

## Jute Weft Winding Operator

- ☒ 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: 2

Submitted By:

Textile Sector Skill Council

Contact Details:

Dr. Swapna Mishra  
Chief Executive Officer,  
M: 98182-17453

Textile Sector Skill Council,  
Unit 1011-1013, 10th Floor, Ambadeep Building,  
14 Kasturba Gandhi Marg,  
New Delhi – 110001.

## Table of Contents

### [Section 1: Basic Details](#)

### [Section 2: Module Summary](#)

#### [NOS/s of Qualifications](#)

##### [Mandatory NOS/s:](#)

##### [Elective NOS/s:](#)

##### [Optional NOS/s:](#)

##### [Assessment - Minimum Qualifying Percentage](#)

### [Section 3: Training Related](#)

### [Section 4: Assessment Related](#)

### [Section 5: Evidence of the Need for the Qualification](#)

### [Section 6: Annexure & Supporting Documents Check List](#)

#### [Annexure 1: Evidence of Level](#)

#### [Annexure 2: Tools and Equipment](#)

#### [Annexure 3: Industry Validations Summary](#)

#### [Annexure 4: Training & Employment Details](#)

#### [Annexure 5: Blended Learning - NA](#)

#### [Annexure 6: Detailed Assessment Criteria](#)

#### [Annexure 7: Assessment Strategy](#)

#### [Annexure 8: Acronym and Glossary](#)

## Section 1: Basic Details

|    |                                                                                                                                                                                          |                                                                                                                                                                                                                                                       |                                                                                           |
|----|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------|
| 1. | <b>Qualification Name</b>                                                                                                                                                                | Jute Weft Winding Operator                                                                                                                                                                                                                            |                                                                                           |
| 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-02-TX-01884-2024-V1.1-TSC                                                                                                                                                | <b>Qualification Name of the existing/previous version:</b><br>Jute Weft Winding Operator |
| 4. | <b>a. OEM Name</b><br><b>b. Qualification Name (Wherever applicable)</b>                                                                                                                 | NA<br><br>NA                                                                                                                                                                                                                                          |                                                                                           |
| 5. | <b>National Qualification Register (NQR) Code &amp; Version</b>                                                                                                                          | QG-02-TX-04113-2025-V2-TSC                                                                                                                                                                                                                            | <b>6. NCrF/NSQF Level: 2</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>                                                                                                                                            | A jute weft winding operator is responsible to operate efficiently the Weft Winding Machine so as to maintain the desired productivity and quality of the Cops of Jute Weft Yarn. A jute weft winding operator can seek employment in a Jute factory. |                                                                                           |

