

## Fitter Spinning Preparatory

- ☒ Short Term Training (STT) ☐ Long Term Training (LTT) ☒ Apprenticeship  
☒ Upskilling ☐ Dual/Flexi Qualification ☐ For ToT ☐ For ToA  
☒ General ☐ Multi-skill (MS) ☐ Cross Sectoral (CS) ☐ Future Skills ☐ OEM

NCrF/NSQF Level: 4

Submitted By:

Textile Sector Skill Council

Contact Details:

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M: 98182-17453

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Unit 1011-1013, 10th Floor, Ambadeep Building,  
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New Delhi – 110001.

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## Section 1: Basic Details

|    |                                                                                                                                                                                          |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |                                                                                            |
|----|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------|
| 1. | <b>Qualification Name</b>                                                                                                                                                                | Fitter Spinning Preparatory                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |                                                                                            |
| 2. | <b>Sector/s</b>                                                                                                                                                                          | Textile & Handlooms                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |                                                                                            |
| 3. | <b>Type of Qualification</b> <input type="checkbox"/> New<br><input checked="" type="checkbox"/> Revised <input type="checkbox"/> Has Electives/ Options<br><input type="checkbox"/> OEM | <b>NQR Code &amp; version of the existing /previous qualification:</b><br>QG-04-TX-01913-2024-V1.1-TSC                                                                                                                                                                                                                                                                                                                                                                                                                                   | <b>Qualification Name of the existing/previous version:</b><br>Fitter Spinning Preparatory |
| 4. | <b>a. OEM Name</b><br><b>b. Qualification Name (Wherever applicable)</b>                                                                                                                 | NA<br>NA                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |                                                                                            |
| 5. | <b>National Qualification Register (NQR) Code &amp; Version</b>                                                                                                                          | QG-04-TX-04101-2025-V2-TSC                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               | <b>6. NCrF/NSQF Level: 4</b>                                                               |
| 7. | <b>Award (Certificate/Diploma/Advance Diploma/ Any Other)</b> (Wherever applicable specify multiple entry/exits also & provide details in annexure)                                      | Certificate                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |                                                                                            |
| 8. | <b>Brief Description of the Qualification</b>                                                                                                                                            | The spinning preparatory fitter is responsible for carrying out maintenance activities in all the machines in preparatory department like blowroom, carding, draw frame, combing preparatory, comber and speed frame machines. He/she should carry out all the maintenance aspects such as erecting, dismantling, assembling, leveling, attending & resolving repairs and breakdowns in preparatory department. He/she should also carry out regular preventive maintenance activities thus ensuring proper functioning of all machines. |                                                                                            |

| 9.                         | <b>Eligibility Criteria for Entry for a Student/Trainee/Learner/Employee</b>                                                                                               | <b>a. Entry Qualification &amp; Relevant Experience:</b> <table border="1" data-bbox="795 233 1969 586"> <thead> <tr> <th data-bbox="795 233 915 337">S. No.</th> <th data-bbox="915 233 1461 337">Academic/Skill Qualification<br/>(with Specialization - if applicable)</th> <th data-bbox="1461 233 1969 337">Relevant Experience (with Specialization - if applicable)</th> </tr> </thead> <tbody> <tr> <td data-bbox="795 337 915 375">1</td> <td data-bbox="915 337 1461 375">• 12th or Equivalent</td> <td data-bbox="1461 337 1969 375">Nil</td> </tr> <tr> <td data-bbox="795 375 915 412">2</td> <td data-bbox="915 375 1461 412">• 11th or Equivalent</td> <td data-bbox="1461 375 1969 412">1.5 Years</td> </tr> <tr> <td data-bbox="795 412 915 449">3</td> <td data-bbox="915 412 1461 449">• 10th or Equivalent</td> <td data-bbox="1461 412 1969 449">3 Years</td> </tr> <tr> <td data-bbox="795 449 915 518">4</td> <td data-bbox="915 449 1461 518">• Previous relevant Qualification of NSQF Level 3.5</td> <td data-bbox="1461 449 1969 518">1.5 Years</td> </tr> <tr> <td data-bbox="795 518 915 586">5</td> <td data-bbox="915 518 1461 586">• Previous relevant Qualification of NSQF Level 3.0</td> <td data-bbox="1461 518 1969 586">3 Years</td> </tr> </tbody> </table> <p data-bbox="795 623 932 656"><b>18 Years</b></p> |               |                                                                             |  | S. No.                 | Academic/Skill Qualification<br>(with Specialization - if applicable) | Relevant Experience (with Specialization - if applicable) | 1             | • 12th or Equivalent       | Nil | 2   | • 11th or Equivalent | 1.5 Years     | 3 | • 10th or Equivalent | 3 Years | 4 | • Previous relevant Qualification of NSQF Level 3.5 | 1.5 Years | 5 | • Previous relevant Qualification of NSQF Level 3.0 | 3 Years |
|----------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------|-----------------------------------------------------------------------------|--|------------------------|-----------------------------------------------------------------------|-----------------------------------------------------------|---------------|----------------------------|-----|-----|----------------------|---------------|---|----------------------|---------|---|-----------------------------------------------------|-----------|---|-----------------------------------------------------|---------|
| S. No.                     | Academic/Skill Qualification<br>(with Specialization - if applicable)                                                                                                      | Relevant Experience (with Specialization - if applicable)                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |               |                                                                             |  |                        |                                                                       |                                                           |               |                            |     |     |                      |               |   |                      |         |   |                                                     |           |   |                                                     |         |
| 1                          | • 12th or Equivalent                                                                                                                                                       | Nil                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |               |                                                                             |  |                        |                                                                       |                                                           |               |                            |     |     |                      |               |   |                      |         |   |                                                     |           |   |                                                     |         |
| 2                          | • 11th or Equivalent                                                                                                                                                       | 1.5 Years                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |               |                                                                             |  |                        |                                                                       |                                                           |               |                            |     |     |                      |               |   |                      |         |   |                                                     |           |   |                                                     |         |
| 3                          | • 10th or Equivalent                                                                                                                                                       | 3 Years                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |               |                                                                             |  |                        |                                                                       |                                                           |               |                            |     |     |                      |               |   |                      |         |   |                                                     |           |   |                                                     |         |
| 4                          | • Previous relevant Qualification of NSQF Level 3.5                                                                                                                        | 1.5 Years                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |               |                                                                             |  |                        |                                                                       |                                                           |               |                            |     |     |                      |               |   |                      |         |   |                                                     |           |   |                                                     |         |
| 5                          | • Previous relevant Qualification of NSQF Level 3.0                                                                                                                        | 3 Years                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |               |                                                                             |  |                        |                                                                       |                                                           |               |                            |     |     |                      |               |   |                      |         |   |                                                     |           |   |                                                     |         |
| 10.                        | <b>Credits Assigned to this NOS- Qualification, Subject to Assessment</b> (as per National Credit Framework (NCrF))                                                        | 15 Credits                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |               | <b>11. Common Cost Norm Category (I/II/III)</b><br>(wherever applicable): I |  |                        |                                                                       |                                                           |               |                            |     |     |                      |               |   |                      |         |   |                                                     |           |   |                                                     |         |
| 12.                        | <b>Any Licensing Requirements for Undertaking Training on This Qualification</b>                                                                                           | Not Applicable                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |               |                                                                             |  |                        |                                                                       |                                                           |               |                            |     |     |                      |               |   |                      |         |   |                                                     |           |   |                                                     |         |
| 13                         | <b>Training Duration by Modes of Training Delivery</b> (Specify <b>Total Duration</b> as per selected training delivery modes and as per requirement of the qualification) | <input checked="" type="checkbox"/> <b>Offline Only</b> <input type="checkbox"/> <b>Online Only</b> <input type="checkbox"/> <b>Blended</b> <table border="1" data-bbox="1073 1029 1759 1243"> <thead> <tr> <th data-bbox="1073 1029 1318 1133">Training Delivery Mode</th> <th data-bbox="1318 1029 1472 1133">Theory (Hours)</th> <th data-bbox="1472 1029 1625 1133">Practical (Hours)</th> <th data-bbox="1625 1029 1759 1133">Total (Hours)</th> </tr> </thead> <tbody> <tr> <td data-bbox="1073 1133 1318 1208"><b>Classroom (offline)</b></td> <td data-bbox="1318 1133 1472 1208">132</td> <td data-bbox="1472 1133 1625 1208">318</td> <td data-bbox="1625 1133 1759 1208">450</td> </tr> <tr> <td data-bbox="1073 1208 1318 1243"><b>Online</b></td> <td data-bbox="1318 1208 1472 1243">-</td> <td data-bbox="1472 1208 1625 1243">-</td> <td data-bbox="1625 1208 1759 1243">-</td> </tr> </tbody> </table> <p data-bbox="806 1273 1346 1305">(Refer Blended Learning Annexure for details)</p>                                                                                                                                                                                                                                                                                                                                           |               |                                                                             |  | Training Delivery Mode | Theory (Hours)                                                        | Practical (Hours)                                         | Total (Hours) | <b>Classroom (offline)</b> | 132 | 318 | 450                  | <b>Online</b> | - | -                    | -       |   |                                                     |           |   |                                                     |         |
| Training Delivery Mode     | Theory (Hours)                                                                                                                                                             | Practical (Hours)                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     | Total (Hours) |                                                                             |  |                        |                                                                       |                                                           |               |                            |     |     |                      |               |   |                      |         |   |                                                     |           |   |                                                     |         |
| <b>Classroom (offline)</b> | 132                                                                                                                                                                        | 318                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   | 450           |                                                                             |  |                        |                                                                       |                                                           |               |                            |     |     |                      |               |   |                      |         |   |                                                     |           |   |                                                     |         |
| <b>Online</b>              | -                                                                                                                                                                          | -                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     | -             |                                                                             |  |                        |                                                                       |                                                           |               |                            |     |     |                      |               |   |                      |         |   |                                                     |           |   |                                                     |         |

