KU1.** potential hazards associated with the jacquard weaving operation and with the safety precautions
- KU2.** jacquard woven fabric quality requirements
- KU3.** weavability of various yarns such as natural fibres, manmade fibres and blended fibres on jacquard hand looms
- KU4.** various types of looms for woven fabric production
- KU5.** types of shuttles used for handloom woven fabric production
- KU6.** types of emery paper and its usage in handloom weaving place
- KU7.** various types of shedding mechanism and its working principle
- KU8.** jacquard shedding principle
- KU9.** mendable and non-mendable woven fabric defects
- KU10.** different types of weaves such as plain, twill, satin, jacquard designs, etc.
- KU11.** remedies of various types of fabric defects such as weaver oriented, machine oriented, raw material oriented, etc.
- KU12.** tolerance limits for cloth width, Ends Per Inch (EPI), Picks Per Inch (PPI), etc.

## Generic Skills (GS)

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

- GS1.** write clear and short sentences in the production record book
- GS2.** communicate with weavers and master weavers as per standard protocol
- GS3.** comprehend written jacquard fabric production instructions
- GS4.** perform basic arithmetical calculations to calculate fabric production, yarn requirements, etc.

## Assessment Criteria

Assessment Criteria for Outcomes	Theory Marks	Practical Marks	Project Marks	Viva Marks
<i>Operate the jacquard handloom</i>	<b>60</b>	<b>140</b>	-	-
<b>PC1.</b> actuate the shedding as per the jacquard design specification	-	-	-	-
<b>PC2.</b> pass the shuttle inside the shed as per the standard technique	-	-	-	-
<b>PC3.</b> perform beating action to lay the newly inserted weft to the fell of the cloth	-	-	-	-
<b>PC4.</b> maintain uniform warp tension across the weaving operation by adjusting the 'let-off' and 'take-up' functions as and when required	-	-	-	-
<b>PC5.</b> adjust the wooden staves' assembly to maintain correct fabric width and place it near the fell of the cloth	-	-	-	-
<b>PC6.</b> change the shuttle as per the jacquard design specifications	-	-	-	-
<b>PC7.</b> weave as per pattern or design repeat	-	-	-	-
<i>Mend warp and weft breaks</i>	<b>20</b>	<b>40</b>	-	-
<b>PC8.</b> identify the broken warp end by standard technique	-	-	-	-
<b>PC9.</b> mend the broken end using weaver's knot using allotted thrums	-	-	-	-
<b>PC10.</b> draw the mended warp yarn through the harness, reed dent as per the prescribed jacquard design drawing and denting order using drawing hook	-	-	-	-
<b>PC11.</b> fix the drawn broken end outside the fell of cloth	-	-	-	-
<b>PC12.</b> take the broken weft out of the shed as per specified procedure	-	-	-	-

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Assessment Criteria for Outcomes	Theory Marks	Practical Marks	Project Marks	Viva Marks
<b>PC13.</b> insert shuttle from the broken weft position to continue the weft supply by following standard procedure	-	-	-	-
<b>PC14.</b> check the weft pattern as per the specified design	-	-	-	-
<b>PC15.</b> change the shuttle and shedding pattern repeat as per specified design	-	-	-	-
<i>Maintain quality in jacquard weaving</i>	<b>10</b>	<b>20</b>	-	-
<b>PC16.</b> check that the materials to be used are free from faults and attend to faults, if any	-	-	-	-
<b>PC17.</b> conform to the specified quality standards of weaving	-	-	-	-
<b>PC18.</b> inspect hand-woven fabrics against design specifications	-	-	-	-
<b>PC19.</b> rectify running fabric defects like wrong drawing and denting, missing end, double end, weft breaks, etc.	-	-	-	-
<i>Other work responsibilities in jacquard handloom operation</i>	<b>10</b>	<b>30</b>	-	-
<b>PC20.</b> store the required weft pirns and warp thrums in the allocated place	-	-	-	-
<b>PC21.</b> operate the jacquard handloom without weft crack	-	-	-	-
<b>PC22.</b> doff and store the cloth roller as per the SOP	-	-	-	-
<b>PC23.</b> clear the surface damages of the shuttle using specified emery sheet	-	-	-	-
<b>NOS Total</b>	<b>100</b>	<b>230</b>	-	-

## Qualification Pack

### National Occupational Standards (NOS) Parameters

<b>NOS Code</b>	TSC/N7309
<b>NOS Name</b>	Operate the jacquard handloom
<b>Sector</b>	Textile
<b>Sub-Sector</b>	Handloom & Khadi
<b>Occupation</b>	Weaver
<b>NSQF Level</b>	3
<b>Credits</b>	TBD
<b>Version</b>	2.0
<b>Last Reviewed Date</b>	23/06/2021
<b>Next Review Date</b>	30/09/2024
<b>NSQC Clearance Date</b>	17/11/2022

## **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 donts 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>

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### 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)



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

## 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>	17/11/2025
<b>NSQC Clearance Date</b>	17/11/2022

## Assessment Guidelines and Assessment Weightage

### Assessment Guidelines

1. Criteria for assessment for each Qualification Pack will be created by the Sector Skill Council. Each Element/ Performance Criteria (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 Element/ PC.
2. The assessment for the theory part will be based on knowledge bank of questions created by the SSC.
3. Assessment will be conducted for all compulsory NOS, and where applicable, on the selected elective/option NOS/set of NOS.
4. Individual assessment agencies will create unique question papers for theory part for each candidate at each examination/training center (as per assessment criteria below).
5. Individual assessment agencies will create unique evaluations for skill practical for every student at each examination/ training center based on these criteria.
6. To pass the Qualification Pack assessment, every trainee should score the Recommended Pass % aggregate for the QP.
7. In case of unsuccessful completion, the trainee may seek reassessment on the Qualification Pack.

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

(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/N7308.Undertake pre-weaving activities for jacquard weaving - handloom	100	230	-	-	330	35
TSC/N7309.Operate the jacquard handloom	100	230	-	-	330	35
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>300</b>	<b>590</b>	<b>0</b>	<b>60</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
<b>SOP</b>	Standard Operating Procedure
<b>EPI</b>	Ends Per Inch
<b>PPI</b>	Picks Per Inch
<b>ISO</b>	International Organization for Standardization
<b>SA</b>	Standards on Auditing

## 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>	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.
<b>Organisational Context</b>	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.
<b>Technical Knowledge</b>	Technical knowledge is the specific knowledge needed to accomplish specific designated responsibilities.
<b>Core Skills/ Generic Skills (GS)</b>	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.
<b>Electives</b>	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.
<b>Options</b>	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.