| 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="793 245 1787 423"> <tr> <th data-bbox="793 245 898 383">S. No.</th> <th data-bbox="898 245 1360 383">Academic/Skill Qualification (with Specialization - if applicable)</th> <th data-bbox="1360 245 1787 383">Relevant Experience (with Specialization - if applicable)</th> </tr> <tr> <td data-bbox="793 383 898 423">1</td> <td data-bbox="898 383 1360 423">Ability to read and write</td> <td data-bbox="1360 383 1787 423">Nil</td> </tr> </table> <p data-bbox="814 461 932 493"><b>18 Years</b></p>                                                                                                                                                                                                                                                                                                                                    |               |                                                                          |  | S. No.                 | Academic/Skill Qualification (with Specialization - if applicable) | Relevant Experience (with Specialization - if applicable) | 1             | Ability to read and write | Nil |     |     |        |   |   |   |
|------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------|--------------------------------------------------------------------------|--|------------------------|--------------------------------------------------------------------|-----------------------------------------------------------|---------------|---------------------------|-----|-----|-----|--------|---|---|---|
| S. No.                 | Academic/Skill Qualification (with Specialization - if applicable)                                                                                                         | Relevant Experience (with Specialization - if applicable)                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |               |                                                                          |  |                        |                                                                    |                                                           |               |                           |     |     |     |        |   |   |   |
| 1                      | Ability to read and write                                                                                                                                                  | Nil                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |               |                                                                          |  |                        |                                                                    |                                                           |               |                           |     |     |     |        |   |   |   |
| 10.                    | <b>Credits Assigned to this NOS-Qualification, Subject to Assessment</b> (as per National Credit Framework (NCrF))                                                         | 9 Credits                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |               | <b>11. Common Cost Norm Category (I/II/III)</b> (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"/> Offline Only <input type="checkbox"/> Online Only <input type="checkbox"/> Blended <table border="1" data-bbox="1073 1019 1759 1235"> <tr> <th data-bbox="1073 1019 1318 1125">Training Delivery Mode</th> <th data-bbox="1318 1019 1472 1125">Theory (Hours)</th> <th data-bbox="1472 1019 1625 1125">Practical (Hours)</th> <th data-bbox="1625 1019 1759 1125">Total (Hours)</th> </tr> <tr> <td data-bbox="1073 1125 1318 1198">Classroom (offline)</td> <td data-bbox="1318 1125 1472 1198">72</td> <td data-bbox="1472 1125 1625 1198">198</td> <td data-bbox="1625 1125 1759 1198">270</td> </tr> <tr> <td data-bbox="1073 1198 1318 1235">Online</td> <td data-bbox="1318 1198 1472 1235">-</td> <td data-bbox="1472 1198 1625 1235">-</td> <td data-bbox="1625 1198 1759 1235">-</td> </tr> </table> <p data-bbox="804 1263 1346 1295">(Refer Blended Learning Annexure for details)</p> |               |                                                                          |  | Training Delivery Mode | Theory (Hours)                                                     | Practical (Hours)                                         | Total (Hours) | Classroom (offline)       | 72  | 198 | 270 | Online | - | - | - |
| Training Delivery Mode | Theory (Hours)                                                                                                                                                             | Practical (Hours)                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     | Total (Hours) |                                                                          |  |                        |                                                                    |                                                           |               |                           |     |     |     |        |   |   |   |
| Classroom (offline)    | 72                                                                                                                                                                         | 198                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   | 270           |                                                                          |  |                        |                                                                    |                                                           |               |                           |     |     |     |        |   |   |   |
| Online                 | -                                                                                                                                                                          | -                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     | -             |                                                                          |  |                        |                                                                    |                                                           |               |                           |     |     |     |        |   |   |   |

|     |                                                                                                                                                       |                                                                                                                                                                                                                                                                                                                                                                  |                                            |
|-----|-------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------|
| 14. | <b>Aligned to NCO/ ISCO Code/s</b> (if no code is available mention the same)                                                                         | NCO-2015/8151.18                                                                                                                                                                                                                                                                                                                                                 |                                            |
| 15. | <b>Progression Path After Attaining the Qualification, wherever applicable</b> <i>(Please show Professional and Academic progression)</i>             | Assistant Fitter - Jute                                                                                                                                                                                                                                                                                                                                          |                                            |
| 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/N9002 - Working in a team<br>TSC/N9003 - Maintain health, safety and security at workplace<br>TSC/N9009 - Maintain work area, tools, material handling equipment and machinery for jute processing<br>TSC/N9010 - Comply with industry and organizational requirement in jute sector. |                                            |
| 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:</b> Mr. Vignesh Raja<br><b>Email:</b> <a href="mailto:raja@texskill.in">raja@texskill.in</a><br><b>Contact No.:</b> 7502954383<br><b>Website:</b> <a href="https://texskill.in/">https://texskill.in/</a>                                                                                                                                               |                                            |
| 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 Jute Weft Winding Operator              | TSC/N0313,V 2.0                           | Core           | 2                | 1.75               | 7.5               | 45   |          |           | 52.5  | 32               | 33  |        |      | 65    | 13                        |
| 2                                        | Creeling and cop winding                                                                 | TSC/N0314,V 2.0                           | Core           | 2                | 2.25               | 15                | 52.5 |          |           | 67.5  | 33               | 47  |        |      | 80    | 16                        |
| 3                                        | Maintaining the cop dimension and doffing the jute weft package                          | TSC/N0315,V 2.0                           | Core           | 2                | 1                  | 7.5               | 22.5 |          |           | 30    | 25               | 35  |        |      | 60    | 13                        |
| 4                                        | Maintain work area, tools, material handling equipment and machinery for jute processing | TSC/N9009,V 2.0                           | Non Core       | 3                | 0.5                | 5                 | 10   |          |           | 15    | 20               | 30  |        |      | 50    | 10                        |
| 5                                        | Working in a team                                                                        | TSC/N9002,V 6.0                           | Non Core       | 3                | 0.5                | 5                 | 10   |          |           | 15    | 19               | 20  |        | 11   | 50    | 21                        |
| 6                                        | Maintain health, safety and security at workplace                                        | TSC/N9003,V 5.0                           | Non Core       | 3                | 1.5                | 15                | 30   |          |           | 45    | 32               | 40  |        | 28   | 100   | 9                         |
| 7                                        | Comply with industry and organizational requirement in jute sector                       | TSC/N9010,V 2.0                           | Non Core       | 3                | 0.5                | 5                 | 10   |          |           | 15    | 21               | 29  |        |      | 50    | 9                         |
| 8                                        | Employability Skills                                                                     | DGT/VSQ/N0101,V 1.0                       | Non Core       | 2                | 1                  | 12                | 18   |          |           | 30    | 20               | 30  |        |      | 50    | 9                         |
| <b>Duration (in Hours) / Total Marks</b> |                                                                                          |                                           |                |                  | 9                  | 72                | 198  |          |           | 270   | 202              | 264 |        | 39   | 505   | 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: **50%**