|     |                                                                                                                                                       |                                                                                                                                                                                                                                                                                                |                                            |
|-----|-------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------|
| 14. | <b>Aligned to NCO/ ISCO Code/s</b> (if no code is available mention the same)                                                                         | NCO-2015/8151.99                                                                                                                                                                                                                                                                               |                                            |
| 15. | <b>Progression Path After Attaining the Qualification, wherever applicable</b> <i>(Please show Professional and Academic progression)</i>             | Supervisor - Spinning                                                                                                                                                                                                                                                                          |                                            |
| 16. | <b>Other Indian languages in which the Qualification &amp; Model Curriculum are being submitted</b>                                                   | Hindi                                                                                                                                                                                                                                                                                          |                                            |
| 17. | <b>Is similar NOS available on NQR-if yes, justification for this qualification</b>                                                                   | <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No URLs of similar Qualifications:                                                                                                                                                                                            |                                            |
| 18. | <b>Is the NOS Amenable to Persons with Disability</b>                                                                                                 | <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No If "Yes", specify applicable type of Disability:                                                                                                                                                                           |                                            |
| 19. | <b>How participation of women will be encouraged?</b>                                                                                                 | This Qualification/NOS is made suitable for all categories of learners including the individuals, Students, professionals with the prescribed entry qualification.                                                                                                                             |                                            |
| 20. | <b>Are Greening/ Environment Sustainability Aspects Covered (Specify the NOS/Module which covers it)</b>                                              | <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No<br>TSC/N9001 – Maintain work area, tools and machines<br>TSC/N9002 – Working in a team<br>TSC/N9003 – Maintain health, safety and security at workplace<br>TSC/N9004 – Comply with industry and organizational requirement |                                            |
| 21  | <b>Is Qualification Suitable to be Offered in Schools/Colleges</b>                                                                                    | Schools <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No<br>Colleges <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No                                                                                                                                    |                                            |
| 22  | <b>Name and Contact Details Submitting / Awarding Body SPOC</b><br><i>(In case of CS or MS, provide details of both Lead AB &amp; Supporting ABs)</i> | <b>Name: Mr. Vignesh Raja</b><br><b>Email: <a href="mailto:raja@texskill.in">raja@texskill.in</a></b><br><b>Contact No.: 7502954383</b><br><b>Website: <a href="https://texskill.in/">https://texskill.in/</a></b>                                                                             |                                            |
| 23. | <b>Final Approval Date by NSQC:</b><br>08.05.2025                                                                                                     | <b>24. Validity Duration:</b><br>3 years                                                                                                                                                                                                                                                       | <b>25. Next Review Date:</b><br>08.05.2028 |

## Section 2: Module Summary

### NOS/s of Qualifications

(In exceptional cases these could be described as components)

#### Mandatory NOS/s:

Specify the training duration and assessment criteria at NOS/ Module level. For further details refer curriculum document.

**Th.**-Theory **Pr.**-Practical **OJT**-On the Job **Man.**-Mandatory Training **Rec.**-Recommended Proj.-Project

| S. no                                    | NOS Module Name                                                                | NOS/Module Code & Version (if applicable) | Core/ Non Core | NCrF/ NSQF Level | Credit as per NCrF | Training Duration |     |          |          |       | Assessment Marks |     |       |      |       |                           |
|------------------------------------------|--------------------------------------------------------------------------------|-------------------------------------------|----------------|------------------|--------------------|-------------------|-----|----------|----------|-------|------------------|-----|-------|------|-------|---------------------------|
|                                          |                                                                                |                                           |                |                  |                    | Th.               | Pr. | OJT. Man | OJT. Rec | Total | Th.              | Pr. | Proj. | Viva | Total | Weightage (if applicable) |
| 1                                        | Taking charge of shift and handing over shift to fitter – Spinning Preparatory | TSC/N0401,V 2.0                           | Core           | 4                | 3                  | 30                | 60  |          |          | 90    | 31               | 35  |       | 34   | 100   | 15                        |
| 2                                        | General Maintenance Responsibilities – Spinning Preparatory                    | TSC/N0402,V 2.0                           | Core           | 4                | 2                  | 15                | 45  |          |          | 60    | 26               | 33  |       | 16   | 75    | 11                        |
| 3                                        | Preventive maintainance responsibilities – Spinning Preparatory                | TSC/N0403,V 2.0                           | Core           | 4                | 2                  | 15                | 45  |          |          | 60    | 26               | 34  |       | 15   | 75    | 11                        |
| 4                                        | Breakdown maintenance - Spinning Preparatory                                   | TSC/N0404,V 2.0                           | Core           | 4                | 2.5                | 15                | 60  |          |          | 75    | 17               | 39  |       | 14   | 70    | 11                        |
| 5                                        | Maintaining records and ensuring availability of spares – Spinning Preparatory | TSC/N0405,V 2.0                           | Core           | 4                | 1.5                | 15                | 30  |          |          | 45    | 12               | 13  |       | 5    | 30    | 5                         |
| 6                                        | Maintain work area, tools and machines                                         | TSC/N9001,V 3.0                           | Non Core       | 3                | 0.5                | 5                 | 10  |          |          | 15    | 17               | 20  |       | 13   | 50    | 8                         |
| 7                                        | Working in a team                                                              | TSC/N9002,V 6.0                           | Non Core       | 3                | 0.5                | 5                 | 10  |          |          | 15    | 19               | 20  |       | 11   | 50    | 8                         |
| 8                                        | Maintain health, safety and security at workplace                              | TSC/N9003,V 5.0                           | Non Core       | 3                | 1.5                | 15                | 30  |          |          | 45    | 32               | 40  |       | 28   | 100   | 15                        |
| 9                                        | Comply with industry and organizational requirement                            | TSC/N9004,V 3.0                           | Non Core       | 3                | 0.5                | 5                 | 10  |          |          | 15    | 15               | 20  |       | 15   | 50    | 8                         |
| 10                                       | Employability Skills                                                           | DGT/VSQ/N0101 ,V 1.0                      | Non Core       | 2                | 1                  | 12                | 18  |          |          | 30    | 20               | 30  |       |      | 50    | 8                         |
| <b>Duration (in Hours) / Total Marks</b> |                                                                                |                                           |                |                  | 15                 | 132               | 318 |          |          | 450   | 215              | 284 |       | 151  | 650   | 100                       |

**Elective NOS/s:**

| S. No                             | NOS/Module Name | NOS/Module Code & Version (if applicable) | Core/ Non-Core | NCrF/NSQF Level | Credits as per NCrF | Training Duration (Hours) |     |          |          |       | Assessment Marks |     |       |      |       |                               |
|-----------------------------------|-----------------|-------------------------------------------|----------------|-----------------|---------------------|---------------------------|-----|----------|----------|-------|------------------|-----|-------|------|-------|-------------------------------|
|                                   |                 |                                           |                |                 |                     | Th.                       | Pr. | OJT-Man. | OJT-Rec. | Total | Th.              | Pr. | Proj. | Viva | Total | Weightage (%) (if applicable) |
| 1.                                |                 |                                           |                |                 |                     |                           |     |          |          |       |                  |     |       |      |       |                               |
| 2.                                |                 |                                           |                |                 |                     |                           |     |          |          |       |                  |     |       |      |       |                               |
| Duration (in Hours) / Total Marks |                 |                                           |                |                 |                     |                           |     |          |          |       |                  |     |       |      |       |                               |

**Optional NOS/s:**

| S. No                             | NOS/Module Name | NOS/Module Code & Version (if applicable) | Core/ Non-Core | NCrF/NSQF Level | Credits as per NCrF | Training Duration (Hours) |     |          |          |       | Assessment Marks |     |       |      |       |                               |
|-----------------------------------|-----------------|-------------------------------------------|----------------|-----------------|---------------------|---------------------------|-----|----------|----------|-------|------------------|-----|-------|------|-------|-------------------------------|
|                                   |                 |                                           |                |                 |                     | Th.                       | Pr. | OJT-Man. | OJT-Rec. | Total | Th.              | Pr. | Proj. | Viva | Total | Weightage (%) (if applicable) |
| 1.                                |                 |                                           |                |                 |                     |                           |     |          |          |       |                  |     |       |      |       |                               |
| 2.                                |                 |                                           |                |                 |                     |                           |     |          |          |       |                  |     |       |      |       |                               |
| Duration (in Hours) / Total Marks |                 |                                           |                |                 |                     |                           |     |          |          |       |                  |     |       |      |       |                               |

**Assessment - Minimum Qualifying Percentage****Please specify any one of the following:**Minimum Pass Percentage – Aggregate at qualification level: **70%**

Pass Percentage of the Qualification is scheme specific, Unless specified by scheme, it is 70% or else scheme guidelines will override it.

(Every Trainee should score specified minimum aggregate passing percentage at qualification level to successfully clear the assessment.)

### Section 3: Training Related

|    |                                                                                                                  |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |
|----|------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 1. | <b>Trainer's Qualification and experience in the relevant sector (in years) (as per NCVET guidelines)</b>        | <ul style="list-style-type: none"> <li>• Diploma (10th Class + 3 years) in Textile trade with 3 years of relevant experience (Min 1 year in production + Min 2 year as trainer)</li> <li>(or)</li> <li>• CTS in the relevant trade with 4 years of relevant experience (Min 1 year in production + Min 3 year as trainer with Successfully passed Trainer Qualification MEP/Q2601, v2.0– Trainer (VET and Skills), Minimum pass percentage 80 percent and TSC/Q0401, v4.0 Fitter Spinning Preparatory, Minimum pass percentage 80 per cent</li> </ul> |
| 2. | <b>Master Trainer's Qualification and experience in the relevant sector (in years) (as per NCVET guidelines)</b> | Diploma/Degree/Masters/PhD in textile with at least 15/10/8/5 years of experience in textile sector with minimum 8/5/4/3 years in teaching/conducting training in Textile Research Associations, CoEs, Govt Textile organizations/ SIMA/ running textile mill                                                                                                                                                                                                                                                                                         |
| 3. | <b>Tools and Equipment Required for the Training</b>                                                             | <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No (If "Yes", details to be provided in Annexure)                                                                                                                                                                                                                                                                                                                                                                                                                                    |
| 4. | <b>In Case of Revised NOS, details of Any Upskilling Required for Trainer</b>                                    | Not Applicable                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |

### Section 4: Assessment Related

|    |                                                                                                        |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |
|----|--------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 1. | <b>Assessor's Qualification and experience in relevant sector (in years) (as per NCVET guidelines)</b> | <ul style="list-style-type: none"> <li>• ITI (Class 8th + 2 years) + 7 years of relevant experience</li> <li>(or)</li> <li>• Diploma (12th Class +2 years) in the relevant trade with 3 years of relevant experience</li> <li>(or)</li> <li>• Diploma (10th Class + 3 years) in the relevant trade with 4 years of relevant experience</li> <li>• UG (3-years) in the relevant trade with 2 years of relevant experience with successfully passed MEP/Q2701, v2.0 – Assessor (VET and Skills), Minimum pass percentage 80 percent and TSC/Q0401, v4.0 Fitter Spinning Preparatory, Minimum pass percentage 80 percent</li> </ul> |
|----|--------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|

|    |                                                                                                                              |                                                                                                                                                                                                                                                               |
|----|------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 2. | <b>Proctor's Qualification and experience in relevant sector (in years)</b> (as per NCVET guidelines), (wherever applicable) | UG in any field                                                                                                                                                                                                                                               |
| 3. | <b>Lead Assessor's/Proctor's Qualification and experience in relevant sector (in years)</b> (as per NCVET guidelines)        | Diploma/Degree/Masters/PhD in textile with at least 15/10/8/5 years of experience in textile sector with minimum 8/5/4/3 years in teaching/conducting training in Textile Research Associations, CoEs, Govt Textile organizations/ SIMA/ running textile mill |
| 4. | <b>Assessment Mode</b> (Specify the assessment mode)                                                                         | Offline                                                                                                                                                                                                                                                       |
| 5. | <b>Tools and Equipment Required for Assessment</b>                                                                           | <input type="checkbox"/> Same as for training <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No (details to be provided in Annexure-if it is different for Assessment)                                                                      |

## Section 5: Evidence of the Need for the Qualification

Provide Annexure/Supporting documents name.

|    |                                                                                                                                                                                        |
|----|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 1. | Latest Skill Gap Study (not older than 2 years) (Yes/No): Yes. Link - <a href="https://texskill.in/map_22/map.html">https://texskill.in/map_22/map.html</a>                            |
| 2. | Latest Market Research Reports or any other source (not older than 2 years) (Yes/No): Yes Link - <a href="https://texskill.in/map_22/map.html">https://texskill.in/map_22/map.html</a> |
| 3. | Government /Industry initiatives/ requirement (Yes/No): Yes                                                                                                                            |
| 4. | Number of Industry validation provided: 19                                                                                                                                             |
| 5. | Estimated number of people to be trained: 750                                                                                                                                          |
| 6. | Evidence of Concurrence/Consultation with Line/State Departments (In case of regulated sectors): (Yes/No): Yes<br>If "No", why:                                                        |

## Section 6: Annexure & Supporting Documents Check List

Specify Annexure Name / Supporting document file name

|     |                                                                                                            |                       |
|-----|------------------------------------------------------------------------------------------------------------|-----------------------|
| 1.  | <b>Annexure:</b> NCrF/NSQF level justification based on NCrF/NSQF descriptors<br>(Mandatory)               | Attached. Annexure 1  |
| 2.  | <b>Annexure:</b> List of tools and equipment relevant for NOS (Mandatory, except in case of online course) | Attached. Annexure 2  |
| 3.  | <b>Annexure:</b> Detailed Assessment Criteria (Mandatory)                                                  | Attached. Annexure 6  |
| 4.  | <b>Annexure:</b> Assessment Strategy<br>(Mandatory)                                                        | Attached. Annexure 6  |
| 5.  | <b>Annexure:</b> Blended Learning (Mandatory, in case selected Mode of delivery is Blended Learning)       | Attached. Annexure 5  |
| 6.  | <b>Annexure:</b> Multiple Entry-Exit Details (Mandatory, in case qualification has multiple Entry-Exit)    | No                    |
| 7.  | <b>Annexure:</b> Acronym and Glossary<br>(Optional)                                                        | Attached. Annexure 8  |
| 8.  | <b>Supporting Document:</b> Model Curriculum (Mandatory – Public view)                                     | Attached. Annexure 9  |
| 9.  | <b>Supporting Document:</b> Career Progression (Mandatory - Public view)                                   | Attached. Annexure 10 |
| 10. | <b>Supporting Document:</b> Occupational Map (Mandatory)                                                   | Attached. Annexure 11 |
| 11. | <b>Supporting Document:</b> Assessment SOP (Mandatory)                                                     | Attached. Annexure 7  |
| 12. | Any other document you wish to submit:                                                                     | NA                    |

**Annexure 1: Evidence of Level**

| NCrF/NSQF Level Descriptors                                                 | Key requirements of the job role/ outcome of the qualification                                                                                                                                                                                                                                                                                                                                                                                                                                                                       | How the job role/ outcomes relate to the NCrF/NSQF level descriptor                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         | NCrF/NSQF Level |
|-----------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------|
| <b>Professional Theoretical Knowledge/Process</b>                           | <b>Specialized knowledge</b> <ul style="list-style-type: none"> <li>• Possesses specialized knowledge of procedures employed in both routine and non-routine contexts.</li> <li>• Has complete knowledge of concept of time required for delivery; and Quality for a range of issues.</li> <li>• Has knowledge of collecting and interpreting the available information, drawing conclusions &amp; communicating the same.</li> <li>• Understands the financial and feasibility aspect of various work/ solutions options</li> </ul> | <p>The spinning preparatory fitter is skilled for carrying out maintenance activities in all the machines in preparatory department like blowroom, carding, draw frame, combing preparatory, comber and speed frame machines. This fitter works in familiar, <b>work environment</b> with clear choice of procedures involved in a typical spinning unit. The tasks are <b><i>routine and involve situations of clear choice</i></b> like carrying out all the maintenance aspects such as erecting, dismantling, assembling, leveling, attending &amp; resolving repairs and breakdowns in preparatory department. For routine work, the choices are <b>clear</b>. For unprecedented situations, Fitter has to report to the supervisor.</p> <p>Hence NSQF Level is 4.</p> | NSQF Level 4    |
| <b>Professional and Technical Skills/ Expertise/ Professional Knowledge</b> | <b>Specialized skills</b> <ul style="list-style-type: none"> <li>• Possesses specialized professional and technical skills; displays clarity of professional knowledge and technical skills in broad range of activities/ tasks.</li> </ul>                                                                                                                                                                                                                                                                                          | <p>A spinning preparatory fitter should have the <b><i>Factual knowledge</i></b> about standard operating procedures with respect to process flow and material flow and safety standards in the spinning unit. Should know guidelines for operating the different machines in spinning preparatory department , functions and</p>                                                                                                                                                                                                                                                                                                                                                                                                                                           | NSQF Level 4    |

|                                                                                                       |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |              |
|-------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------|
|                                                                                                       | <ul style="list-style-type: none"> <li>• Can apply the required knowledge for successfully implementing or applying techniques/ processes in a specific field/ job role</li> <li>• The ability to gain, and where relevant apply a range of knowledge, skills and understanding.</li> <li>• Can clearly identify the relevant tools; and has advanced knowledge of materials in most routine/ non- routine contexts.</li> <li>• Possesses the required operational skills for the work/ job. Skill to deliver job/ work with the required precision and in the estimated timelines.</li> <li>• Capabilities of carrying out a choice of processes and procedures within the range of familiar / unfamiliar contexts.</li> </ul> | <p>methodology for operating different material handling tools and contact person in case of queries on procedure or products for revolving issues related to defective machines, tools, materials &amp; equipments.</p> <p>Hence NSQF Level is 4</p>                                                                                                                                                                                                                                          |              |
| <b>Employment Readiness &amp; Entrepreneurship</b><br><b>Skills &amp; Mind-set/Professional Skill</b> | <b>Team readiness &amp; Enterpreurial readiness</b> <ul style="list-style-type: none"> <li>• Have much broader Employability Skills including understanding of career planning, digital skills, financial and legal literacy.</li> <li>• Good Communication skills, both oral and written.</li> <li>• Initiative and Leadership Abilities</li> </ul>                                                                                                                                                                                                                                                                                                                                                                            | <p>A spinning preparatory fitter should be able to <b><i>write clear and short sentences in local/regional language</i></b> for making daily work report, write grievance complaint application, comprehends written instructions, and communicates with the supervisor and others appropriately and convey information effectively. The fitter applies <b><i>basic arithmetical skill</i></b> in calculation of maintenance efficiency; time spent for maintenance, men employed, cost of</p> | NSQF Level 4 |