Pass Percentage of the Qualification is scheme specific, Unless specified by scheme, it is 50% 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)</b> (as per NCVET guidelines)        | <ul style="list-style-type: none"> <li>• Ability to read &amp; and write with 5 years of relevant experience (Min 1 year in production + Min 4 years as trainer +)</li> <li>• Grade 8 with two years of (NTC/ NAC) with Successfully passed Trainer Qualification MEP/Q2601, v2.0– Trainer (VET and Skills), Minimum pass percentage 80 percent and TSC/Q0304, v4.0 Jute Weft Winding Operator, Minimum pass percentage 80 per cent</li> </ul> |
| 2. | <b>Master Trainer's Qualification and experience in the 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                                                                                                                                                                                  |
| 3. | <b>Tools and Equipment Required for the Training</b>                                                             | <input type="checkbox"/> Yes <input checked="" 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)</b> (as per NCVET guidelines)                       | <ul style="list-style-type: none"> <li>• Diploma (10th Class + 3 years) in the relevant trade with 4 years of relevant experience (or)</li> <li>• Diploma (12th Class +2 years) in the relevant trade with 3 year of relevant experience (or)</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/Q0304, v4.0 Jute Weft Winding Operator, 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: 13                                                                                                                                             |
| 5. | Estimated number of people to be trained: 600                                                                                                                                          |
| 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 |
|----------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------|
| Professional Theoretical Knowledge/Process                           | <b>Fundamental knowledge</b> <ul style="list-style-type: none"> <li>Basic working/ operational knowledge in the area of work.</li> <li>Understands basic materials, tools, applications in a limited context.</li> <li>For self-help group member/ micro-entrepreneur basic working knowledge of business activity, raw material, finished product/ service, and local market.</li> <li>Able to understand and perform repetitive tasks under instructions and supervision.</li> <li>Understand the basic quality, safety and general hygiene norms. Familiarity with environmental aspects.</li> </ul> | <p>A weft winding operator <b><i>carry out process that are repetitive on regular basis</i></b> like bobbin creeling, yarn mending as per quality standards, identification of defective bobbins, defective cops, adjustment of cop diameter, cop length and minor defects caused due to machine. The operator needs to know the process flow and material flow in a typical jute mill and carries out routine activities.</p> <ul style="list-style-type: none"> <li>Hence NSQF Level is 2</li> </ul> | NSQF Level 2    |
| Professional and Technical Skills/ Expertise/ Professional Knowledge | <b>Limited finite skills</b> <ul style="list-style-type: none"> <li>Limited related skills in predefined context.</li> <li>Performs structured tasks in a limited range of functional roles.</li> <li>Uses known solutions to familiar problems.</li> </ul>                                                                                                                                                                                                                                                                                                                                             | <p>A weft winding operator <b><i>understands context of work and quality</i></b> in a typical jute mill. The operator knows the importance of package quality, safety mechanisms of the machines, stop motions and indication lamps, he also has some knowledge about various machine parts, color coding followed and its importance, process and material</p>                                                                                                                                        | NSQF Level 2    |