|                                           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |              |
|-------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------|
|                                           | <ul style="list-style-type: none"> <li>• Advanced literacy and Numeracy skills</li> <li>• Has good skills for self-employment and entrepreneurship skills/ entrepreneurial Mind-set which may potentially create job for more persons (say 3 to 5)</li> <li>• Can comfortably use most of the basic digital tools, has clear understanding of Financial and Digital literacy, Aadhaar and Mobile, uses digital payments etc. with proficiency</li> <li>• Good understanding of Constitutional values &amp; Citizenship, inclusion and Diversity.</li> <li>• Very Good understanding of social political and work environment</li> </ul> | <p>maintenance, costs of spares consumption, mean time between breakdowns, and the industry norms. The fitter performs various mounting activities in cards, comber half laps and various beaters for uninterrupted output within the limits of own responsibility, comprehends the regulations, natural, social and political environment of a typical spinning unit.</p> <ul style="list-style-type: none"> <li>• Hence NSQF Level is 4</li> </ul>                                                                |              |
| <b>Broad Learning Outcomes/Core Skill</b> | <p><b>Specialized/ complex jobs/tasks</b></p> <ul style="list-style-type: none"> <li>• The candidate must be able to carry out a specialized job/ work/ tasks in a familiar/ unfamiliar, predictable/ unpredictable, routine/ non-routine, situation of multiple options/ choices</li> <li>• Focus on range of application of standard and non-standard procedures and somewhat complex operations in production/ services.</li> </ul>                                                                                                                                                                                                  | <p>A spinning preparatory fitter <b>recall and demonstrate practical skills like taking</b> taking charge of shift from previous shift fitter-spinning preparatory and relieving the responsibilities to the next shift fitter-spinning preparatory. <b>The fitter should be able to perform practical skills for routine operations</b> like carrying out general maintenance activities in the preparatory spinning department, understand the quality complaints in the machines, Follow the production plan</p> | NSQF Level 4 |

|                       |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |              |
|-----------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------|
|                       | <ul style="list-style-type: none"> <li>• Able to identify the problems and a wider possible range of solutions with pros and cons in production/ services</li> <li>• Complex tasks are performed by himself without much instructions and supervision</li> <li>• Apply related occupational safety &amp; general hygiene norms and environmental aspects.</li> <li>• For mini-entrepreneurs end to end clear understanding of development, production, quality parameters, and delivery and marketing processes.</li> <li>• Applies range of well - developed technical skills with clarity of activities involving clear choices within familiar contexts</li> <li>• Has knowledge and is able to continuously improve processes which the individual uses for concerned job roles</li> <li>• Has information of associated Risks with related job roles</li> <li>• Uses discretion and judgement over a range of known responses to familiar problems.</li> </ul> | <p>and make changes in settings of machines accordingly.<br/>Demonstrates repetitive skills like identifying any abnormal sound in machine and stop the machine for carrying out maintenance activities , carrying out preventive maintenance activities in spinning department and ensure the use of safety gadgets like caps, masks, gloves and shoes by all maintenance workers.</p> <ul style="list-style-type: none"> <li>• Hence NSQF Level is 4</li> </ul> |              |
| <b>Responsibility</b> | <b>Self and team responsibility – Sr. Technician or Master Technician</b> <ul style="list-style-type: none"> <li>• At level 4 the candidate is a</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         | A spinning preparatory fitter taking charge of shift from previous shift fitter- spinning preparatory and relieving the responsibilities to the next shift fitter-                                                                                                                                                                                                                                                                                                | NSQF Level 4 |

|  |                                                                                                                                                                          |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |  |
|--|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--|
|  | <p>highly skilled master technician</p> <ul style="list-style-type: none"><li>• Can perform all non-standard procedures and non-routine tasks with confidence.</li></ul> | <p>spinning preparatory, the fitter do the specified job of carrying out general maintenance activities, view display panel board and identify the reason for breakdown , carrying out maintenance work and oiling and greasing the machine parts and carrying out breakdown maintenance activities in spinning preparatory department. The fitter is responsible for proper functioning of machine after maintenance and contributes in making the workplace healthy, safe and secure and follows the industry &amp;organizational compliance. The spinning preparatory fitter is <b>responsible</b> for his own work and learning.</p> <p>Hence NSQF Level is 4</p> |  |
|--|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--|

**Annexure 2: Tools and Equipment*****List of Tools and Equipment***

| Sr. No | Equipment Name                               | Minimum number of Equipment required (per batch of 30 trainees) |
|--------|----------------------------------------------|-----------------------------------------------------------------|
| 1.     | Carding machine                              | 1                                                               |
| 2.     | Draw Frame machine                           | 1                                                               |
| 3.     | Speed Frame machine                          | 1                                                               |
| 4.     | Comber preparatory                           | 1                                                               |
| 5.     | Combing machine                              | 1                                                               |
| 6.     | Empty Sliver Can                             | 20                                                              |
| 7.     | Relavent Maintenance Tools & Accessories Kit | 1                                                               |

**Batch Size: 30*****Classroom Aids***

The aids required to conduct sessions in the classroom are:

1. Charts
2. Posters
3. Projector
4. Writing Board
5. Seating capacity for 30 candidates
6. Computer/ Laptop Specification
7. Scanner
8. Printer

**Annexure 3: Industry Validations Summary**

| S. No | Organization Name                            | Representative Name      | Designation                | Contact Address           | Contact Phone No          | E-mail ID                                   | LinkedIn Profile<br>(if available) |
|-------|----------------------------------------------|--------------------------|----------------------------|---------------------------|---------------------------|---------------------------------------------|------------------------------------|
| 1     | Gorakhpur Powerloom Association              | —                        | —                          | Place: Gorakhpur          | 7275191939                | gorakhpurpowerloomassociati<br>on@gmail.com | —                                  |
| 2     | Uttam Textiles                               | Hemantbhai Jariwala      | Owner                      | Place: Surat              | 9374526010                | —                                           | —                                  |
| 3     | Durga Processors Pvt Ltd                     | Dilip Kotadiya           | HR Head                    | Place: Surat              | 9824160935                | hrd durga@dppl.co.in                        | —                                  |
| 4     | Digi Venmanya                                | Karthik                  | Head                       | Place: Attayampatti       | 7708032166                | digivenmanga@gmail.com                      | —                                  |
| 5     | JCT Limited                                  | Ashwani Thapar           | General Manager            | Place: Phagwara           | 9876015157                | athapar@jctltd.com                          | —                                  |
| 6     | Sri Kannapiran Mills Limited                 | G.Gurunathan             | General Manager            | Place: Sipcot, Perundurai | 9865259591                | Gurunathan.ao@kgfabriks.co<br>m             | —                                  |
| 7     | Matiy Mitra Mills                            | Shyam Sundar             | MD                         | Place: Erode              | 8667401256                | callshyamsun@gmail.com                      | —                                  |
| 8     | Powerloom Service Centre, Sachin             | Rakesh Koli              | Co-ordinator               | Place: Surat              | 7588234486                | mantrasachinpsc@gmail.com                   | —                                  |
| 9     | The South India Textile Research Association | K.V.Vaidyanathan         | Scientific Officer         | Place: Coimbatore         | 7010896564                | —                                           | —                                  |
| 10    | MM Weaves, Salem                             | Ms.Sujatha               | Proprietor                 | Place: Attayampatti       | 9842196774                | weavesmm@gmail.com                          | —                                  |
| 11    | Chanu Creations                              | Kshetrimayum Indira Devi | Proprietor                 | Place: Imphal             | 9821115226                | chanucreations.skillindia@gma<br>il.com     | —                                  |
| 12    | Mohan Spintex India Limited                  | Ravuri Thandav Krishna   | Dy. General Manager, Admin | Place: Remalle            | 9492297269,<br>9490163798 | hrm@mohanspintex.com                        | —                                  |
| 13    | Nitin Spinners Ltd                           | P.N.Joshi                | General Manager, HR        | Place: Bhilwara           | —                         | ns1@nitinspinners.com                       | —                                  |
| 14    | Reliance Chemotex                            | G.S.Rathore              | Factory Manager            | Place: Udaipur            | +91 294<br>2491489 / 90   | udaipur@reliancechemotex.co<br>m            | —                                  |
| 15    | Kumaraguru College of Technology             | Dr.G.Ramakrishnan        | Professor                  | Place: Coimbatore         | 0422-2661171              | Ramakrishnan.g.ft@kct.ac.in                 | —                                  |

|    |                                      |                          |                       |                       |              |                          |   |
|----|--------------------------------------|--------------------------|-----------------------|-----------------------|--------------|--------------------------|---|
| 16 | Saraswati Cotton carding             | Rithesh Arora            | Manager               | Place: Bari-Brahamana | 9419237070   | scctextile@gmail.com     | — |
| 17 | Kb Philanthropy 5                    | Laishram Monoranjn Singh | CEO                   | Place: Imphal         | 9612001798   | Kbphilantropy5@gmail.com | — |
| 18 | The Southern India Mills Association | D. Suresh Ananda Kumar   | Dy. Secretary General | Place: Coimbatore     | 9790466668   | suresh@simamills.org     | — |
| 19 | Textile Committee                    | Dr.K.S.Muralidhara       | Jt. Director (RSA)    | Place: Mumbai         | 022 66527523 | Secy.tc@nic.in           | — |

#### Annexure 4: Training & Employment Details

| Year | Estimated Training # of Total Candidates | Estimated training # of Women | Estimated training # of People with Disability |
|------|------------------------------------------|-------------------------------|------------------------------------------------|
| 2026 | 750                                      | 150                           | NA                                             |
| 2027 | 750                                      | 150                           | NA                                             |
| 2028 | 750                                      | 150                           | NA                                             |

Training, Assessment, Certification, and Placement Data for previous versions of qualifications:

| Qualification Version | Year | Total Candidates |          |           |        | Women                        |                              |                              |                              | People with Disability |          |           |        |
|-----------------------|------|------------------|----------|-----------|--------|------------------------------|------------------------------|------------------------------|------------------------------|------------------------|----------|-----------|--------|
|                       |      | Trained          | Assessed | Certified | Placed | Trained                      | Assessed                     | Certified                    | Placed                       | Trained                | Assessed | Certified | Placed |
| 2                     | 2022 | 26               | 23       | 22        | 11     | NA. Data Requested from NSDC | NA. Data Requested from NSDC | NA. Data Requested from NSDC | NA. Data Requested from NSDC | -                      | -        | -         | -      |
| 1                     | 2021 | 0                | 0        | 0         | 0      | NA. Data Requested from NSDC | NA. Data Requested from NSDC | NA. Data Requested from NSDC | NA. Data Requested from NSDC | -                      | -        | -         | -      |
| 1                     | 2020 | 0                | 0        | 0         | 0      | NA. Data Requested from NSDC | NA. Data Requested from NSDC | NA. Data Requested from NSDC | NA. Data Requested from NSDC | -                      | -        | -         | -      |

*Applicable for revised qualifications only, data to be provided year-wise for past 3 years.*

**List Schemes in which the previous version of Qualification was implemented:**

1. PMKVY
2. Digital India Corporation. Ministry of Electronics and Information Technology

**Content availability for previous versions of qualifications:**

☐ Participant Handbook ☐ Facilitator Guide ☐ Digital Content ☐ Qualification Handbook ☐ Any Other:

**Languages in which Content is available: English**

**Annexure 5: Blended Learning - NA**

**Blended Learning Estimated Ratio & Recommended Tools:**

Not Applicable

**Refer NCVET “Guidelines for Blended Learning for Vocational Education, Training & Skilling” available on:**

<https://ncvet.gov.in/sites/default/files/Guidelines%20for%20Blended%20Learning%20for%20Vocational%20Education,%20Training%20&%20Skill%20i%20ng.pdf>

| S. No. | Select the Components of the NOS                                                                             | List Recommended Tools – for all Selected Components            | Offline: Online Ratio |
|--------|--------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------|-----------------------|
| 1      | <input type="checkbox"/> Theory/ Lectures - Imparting theoretical and conceptual knowledge                   | Computer, CAD Software, Graph Paper, Fabric Sample, Sketch Pens | 20:80                 |
| 2      | <input type="checkbox"/> Imparting Soft Skills, Life Skills and Employability Skills /Mentorship to Learners | Computer, Projector                                             | 20:80                 |
| 3      | <input type="checkbox"/> Showing Practical Demonstrations to the learners                                    | Computer, Projector                                             | 20:80                 |
| 4      | <input type="checkbox"/> Imparting Practical Hands-on Skills/ Lab Work/ workshop/ shop floor training        | Computer, Projector                                             | 20:80                 |
| 5      | <input type="checkbox"/> Tutorials/ Assignments/ Drill/ Practice                                             | Computer, CAD Software, Graph Paper, Fabric Sample, Sketch Pens | 20:80                 |
| 6      | <input type="checkbox"/> Proctored Monitoring/ Assessment/ Evaluation/ Examinations                          | Computer, CAD Software, Graph Paper, Fabric Sample, Sketch Pens | 20:80                 |
| 7      | <input type="checkbox"/> On the Job Training (OJT)/ Project Work Internship/ Candidate Training              | Computer, CAD Software, Graph Paper, Fabric Sample, Sketch Pens | 20:80                 |

**Annexure 6: Detailed Assessment Criteria**

| Module                                                                                             | Assessment Criteria for Outcomes                                                                                                                                                             | Theory Marks | Practical Marks | Project Marks | Viva Marks |
|----------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------|-----------------|---------------|------------|
| <b>TSC/N0401:<br/>Taking charge of shift and handing over shift to Fitter Spinning Preparatory</b> | <b>Taking charge of shift from fitter-Spinning Preparatory</b>                                                                                                                               | <b>18</b>    | <b>22</b>       | <b>-</b>      | <b>17</b>  |
|                                                                                                    | 1. come at least 10 - 15 minutes earlier to the work spot                                                                                                                                    | 1            | 2               | -             | 1          |
|                                                                                                    | 2. bring the necessary operational tools to the department                                                                                                                                   | 2            | 2               | -             | 2          |
|                                                                                                    | 3. meet the previous shift fitter and discuss with him/ her regarding the issues faced by them with respect to the quality, production, spare, safety or any other specific instruction etc  | 2            | 2               | -             | 3          |
|                                                                                                    | 4. understand the count produced, colour coding, followed in the different machines in spinning preparatory machines                                                                         | 3            | 2               | -             | 2          |
|                                                                                                    | 5. patrol around the machines in spinning preparatory department and ensure the smooth functioning of all the machines in the department                                                     | 2            | 3               | -             | 1          |
|                                                                                                    | 6. check the cleanliness of the work areas                                                                                                                                                   | 1            | 3               | -             | 1          |
|                                                                                                    | 7. check whether any spare/raw material/ tool / yarn / any other material are thrown under the machines or in the other work areas                                                           | 2            | 3               | -             | 2          |
|                                                                                                    | 8. question the previous shift maintenance people for any deviation in the above and should bring the same to the knowledge of his/ her shift superior as well as that of the previous shift | 2            | 1               | -             | 3          |
|                                                                                                    | 9. ensure the work spot is clean                                                                                                                                                             | 1            | 2               | -             | 1          |
|                                                                                                    | 10. take over the shift from the outgoing shifts fitter in a proper manner                                                                                                                   | 2            | 2               | -             | 1          |
|                                                                                                    | <b>Handing over shift to fitter-Spinning Preparatory</b>                                                                                                                                     | <b>13</b>    | <b>13</b>       | <b>-</b>      | <b>17</b>  |
|                                                                                                    | 11. ensure in providing the details regarding count produced, colour coding followed for his allocated number of machines in spinning preparatory                                            | 2            | 2               | -             | 3          |
|                                                                                                    | 12. provide all relevant information regarding the count produced, idle machines, damaged machine parts if any                                                                               | 3            | 2               | -             | 3          |
|                                                                                                    | 13. get clearance from the incoming counterpart before leaving the work spot                                                                                                                 | 2            | 2               | -             | 2          |

|                                                                             | 14. report to his shift s superiors, as well as the incoming shifts superiors, in case his/ her counterpart doesn't report for the incoming shift                                                                                                                                                                                                                                                                                                                                                           | 1            | 2               | -             | 3          |
|-----------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------|-----------------|---------------|------------|
|                                                                             | 15. ensure, that the shift has to be properly handed over to the incoming shift fitter                                                                                                                                                                                                                                                                                                                                                                                                                      | 2            | 2               | -             | 2          |
|                                                                             | 16. report to his shift superior about the quality / production / maintenance issues / safety issues/ any other issue faced in his/her shift and should leave the department only after getting concurrence for the same from his/ her superiors                                                                                                                                                                                                                                                            | 2            | 1               | -             | 3          |
|                                                                             | 17. ensure the work spot is clean                                                                                                                                                                                                                                                                                                                                                                                                                                                                           | 1            | 2               | -             | 1          |
|                                                                             | <b>NOS Total</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            | <b>31</b>    | <b>35</b>       | <b>-</b>      | <b>34</b>  |
|                                                                             |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |              |                 |               |            |
| Module                                                                      | Assessment Criteria for Outcomes                                                                                                                                                                                                                                                                                                                                                                                                                                                                            | Theory Marks | Practical Marks | Project Marks | Viva Marks |
| <b>TSC/N0402: General Maintenance Responsibilities Spinning Preparatory</b> | <b>General maintenance activities</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                       | <b>26</b>    | <b>33</b>       | <b>-</b>      | <b>16</b>  |
|                                                                             | 1. patrol around the work area before the start of the shift for observing the working                                                                                                                                                                                                                                                                                                                                                                                                                      | 2            | 2               | -             | 1          |
|                                                                             | 2. note down the machines stopped for repairs and the type of problem                                                                                                                                                                                                                                                                                                                                                                                                                                       | 2            | 3               | -             | 1          |
|                                                                             | 3. dismantle and assemble different mechanisms in machines on need basis                                                                                                                                                                                                                                                                                                                                                                                                                                    | 2            | 4               | -             | 1          |
|                                                                             | 4. understand the quality complaints in the machines                                                                                                                                                                                                                                                                                                                                                                                                                                                        | 2            | 3               | -             | 1          |
|                                                                             | 5. understand the works done till now and the works pending in the machines stopped for repairs or for maintenance works or modifications                                                                                                                                                                                                                                                                                                                                                                   | 2            | 2               | -             | 1          |
|                                                                             | 6. Follow the production plan and make changes in settings of machines accordingly                                                                                                                                                                                                                                                                                                                                                                                                                          | 2            | 3               | -             | -          |
|                                                                             | 7. understand the machines allotted for various mixings and decide on the parameters to be checked while doing maintenance, i.e. parameters like condition of beaters, grid bar settings, the wire points to be mounted on cards, quality of wire points, card settings, half laps to be put on combers, comber settings, settings at draw frames, functioning of stop motions, top arm settings in speed frames, the buffing quality of the top rollers in draw frames, combers and speed frames and so on | 3            | 3               | -             | 1          |
|                                                                             | 8. allocate the workers for different tasks considering their knowledge, skills, maturity and workload agreed                                                                                                                                                                                                                                                                                                                                                                                               | 2            | 1               | -             | 2          |