|                                                                                             |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |              |
|---------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------|
|                                                                                             | <ul style="list-style-type: none"> <li>• Skill to identify and use relevant tools and materials in a limited context of work and quality.</li> <li>• For self-help group members, micro-entrepreneurs working skills for making or manufacturing (handicraft, traditional items, etc) service &amp; marketing etc.</li> </ul>                                                                                                                                                                                                                                                                                                                                   | <p>flow and the procedure for material handling, <b>material tools and application in a limited context.</b></p> <p>Hence NSQF Level is 2</p>                                                                                                                                                                                                                                                                                                                            |              |
| <b>Employment Readiness &amp; Entrepreneurship Skills &amp; Mind-set/Professional Skill</b> | <b>Employment readiness</b> <ul style="list-style-type: none"> <li>• Ability to read and write and do simple computational math – numeracy and literacy.</li> <li>• Receive and transmit written and oral messages/ communication clearly.</li> <li>• Works within a team as assistant</li> <li>• Understanding of safety, hygiene and environment, social, political and religious diversity.</li> <li>• Have broader but basic Employability Skills including basic self-employment/ entrepreneurial Mind-set for mini businesses</li> <li>• Have understanding of use of Financial and Digital literacy, Aadhar and Mobile, digital payments etc.</li> </ul> | <p>A weft winding operator must have skills to receive <b>and transmit written and oral messages</b>, make daily work report and communicate with the supervisor appropriately and talk to others to convey information effectively. The operator knows <b>basic arithmetic for personal financing</b> and understand the social political and natural environment of a typical jute mill.</p> <ul style="list-style-type: none"> <li>• Hence NSQF Level is 2</li> </ul> | NSQF Level 2 |

|                                           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |              |
|-------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------|
| <b>Broad Learning Outcomes/Core Skill</b> | <b>Carry out the Predefined tasks</b> <ul style="list-style-type: none"> <li>• The candidate may carry out a job requiring limited range of routine and predictable activities.</li> <li>• Tasks are mostly performed under instructions and supervision</li> <li>• Focus on practice of skill and work, both predefined and new.</li> <li>• For self-help group members, micro-entrepreneurs (JSS) end to end clear understanding of process and delivery.</li> <li>• Understands basic safety and general hygiene norms.</li> </ul> | <p>A jute weft operator <b>assists in</b> routine tasks like taking charge and handing over the shift, operating a Jute weft winding machine, patrolling the machine, identifying and correcting faults, doffing full package and filling the empty package, mending broken ends with <b>no variables differentiates good and bad quality</b>. The operator reports unexpected faults encountered while working on the machine.</p> <p>Hence NSQF Level is 2</p> <ul style="list-style-type: none"> <li>•</li> </ul>                                                             | NSQF Level 2 |
| <b>Responsibility</b>                     | <b>Assistant</b> <ul style="list-style-type: none"> <li>• Works mostly under instruction and supervision.</li> <li>• Limited responsibility for delivery and quality of work.</li> <li>• For self-help group members, micro-entrepreneurs (JSS) end to end responsibility of production and marketing in local markets.</li> </ul>                                                                                                                                                                                                    | <p>A weft winding operator <b>works under instruction and close supervision</b> of superior like taking charge of the shift after discussing in detail the issues faced with respect to the quality, production and safety, reports to his shift superior, maintaining work area, tools and machines and contributes in making the workplace healthy, safe and secure and follows the industry &amp; organizational compliance. He/she has <b>no responsibility</b> for his own work and learning.</p> <ul style="list-style-type: none"> <li>• Hence NSQF Level is 2</li> </ul> | NSQF Level 2 |

**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.     | Jute Weft Winding Machine - 60 Spindles | 1                                                               |
| 2.     | Weft yarn package                       | 60                                                              |
| 3.     | Empty and Full Spools                   | 60                                                              |