|                                                                                | 9. refer to process parameters and work out the changes to be made for change in hank or product mix for getting the changes made through the concerned maintenance workers | 2            | 3               | -             | 2          |
|--------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------|-----------------|---------------|------------|
|                                                                                | 10. ensure the use of safety gadgets like caps, masks, gloves and shoes by all maintenance workers                                                                          | 2            | 2               | -             | 1          |
|                                                                                | 11. counsel and influence a poor performers to achieve output as per norms                                                                                                  | 1            | 1               | -             | 3          |
|                                                                                | 12. view display panel board and identify the reason for breakdown                                                                                                          | 2            | 3               | -             | 1          |
|                                                                                | 13. identify any abnormal sound in machine and stop the machine for carrying out maintenance activities                                                                     | 2            | 3               | -             | 1          |
|                                                                                | <b>NOS Total</b>                                                                                                                                                            | <b>26</b>    | <b>33</b>       | <b>-</b>      | <b>16</b>  |
|                                                                                |                                                                                                                                                                             |              |                 |               |            |
| Module                                                                         | Assessment Criteria for Outcomes                                                                                                                                            | Theory Marks | Practical Marks | Project Marks | Viva Marks |
| <b>TSC/N0403: Preventive maintenance responsibilities Spinning Preparatory</b> | <b>Inspecting the working condition of machine parts</b>                                                                                                                    | <b>6</b>     | <b>6</b>        | <b>-</b>      | <b>3</b>   |
|                                                                                | 1. check the proper functioning of machines like blow room, carding, draw frame, combers, speed frames and the ancillaries like trolleys, filters, roller coverings etc     | 2            | 2               | -             | 1          |
|                                                                                | 2. check the conditions of machine parts while they are being cleaned/scoured or overhauled                                                                                 | 2            | 2               | -             | 1          |
|                                                                                | 3. ensure the use of safety gadgets like caps, masks, gloves and shoes by all maintenance workers                                                                           | 2            | 2               | -             | 1          |
|                                                                                | <b>Carrying out maintenance work</b>                                                                                                                                        | <b>13</b>    | <b>19</b>       | <b>-</b>      | <b>8</b>   |
|                                                                                | 4. change the settings of the machines on need basis                                                                                                                        | 2            | 3               | -             | 1          |
|                                                                                | 5. identify the worn-out parts and get them replaced                                                                                                                        | 3            | 3               | -             | 1          |
|                                                                                | 6. verify the safety stop motions and getting them attended if needed                                                                                                       | 2            | 2               | -             | 1          |
|                                                                                | 7. monitor the stoppages due to breakdowns and analyze the reasons for breakdowns and taking precautionary measures                                                         | 2            | 2               | -             | 1          |
|                                                                                | 8. monitor the mounting activities in cards, comber half laps and various beaters                                                                                           | 1            | 3               | -             | 1          |
|                                                                                | 9. monitor the cot mounting and buffing activities                                                                                                                          | 1            | 3               | -             | 1          |

|                                                              | 10. conduct the tool audits i.e. the tools used for maintenance like spanners, top arm gauge, lubricating and flushing pumps, buffing machines, mounting machines, etc | 2            | 3               | -             | 2          |
|--------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------|-----------------|---------------|------------|
|                                                              | <b>Oiling and greasing the machine</b>                                                                                                                                 | <b>7</b>     | <b>9</b>        | <b>-</b>      | <b>4</b>   |
|                                                              | 11. oil and grease different machine parts at scheduled interval for smooth functioning of machines                                                                    | 1            | 3               | -             | 1          |
|                                                              | 12. scheduling the oiling & greasing activities                                                                                                                        | 2            | 2               | -             | 1          |
|                                                              | 13. ensure correct oil and grease are used                                                                                                                             | 2            | 2               | -             | 1          |
|                                                              | 14. ensure proper functioning of machines in preparatory department                                                                                                    | 2            | 2               | -             | 1          |
|                                                              | <b>NOS Total</b>                                                                                                                                                       | <b>26</b>    | <b>34</b>       | <b>-</b>      | <b>15</b>  |
|                                                              |                                                                                                                                                                        |              |                 |               |            |
| Module                                                       | Assessment Criteria for Outcomes                                                                                                                                       | Theory Marks | Practical Marks | Project Marks | Viva Marks |
| <b>TSC/N0404: Breakdown Maintenance Spinning Preparatory</b> | <b>Attending the machine on breakdown</b>                                                                                                                              | <b>4</b>     | <b>7</b>        | <b>-</b>      | <b>5</b>   |
|                                                              | 1. attend the machine on a break down                                                                                                                                  | 1            | 2               | -             | 1          |
|                                                              | 2. report to the maintenance in charge on a breakdown                                                                                                                  | 1            | 1               | -             | 2          |
|                                                              | 3. prepare the machine for carrying out breakdown maintenance                                                                                                          | 1            | 2               | -             | 1          |
|                                                              | 4. ensure in bringing the proper tools and equipments required for carrying out maintenance                                                                            | 1            | 2               | -             | 1          |
|                                                              | <b>Identifying the reason for breakdown and carryout maintenance activity</b>                                                                                          | <b>7</b>     | <b>16</b>       | <b>-</b>      | <b>5</b>   |
|                                                              | 5. analyze the machine which is under breakdown                                                                                                                        | 1            | 3               | -             | 1          |
|                                                              | 6. identify the reason for breakdown                                                                                                                                   | 1            | 3               | -             | 1          |
|                                                              | 7. carryout maintenance activities                                                                                                                                     | 1            | 3               | -             | 1          |
|                                                              | 8. replace worn out / damaged parts with new parts                                                                                                                     | 1            | 3               | -             | 1          |
|                                                              | 9. ensure safety while carrying out maintenance activity                                                                                                               | 1            | 2               | -             | 1          |
|                                                              | 10. ensure proper material handling of maintenance tools                                                                                                               | 2            | 2               | -             | -          |
|                                                              | <b>Post maintenance activities</b>                                                                                                                                     | <b>6</b>     | <b>16</b>       | <b>-</b>      | <b>4</b>   |
|                                                              | 11. check for proper functioning of machine after maintenance                                                                                                          | 1            | 3               | -             | 1          |
|                                                              | 12. run the machine and check for smooth functioning of machine parts                                                                                                  | 1            | 3               | -             | -          |
|                                                              | 13. repair if further fine tuning is needed                                                                                                                            | 1            | 3               | -             | -          |

|                                                                                                | 14. ensure the output material quality is as per quality requirement                                                                                        | 1            | 3               | -             | 1          |
|------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------|-----------------|---------------|------------|
|                                                                                                | 15. ensure the use of safety gadgets like caps, masks, gloves and shoes by all maintenance workers                                                          | 1            | 2               | -             | 1          |
|                                                                                                | 16. ensure minimum time is taken for identifying the reason for breakdown and attending the breakdown, by carrying out the breakdown maintenance activities | 1            | 2               | -             | 1          |
|                                                                                                | <b>NOS Total</b>                                                                                                                                            | <b>17</b>    | <b>39</b>       | <b>-</b>      | <b>14</b>  |
|                                                                                                |                                                                                                                                                             |              |                 |               |            |
| Module                                                                                         | Assessment Criteria for Outcomes                                                                                                                            | Theory Marks | Practical Marks | Project Marks | Viva Marks |
| <b>TSC/N0405: Maintaining records and ensuring availability of spares Spinning Preparatory</b> | <b>Maintaining records of maintenance and ensuring record of maintenance</b>                                                                                | <b>12</b>    | <b>13</b>       | <b>-</b>      | <b>5</b>   |
|                                                                                                | 1. carryout maintenance auditing                                                                                                                            | 1            | 2               | -             | 1          |
|                                                                                                | 2. record the activities in the log book (report book) and updating the machine maintenance history book                                                    | 2            | 2               | -             | -          |
|                                                                                                | 3. verify the stock of various spares, accessories and lubricants and working out the indenting plan and placing indents                                    | 2            | 2               | -             | -          |
|                                                                                                | 4. refer the machinery catalogues and identifying the correct spares needed                                                                                 | 2            | 1               | -             | -          |
|                                                                                                | 5. check the quality of materials received at stores, for e.g. bearings, wheels, arbours, machine spares, belts, brushes, spanners and other tools, etc     | 1            | 2               | -             | 1          |
|                                                                                                | 6. carryout machine maintenance audit                                                                                                                       | 2            | 1               | -             | 1          |
|                                                                                                | 7. maintain records of maintenance                                                                                                                          | 1            | 1               | -             | 1          |
|                                                                                                | 8. ensure availability of spares and giving requisitions on need basis                                                                                      | 1            | 2               | -             | 1          |
|                                                                                                | <b>NOS Total</b>                                                                                                                                            | <b>12</b>    | <b>13</b>       | <b>-</b>      | <b>5</b>   |
|                                                                                                |                                                                                                                                                             |              |                 |               |            |
| Module                                                                                         | Assessment Criteria for Outcomes                                                                                                                            | Theory Marks | Practical Marks | Project Marks | Viva Marks |
| <b>TSC/N9001: Maintain work area, tools and machines</b>                                       | <b>Maintaining the work area, tools and machines</b>                                                                                                        | <b>17</b>    | <b>20</b>       | <b>-</b>      | <b>13</b>  |
|                                                                                                | 1. handle materials, machinery, equipment and tools with care and use them in the correct way                                                               | 2            | 2               | -             | 1          |

|                                         | 2. use correct lifting and handling procedures                                    | 1            | 2               | -             | 1          |
|-----------------------------------------|-----------------------------------------------------------------------------------|--------------|-----------------|---------------|------------|
|                                         | 3. use materials to minimize waste                                                | 2            | 1               | -             | 1          |
|                                         | 4. maintain a clean and hazard free working area                                  | 1            | 1               | -             | 1          |
|                                         | 5. maintain tools and equipment                                                   | 2            | 1               | -             | 1          |
|                                         | 6. carry out running maintenance within agreed schedules                          | 1            | 2               | -             | 1          |
|                                         | 7. carry out maintenance and/or cleaning within ones responsibility               | 1            | 2               | -             | 1          |
|                                         | 8. report unsafe equipment and other dangerous occurrences                        | 1            | 2               | -             | -          |
|                                         | 9. ensure that the correct machine guards are in place                            | 1            | 1               | -             | 1          |
|                                         | 10. work in a comfortable position with the correct posture                       | 1            | 1               | -             | 1          |
|                                         | 11. use cleaning equipment and methods appropriate for the work to be carried out | 1            | 1               | -             | 1          |
|                                         | 12. dispose of waste safely in the designated location                            | 1            | 2               | -             | 1          |
|                                         | 13. store cleaning equipment safely after use                                     | 1            | 1               | -             | 1          |
|                                         | 14. carry out cleaning according to schedules and limits of responsibility        | 1            | 1               | -             | 1          |
|                                         | <b>NOS Total</b>                                                                  | <b>17</b>    | <b>20</b>       | <b>-</b>      | <b>13</b>  |
|                                         |                                                                                   |              |                 |               |            |
| Module                                  | Assessment Criteria for Outcomes                                                  | Theory Marks | Practical Marks | Project Marks | Viva Marks |
| <b>TSC/N9002:<br/>Working in a team</b> | <b>Commitment and trust</b>                                                       | <b>5</b>     | <b>4</b>        | <b>-</b>      | <b>2</b>   |
|                                         | 1. be accountable to the own role in whole process                                | 2            | 1               | -             | 1          |
|                                         | 2. perform all roles with full responsibility                                     | 2            | 1               | -             | 1          |
|                                         | 3. be effective and efficient at workplace                                        | 1            | 2               | -             | -          |
|                                         | <b>Communication</b>                                                              | <b>6</b>     | <b>7</b>        | <b>-</b>      | <b>4</b>   |
|                                         | 4. properly communicate about company policies                                    | 1            | 2               | -             | 1          |
|                                         | 5. report all problems faced during the process                                   | 1            | 2               | -             | 1          |
|                                         | 6. talk politely with other team members and colleagues                           | 2            | 1               | -             | 1          |

|                                                                                     | 7. submit daily report of own performance                                                                      | 2                   | 2                   | -                    | 1             |
|-------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------|---------------------|---------------------|----------------------|---------------|
|                                                                                     | <b>Adaptability</b>                                                                                            | <b>5</b>            | <b>4</b>            | <b>-</b>             | <b>3</b>      |
|                                                                                     | 8. adjust in different work situations                                                                         | 1                   | 1                   | -                    | 1             |
|                                                                                     | 9. give due importance to other's point of view                                                                | 2                   | 1                   | -                    | 1             |
|                                                                                     | 10. avoid conflicting situations                                                                               | 2                   | 2                   | -                    | 1             |
|                                                                                     | <b>Creative freedom</b>                                                                                        | <b>3</b>            | <b>5</b>            | <b>-</b>             | <b>2</b>      |
|                                                                                     | 11. develop new ideas for work procedures                                                                      | 1                   | 3                   | -                    | 1             |
|                                                                                     | 12. improve upon the existing techniques to increase process efficiency                                        | 2                   | 2                   | -                    | 1             |
|                                                                                     | <b>NOS Total</b>                                                                                               | <b>19</b>           | <b>20</b>           | <b>-</b>             | <b>11</b>     |
|                                                                                     |                                                                                                                |                     |                     |                      |               |
| Module                                                                              | Assessment Criteria for Outcomes                                                                               | Theor<br>y<br>Marks | Practica<br>l Marks | Projec<br>t<br>Marks | Viva<br>Marks |
| <b>TSC/N9003:<br/>Maintain health,<br/>safety and<br/>security at<br/>workplace</b> | <b>Comply with health, Safety and security requirements at work</b>                                            | <b>27</b>           | <b>35</b>           | <b>-</b>             | <b>23</b>     |
|                                                                                     | 1. comply with health and safety related instructions applicable to the workplace                              | 2                   | 2                   | -                    | 2             |
|                                                                                     | 2. use and maintain personal protective equipment such as ear plug, nose mask , head cap etc., as per protocol | 2                   | 2                   | -                    | 2             |
|                                                                                     | 3. carry out own activities in line with approved guidelines and procedures                                    | 2                   | 2                   | -                    | 2             |
|                                                                                     | 4. maintain a healthy lifestyle and guard against dependency on intoxicants                                    | 2                   | 2                   | -                    | 2             |
|                                                                                     | 5. follow environment management system related procedures                                                     | 2                   | 2                   | -                    | 2             |
|                                                                                     | 6. identify and correct (if possible) malfunctions in machinery and equipment                                  | 2                   | 2                   | -                    | 1             |
|                                                                                     | 7. report any service malfunctions that cannot be rectified                                                    | 2                   | 2                   | -                    | 1             |
|                                                                                     | 8. store materials and equipment in line with organisational requirements                                      | 2                   | 2                   | -                    | 1             |
|                                                                                     | 9. safely handle and remove waste                                                                              | 2                   | 2                   | -                    | 1             |
|                                                                                     | 10. minimize health and safety risks to self and others due to own actions                                     | 1                   | 2                   | -                    | 1             |
|                                                                                     | 11. seek clarifications, from supervisors or other authorized personnel in case of perceived risks             | 1                   | 2                   | -                    | 2             |

|                                                                       | 12. monitor the workplace and work processes for potential risks and threat                                     | 1            | 2               | -             | 1          |
|-----------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------|--------------|-----------------|---------------|------------|
|                                                                       | 13. carry out periodic walk-through to keep work area free from hazards and obstructions, if assigned           | 1            | 2               | -             | 1          |
|                                                                       | 14. report hazards and potential risks/ threats to supervisors or other authorized personnel                    | 1            | 2               | -             | 1          |
|                                                                       | 15. participate in mock drills/ evacuation procedures organized at the workplace                                | 1            | 2               | -             | -          |
|                                                                       | 16. undertake first aid, fire-fighting and emergency response training, if asked to do so                       | 1            | 2               | -             | 1          |
|                                                                       | 17. take action based on instructions in the event of fire, emergencies or accidents                            | 1            | 2               | -             | 1          |
|                                                                       | 18. follow organisation procedures for shutdown and evacuation when required                                    | 1            | 1               | -             | 1          |
|                                                                       | <b>Recognizing the hazards</b>                                                                                  | <b>2</b>     | <b>2</b>        | <b>-</b>      | <b>2</b>   |
|                                                                       | 19. identify different kinds of possible hazards (environmental, personal, ergonomic, chemical) of the industry | 1            | 1               | -             | 1          |
|                                                                       | 20. recognise other possible security issues existing in the workplace                                          | 1            | 1               | -             | 1          |
|                                                                       | <b>Planning the safety techniques Implementing the programs</b>                                                 | <b>3</b>     | <b>3</b>        | <b>-</b>      | <b>3</b>   |
|                                                                       | 21. recognise different measures to curb the hazards                                                            | 1            | 1               | -             | 1          |
|                                                                       | 22. communicate the safety plan to everyone                                                                     | 1            | 1               | -             | 1          |
|                                                                       | 23. attach disciplinary rules with the implementation                                                           | 1            | 1               | -             | 1          |
|                                                                       | <b>NOS Total</b>                                                                                                | <b>32</b>    | <b>40</b>       | <b>-</b>      | <b>28</b>  |
|                                                                       |                                                                                                                 |              |                 |               |            |
| Module                                                                | Assessment Criteria for Outcomes                                                                                | Theory Marks | Practical Marks | Project Marks | Viva Marks |
| <b>TSC/N9004: Comply with industry and organizational requirement</b> | <b>Self development</b>                                                                                         | <b>5</b>     | <b>9</b>        | <b>-</b>      | <b>7</b>   |
|                                                                       | 1. perform own duties effectively                                                                               | 1            | 2               | -             | 2          |
|                                                                       | 2. take responsibility for own actions                                                                          | 1            | 2               | -             | 2          |
|                                                                       | 3. be accountable towards the job role and assigned duties                                                      | 1            | 2               | -             | 1          |