**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 (if available) |
|-------|---------------------------------------------|------------------------|-----------------|---------------------|------------------|--------------------------------------------------------------|---------------------------------|
| 1     | Birla Jute Mills                            | G R Verma              | Jt President    | Birlapur            | 033 66033112     | birlajute@birlacorp.com                                      |                                 |
| 2     | Bowreah Jute Mills Pvt Ltd                  | P K Biswas             | General Manager | Bawreah             | 8981005896       | <a href="mailto:bjmplmill@gmail.com">bjmplmill@gmail.com</a> |                                 |
| 3     | The Empire Jute Company Ltd                 | S N Lahoti             | Group President | Titagarh            | 9163707015       | —                                                            |                                 |
| 4     | Evergreen Jute Mills Pvt Ltd                | D N Charia             | Director        | Howrah              | 9933953097       | evergreenskc@rediffmail.com                                  |                                 |
| 5     | Gloster Limited                             | B L Kabra              | Works Manager   | Fort Gloster Howrah | 033 26618940     | gjmill@glosterjute.com                                       |                                 |
| 6     | Hooghly Jute Mill                           | R Singha Ray           | Chief Executive | kolkata             | 033 24397476     | hmcl@vsnl.com                                                |                                 |
| 7     | Howrah Mills Company Limited                | N Das                  | President       | Howrah              | 9831838257       | howrahmill@mjindia.com                                       |                                 |
| 8     | Indian Jute Industries Research Association | Dr. Pradip Chakrabarti | HOD             | kolkata             | 700397232        | <a href="mailto:pradip@ijira.org.in">pradip@ijira.org.in</a> |                                 |
| 9     | Jankalyan Vinimay Pvt Ltd                   | O P Paresh             | President       | Shyamnagar          | 033 25815055     | jvpl06@rediffmail.com                                        |                                 |
| 10    | Ludlow Jute & Specialities Ltd              | I Haque                | Manager         | Howrah              | 8646819388       | info@ludlowjute.com                                          |                                 |
| 11    | Murlidhar Ratanlal Exports Ltd              | R K Mishra             | General Manager | Serampore           | 033 22104821     | kajaria@jute.india.com                                       |                                 |
| 12    | RDB Textiles Ltd                            | —                      | —               | Hooghly             | 033 22255450     | rdbtextilesld@gmail.com                                      |                                 |
| 13    | Tripura Jute Mills Ltd                      | Anjan Debnath          | Mill Manager    | Agartala            | 038148525468     | tjml_agt@yahoo.co.in                                         |                                 |

**Annexure 4: Training & Employment Details**

| Year | Estimated Training # of Total Candidates | Estimated training # of Women | Estimated training # of People with Disability |
|------|------------------------------------------|-------------------------------|------------------------------------------------|
| 2026 | 600                                      | 120                           | NA                                             |
| 2027 | 600                                      | 120                           | NA                                             |
| 2028 | 600                                      | 120                           | 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 | 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                     | 2021 | 14               | 13       | 12        | 6      | NA. Data Requested from NSDC | NA. Data Requested from NSDC | NA. Data Requested from NSDC | NA. Data Requested from NSDC | -                      | -        | -         | -      |
| 1                     | 2020 | 20               | 18       | 17        | 9      | 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  
i ng.pdf](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/N0313:<br/>Taking charge of shift and handing over shift to Jute weft winding operator</b> | <b>Taking charge of shift from Jute weft winding</b>                                                                                                                      | <b>26</b>    | <b>26</b>       | -             | -          |
|                                                                                                   | 1. reach at least 10 - 15 minutes early to the work place                                                                                                                 | 1            | 2               | -             | -          |
|                                                                                                   | 2. bring the necessary operational tools (knife, gauge) to the department                                                                                                 | 1            | 2               | -             | -          |
|                                                                                                   | 3. collect from the operator in previous shift the information regarding the jute yarn count being processed                                                              | 2            | 2               | -             | -          |
|                                                                                                   | 4. follow norms of quality, production norms, safety norms or any other specific instructions, etc                                                                        | 3            | 2               | -             | -          |
|                                                                                                   | 5. understand the count of yarn produced, colour codes followed in the cop winding                                                                                        | 3            | 2               | -             | -          |
|                                                                                                   | 6. ensure availability of full spinning bobbins (the feed material) for jute cop winding machine                                                                          | 2            | 2               | -             | -          |
|                                                                                                   | 7. ensure cleanliness of the machines & other work areas                                                                                                                  | 1            | 3               | -             | -          |
|                                                                                                   | 8. check whether any spare / raw material/lubricant / tool / yarn / any other material are thrown on the ground or under the machines or in the relevant work place       | 3            | 2               | -             | -          |
|                                                                                                   | 9. run the machine smoothly                                                                                                                                               | 2            | 3               | -             | -          |
|                                                                                                   | 10. ensure in providing the details regarding count of jute weft yarn, colour coding followed in spinning and winding as per allocated number of cop spindles or machines | 3            | 2               | -             | -          |
|                                                                                                   | 11. provide all relevant information regarding the jute count produced, and idle spindle of cop winding machine                                                           | 3            | 2               | -             | -          |

|                                                | 12. ensure proper functioning of the machine and report to the supervisor if there is any anomalies or problem found                                                                                                                                | 2            | 2               | -             | -          |
|------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------|-----------------|---------------|------------|
|                                                | <b>Hand over shift to next jute weft winding operator</b>                                                                                                                                                                                           | <b>6</b>     | <b>7</b>        | -             | -          |
|                                                | 13. hand over the shift to the incoming Jute Weft Winding Operator in proper manner and get clearance from the incoming counterpart                                                                                                                 | 2            | 3               | -             | -          |
|                                                | 14. report to the supervisor and incoming Jute Weft Winding Operator if there is any quality change and maintenance work done/or left during his shift                                                                                              | 3            | 2               | -             | -          |
|                                                | 15. report to the supervisor all specific observations for all running jute spinning and winding machinery (about their running / shortages of feed materials, if any / maintenance required / done in any of machinery and absenteeism of workman) | 1            | 2               | -             | -          |
|                                                | <b>NOS Total</b>                                                                                                                                                                                                                                    | <b>32</b>    | <b>33</b>       | -             | -          |
|                                                |                                                                                                                                                                                                                                                     |              |                 |               |            |
| Module                                         | Assessment Criteria for Outcomes                                                                                                                                                                                                                    | Theory Marks | Practical Marks | Project Marks | Viva Marks |
| <b>TSC/N0314:<br/>Creeling and cop winding</b> | <b>Creeling and cop winding</b>                                                                                                                                                                                                                     | <b>33</b>    | <b>47</b>       | -             | -          |
|                                                | 1. pick up yarn bobbins (feed material) and place them on the bobbin spindles as required                                                                                                                                                           | 2            | 2               | -             | -          |
|                                                | 2. ensure that the bobbins of correct yarn count are taken for feeding                                                                                                                                                                              | 2            | 2               | -             | -          |
|                                                | 3. patrol around the cop winding machine and to notice the time of exhaustion, if any, for fed yarn spinning bobbins to the cop winding machine                                                                                                     | 1            | 3               | -             | -          |
|                                                | 4. ensure proper placement of the yarn bobbin in the holder and its tension,                                                                                                                                                                        | 2            | 3               | -             | -          |
|                                                | 5. ensure that minimum time is taken for creeling the yarn bobbins                                                                                                                                                                                  | 2            | 3               | -             | -          |

|                                                                                       | 6. replace the empty feed bobbins with full ones and put the empty bobbins on the conveyer/ box  | 2            | 3               | -             | -          |
|---------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------|--------------|-----------------|---------------|------------|
|                                                                                       | 7. report about the defective feed bobbin, if any                                                | 2            | 2               | -             | -          |
|                                                                                       | 8. ensure that the spinning yarn bobbin is fully consumed                                        | 1            | 3               | -             | -          |
|                                                                                       | 9. ensure safety while creeling and joining or knotting the yarn                                 | 2            | 3               | -             | -          |
|                                                                                       | 10. use hand knotters for knotting the broken yarn or during cop change and during yarn breakage | 2            | 3               | -             | -          |
|                                                                                       | 11. take minimum time for knotting using weavers knot                                            | 2            | 3               | -             | -          |
|                                                                                       | 12. ensure that the knots are of good strength, small in size and of minimum tail ends           | 2            | 2               | -             | -          |
|                                                                                       | 13. remove thick places of jute yarns, slubs, etc., if visible during knotting.                  | 2            | 3               | -             | -          |
|                                                                                       | 14. refrain from joining yarn without knotting                                                   | 2            | 2               | -             | -          |
|                                                                                       | 15. pull yarn from bobbin through thread guide correctly                                         | 1            | 3               | -             | -          |
|                                                                                       | 16. maintain uniform tension in all cop winding spindle heads                                    | 2            | 3               | -             | -          |
|                                                                                       | 17. ensure uniform winding of the yarn on each cone (for cop)                                    | 2            | 2               | -             | -          |
|                                                                                       | 18. ensure proper material handling of spinning bobbins, cops and empty bobbins                  | 2            | 2               | -             | -          |
|                                                                                       | <b>NOS Total</b>                                                                                 | <b>33</b>    | <b>47</b>       | <b>-</b>      | <b>-</b>   |
|                                                                                       |                                                                                                  |              |                 |               |            |
| Module                                                                                | Assessment Criteria for Outcomes                                                                 | Theory Marks | Practical Marks | Project Marks | Viva Marks |
| <b>TSC/N0315:<br/>Maintaining the cop dimension and doffing the jute weft package</b> | <b>Maintaining the cop dimension and doffing the jute weft package</b>                           | <b>25</b>    | <b>35</b>       | <b>-</b>      | <b>-</b>   |
|                                                                                       | 1. adjust the diameter of cops                                                                   | 2            | 3               | -             | -          |
|                                                                                       | 2. adjust the length of the cops                                                                 | 2            | 3               | -             | -          |
|                                                                                       | 3. check the diameter/ length of cops at regular interval by gauge                               | 2            | 2               | -             | -          |
|                                                                                       | 4. check clutch lever, foot step weight and sensitive lever for good running of cop spindle      | 2            | 3               | -             | -          |