|                                                 |                                                                                                                                                                                                                                                    |           |           |          |           |
|-------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------|-----------|----------|-----------|
|                                                 | 4. take initiative and innovate the existing methods                                                                                                                                                                                               | 1         | 1         | -        | 1         |
|                                                 | 5. focus on self-learning and improvement                                                                                                                                                                                                          | 1         | 2         | -        | 1         |
|                                                 | <b>Team work</b>                                                                                                                                                                                                                                   | <b>3</b>  | <b>5</b>  | <b>-</b> | <b>4</b>  |
|                                                 | 6. co-ordinate with all the team members and colleagues                                                                                                                                                                                            | 1         | 2         | -        | 1         |
|                                                 | 7. communicate politely                                                                                                                                                                                                                            | 1         | 1         | -        | 2         |
|                                                 | 8. avoid conflicts and miscommunication                                                                                                                                                                                                            | 1         | 2         | -        | 1         |
|                                                 | <b>Organisational standards</b>                                                                                                                                                                                                                    | <b>3</b>  | <b>4</b>  | <b>-</b> | <b>3</b>  |
|                                                 | 9. know the organisational standards                                                                                                                                                                                                               | 1         | 1         | -        | 1         |
|                                                 | 10. implement them in your performance                                                                                                                                                                                                             | 1         | 2         | -        | 1         |
|                                                 | 11. motivate others to follow them                                                                                                                                                                                                                 | 1         | 1         | -        | 1         |
|                                                 | <b>Industry standards</b>                                                                                                                                                                                                                          | <b>4</b>  | <b>2</b>  | <b>-</b> | <b>1</b>  |
|                                                 | 12. monitor the workplace and work processes for potential risks and threat                                                                                                                                                                        | 2         | 1         | -        | -         |
|                                                 | 13. align them with organisation standards                                                                                                                                                                                                         | 2         | 1         | -        | 1         |
|                                                 | <b>NOS Total</b>                                                                                                                                                                                                                                   | <b>15</b> | <b>20</b> | <b>-</b> | <b>15</b> |
| <b>DGT/VSQ/N010<br/>1 :Employability Skills</b> | <b>Introduction to Employability Skills</b>                                                                                                                                                                                                        | 1         | 1         | -        | -         |
|                                                 | understand the significance of employability skills in meeting the job requirements                                                                                                                                                                |           |           |          |           |
|                                                 | <b>Constitutional values – Citizenship</b>                                                                                                                                                                                                         | 1         | 1         | -        | -         |
|                                                 | identify constitutional values, civic rights, duties, personal values and ethics and environmentally sustainable practices.                                                                                                                        |           |           |          |           |
|                                                 | <b>Becoming a Professional in the 21st Century</b>                                                                                                                                                                                                 | 1         | 3         | -        | -         |
|                                                 | 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. |           |           |          |           |
|                                                 | <b>Basic English Skills</b>                                                                                                                                                                                                                        | 2         | 3         | -        | -         |
|                                                 | speak with others using some basic English phrases or sentences                                                                                                                                                                                    |           |           |          |           |
|                                                 | <b>Communication Skills</b>                                                                                                                                                                                                                        | 1         | 1         | -        | -         |
|                                                 | follow good manners while communicating with others                                                                                                                                                                                                |           |           |          |           |
|                                                 | work with others in a team                                                                                                                                                                                                                         |           |           |          |           |

|  |                                                                                      |           |           |          |          |
|--|--------------------------------------------------------------------------------------|-----------|-----------|----------|----------|
|  | <b>Diversity &amp; Inclusion</b>                                                     | 1         | 1         | -        | -        |
|  | communicate and behave appropriately with all genders and PwD                        |           |           |          |          |
|  | report any issues related to sexual harassment                                       |           |           |          |          |
|  | <b>Financial and Legal Literacy</b>                                                  | 3         | 4         | -        | -        |
|  | use various financial products and services safely and securely                      |           |           |          |          |
|  | calculate income, expenses, savings etc.                                             |           |           |          |          |
|  | approach the concerned authorities for any exploitation as per legal rights and laws |           |           |          |          |
|  | <b>Essential Digital Skills</b>                                                      | 4         | 6         | -        | -        |
|  | operate digital devices and use its features and applications securely and safely    |           |           |          |          |
|  | use internet and social media platforms securely and safely                          |           |           |          |          |
|  | <b>Entrepreneurship</b>                                                              | 3         | 5         | -        | -        |
|  | identify and assess opportunities for potential business                             |           |           |          |          |
|  | identify sources for arranging money and associated financial and legal challenges   |           |           |          |          |
|  | <b>Customer Service</b>                                                              | 2         | 2         | -        | -        |
|  | identify different types of customers                                                |           |           |          |          |
|  | identify customer needs and address them appropriately.                              |           |           |          |          |
|  | follow appropriate hygiene and grooming standards.                                   |           |           |          |          |
|  | <b>Getting ready for apprenticeship &amp; Jobs</b>                                   | 1         | 3         | -        | -        |
|  | create a basic biodata                                                               |           |           |          |          |
|  | search for suitable jobs and apply                                                   |           |           |          |          |
|  | identify and register apprenticeship opportunities as per requirement                |           |           |          |          |
|  | <b>NOS Total</b>                                                                     | <b>20</b> | <b>30</b> | <b>-</b> | <b>-</b> |

### Annexure 7: Assessment Strategy

This section includes the processes involved in identifying, gathering, and interpreting information to evaluate the Candidate on the required competencies of the program.

*Mention the detailed assessment strategy in the provided template.*

1. Assessment System Overview:

- Batches assigned to the assessment agencies for conducting the assessment on SDMS/SIP or email
- Assessment agencies send the assessment confirmation to VTP/TC looping SSC
- Assessment agency deploys the ToA certified Assessor for executing the assessment
- SSC monitors the assessment process & records

2. Testing Environment:

- Confirm that the centre is available at the same address as mentioned on SDMS or SIP
- Check the duration of the training.
- Check the Assessment Start and End time to be as 10 a.m. and 5 p.m.
- If the batch size is more than 30, then there should be 2 Assessors.
- Check that the allotted time to the candidates to complete Theory & Practical Assessment is correct.
- Check the mode of assessment—Online (TAB/Computer) or Offline (OMR/PP).
- Confirm the number of TABs on the ground are correct to execute the Assessment smoothly.
- Check the availability of the Lab Equipment for the particular Job Role.

3. Assessment Quality Assurance levels / Framework:

- Question papers created by the Subject Matter Experts (SME)
- Question papers created by the SME verified by the other subject Matter Experts
- Questions are mapped with NOS and PC
- Question papers are prepared considering that level 1 to 3 are for the unskilled & semi-skilled individuals, and level 4 and above are for the skilled, supervisor & higher management
- Assessor must be ToA certified & trainer must be ToT Certified
- Assessment agency must follow the assessment guidelines to conduct the assessment

4. Types of evidence or evidence-gathering protocol:

- Time-stamped & geotagged reporting of the assessor from assessment location
- Centre photographs with signboards and scheme specific branding
- Biometric or manual attendance sheet (stamped by TP) of the trainees during the training period
- Time-stamped & geotagged assessment (Theory + Viva + Practical) photographs & videos

## 5. Method of verification or validation:

- Surprise visit to the assessment location
- Random audit of the batch
- Random audit of any candidate

## 6. Method for assessment documentation, archiving, and access

- Hard copies of the documents are stored
- Soft copies of the documents & photographs of the assessment are uploaded / accessed from Cloud Storage
- Soft copies of the documents & photographs of the assessment are stored in the Hard Drives

## Annexure 8: Acronym and Glossary

**Acronym**

| Acronym | Description                              |
|---------|------------------------------------------|
| AA      | Assessment Agency                        |
| AB      | Awarding Body                            |
| NCrF    | National Credit Framework                |
| NOS     | National Occupational Standard(s)        |
| NQR     | National Qualification Register          |
| NSQF    | National Skills Qualifications Framework |

**Glossary**

| Term                                         | Description                                                                                                                                                                                                                            |
|----------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>National Occupational Standards (NOS)</b> | NOS define the measurable performance outcomes required from an individual engaged in a particular task. They list down what an individual performing that task should know and also do.                                               |
| <b>Qualification</b>                         | A formal outcome of an assessment and validation process which is obtained when a competent body determines that an individual has achieved learning outcomes to given standards                                                       |
| <b>Qualification File</b>                    | A Qualification File is a template designed to capture necessary information of a Qualification from the perspective of NSQF compliance. The Qualification File will be normally submitted by the awarding body for the qualification. |
| <b>Sector</b>                                | A grouping of professional activities on the basis of their main economic function, product, service or technology.                                                                                                                    |