|                                         | 5. inform the maintenance department in case of any defects in the lock nut or in other parts | 2            | 2               | -             | -          |
|-----------------------------------------|-----------------------------------------------------------------------------------------------|--------------|-----------------|---------------|------------|
|                                         | 6. follow any other instructions relating to running of cop winding machines.                 | 2            | 2               | -             | -          |
|                                         | 7. doff the cops                                                                              | 2            | 2               | -             | -          |
|                                         | 8. take minimum time to doff the cops                                                         | 1            | 4               | -             | -          |
|                                         | 9. identify the defective cops and keep them separately.                                      | 2            | 3               | -             | -          |
|                                         | 10. inform the sardar or supervisor if there is any soft or hard cop                          | 2            | 2               | -             | -          |
|                                         | 11. identify blunt and bullet head cop                                                        | 2            | 3               | -             | -          |
|                                         | 12. ensure that cop bundles are kept with identification slips and correct quality mark       | 2            | 3               | -             | -          |
|                                         | 13. ensure proper stacking and transportation with care of cops                               | 2            | 3               | -             | -          |
|                                         | <b>NOS Total</b>                                                                              | <b>25</b>    | <b>35</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>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>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>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>         |
|                                                                         |                                                                                                                |                     |                        |                      |                   |
| <b>Module</b>                                                           | <b>Assessment Criteria for Outcomes</b>                                                                        | <b>Theory Marks</b> | <b>Practical Marks</b> | <b>Project Marks</b> | <b>Viva Marks</b> |
| <b>TSC/N9003:<br/>Maintain health, safety and security at 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/N9009: Maintain work area, tools, material handling</b> | <b>Maintain work area, tools, material handling equipment and machinery for jute processing</b>                 | <b>20</b>    | <b>30</b>       | <b>-</b>      | <b>-</b>   |
|                                                                | 1. maintain personal hygiene and human safety, machine safety and specific dress code                           | 1            | 1               | -             | -          |

|                                                    |                                                                                                                                                                                                                         |   |   |   |   |
|----------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---|---|---|---|
| <b>equipment and machinery for jute processing</b> | 2. carefully handle raw jute, slivers of jute, jute yarns and fabrics to minimize wastage                                                                                                                               | 1 | 2 | - | - |
|                                                    | 3. carefully handle all tools such as hand root cutter, circular blade motorized root cutter, chopper, wooden block, bale hook, rope cutter, picking hook, brooms etc                                                   | 1 | 2 | - | - |
|                                                    | 4. carefully handle moisture meter                                                                                                                                                                                      | 1 | 1 | - | - |
|                                                    | 5. carefully handle weigh machine                                                                                                                                                                                       | 1 | 1 | - | - |
|                                                    | 6. use proper mechanical handling equipment for lifting and handling jute and other materials, Mechanical Handling Equipment: hand barrow, can trolley, bobbin trolley, beam carrier, spool carrier, cloth carrier etc. | 1 | 2 | - | - |
|                                                    | 7. keep all waste jute materials in a specified place for further processing                                                                                                                                            | 1 | 3 | - | - |
|                                                    | 8. maintain a clean and hazard free working area, keeping floors free from all encumbrances                                                                                                                             | 1 | 2 | - | - |
|                                                    | 9. maintain tools and equipment being used for jute processing                                                                                                                                                          | 1 | 2 | - | - |
|                                                    | 10. carry out scheduled running maintenance like shift-wise cleaning and oiling in respective jute processing machinery                                                                                                 | 2 | 2 | - | - |
|                                                    | 11. report to supervisor for any abnormal sound, from any machine for jute processing                                                                                                                                   | 1 | 1 | - | - |
|                                                    | 12. report to supervisor all anomalies and unsafe conditions of equipment and other unprecedented occurrences                                                                                                           | 2 | 1 | - | - |
|                                                    | 13. ensure that the doors and covers for gear side/ belt side of the jute machinery are kept properly closed and all machine guards are in appropriate place                                                            | 1 | 2 | - | - |
|                                                    | 14. ensure that standing place in working position are free from all encumbrances, to maintain correct posture of working/sitting/standing during working in respective jute processing machinery                       | 1 | 2 | - | - |

|                                                                                          | 15. use appropriate cleaning equipment like knife, brooms, pliers, screw driver etc. and follow appropriate cleaning methods for the work to be carried out in particular jute processing machine | 1            | 1               | -             | -          |
|------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------|-----------------|---------------|------------|
|                                                                                          | 16. stack/dispose jute fibre/sliver/yarn waste safely in the designated location/place/bag to help usage of all wastages for further processing                                                   | 1            | 2               | -             | -          |
|                                                                                          | 17. store all gadgets, tools and cleaning equipment safely after their use in designated place after cleaning them properly                                                                       | 1            | 1               | -             | -          |
|                                                                                          | 18. carry out cleaning and minor/small maintenance jobs for each jute processing machine as per schedule within limits of specific responsibility, as instructed                                  | 1            | 2               | -             | -          |
|                                                                                          | <b>NOS Total</b>                                                                                                                                                                                  | <b>20</b>    | <b>30</b>       | <b>-</b>      | <b>-</b>   |
|                                                                                          |                                                                                                                                                                                                   |              |                 |               |            |
| Module                                                                                   | Assessment Criteria for Outcomes                                                                                                                                                                  | Theory Marks | Practical Marks | Project Marks | Viva Marks |
| <b>TSC/N9010:<br/>Comply with industry and organizational requirement in jute sector</b> | <b>Comply with industry and organizational requirement in jute sector</b>                                                                                                                         | <b>21</b>    | <b>29</b>       | <b>-</b>      | <b>-</b>   |
|                                                                                          | 1. perform assigned duties effectively section- wise / machine-wise                                                                                                                               | 1            | 3               | -             | -          |
|                                                                                          | 2. take full responsibility for desired performance                                                                                                                                               | 1            | 3               | -             | -          |
|                                                                                          | 3. be accountable towards the job role and assigned duties                                                                                                                                        | 2            | 2               | -             | -          |
|                                                                                          | 4. report any anomalies found in the section / machinery to the Sardar (Jobber) or Supervisors                                                                                                    | 2            | 2               | -             | -          |
|                                                                                          | 5. take drive on self-learning for improving efficiency                                                                                                                                           | 2            | 2               | -             | -          |
|                                                                                          | 6. co-ordinate with all the team members and colleagues                                                                                                                                           | 2            | 2               | -             | -          |
|                                                                                          | 7. communicate politely                                                                                                                                                                           | 1            | 2               | -             | -          |
|                                                                                          | 8. avoid conflicts and miscommunication                                                                                                                                                           | 1            | 2               | -             | -          |

|                                             | 9. take part in Quality Circle activity to discuss process and innovative ideas in Quality Circle                                                                                                                                                  | 2                   | 2                      | -                    | -                 |
|---------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------|------------------------|----------------------|-------------------|
|                                             | 10. take all initiative to achieve organisational norms for processing of yarn and fabrics of jute and to motivate all other fellow workers to follow them                                                                                         | 3                   | 2                      | -                    | -                 |
|                                             | 11. implement the collection of wastage in a proper method (as instructed) for further processing                                                                                                                                                  | 2                   | 2                      | -                    | -                 |
|                                             | 12. follow specific environmental regulation for jute industry                                                                                                                                                                                     | 1                   | 3                      | -                    | -                 |
|                                             | 13. keep area of work and machine clean                                                                                                                                                                                                            | 1                   | 2                      | -                    | -                 |
|                                             | <b>NOS Total</b>                                                                                                                                                                                                                                   | <b>21</b>           | <b>29</b>              | <b>-</b>             | <b>-</b>          |
|                                             |                                                                                                                                                                                                                                                    |                     |                        |                      |                   |
| <b>Module</b>                               | <b>Assessment Criteria for Outcomes</b>                                                                                                                                                                                                            | <b>Theory Marks</b> | <b>Practical Marks</b> | <b>Project Marks</b> | <b>Viva Marks</b> |
| <b>DGT/VSQ/N0101 – 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> | - | - |

### 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.                                                                                                                    |