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“Skilling is building a better India. If we have to move India towards development then Skill Development should be our mission.”

Shri Narendra Modi
Prime Minister of India
Acknowledgements

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TSC wishes to express its heartfelt thanks to KPR Mills Limited, Coimbatore for their support in the entire handbook preparation by permitting for photo shoot, technical inputs, etc.,
**About this Guide**

This Facilitator guide is designed to extend perfect training to new comers for the job role of Autoconer Tenter. This facilitator guide is prepared in line with respective Qualification Pack TSC/Q0301, NSQF Level 4.

This facilitator guide is developed by Indian Texpress Federation (ITF), an association of the Indian textile industry as per the instruction from Textile Sector Skill Council (TSC). ITF membership represent the entire technical textile value chain from raw materials to finished goods producers, machinery manufacturers, consultants, centre of excellence and R&D Institutes. With the high experience of our technical team and vast experience of our member mills made this preparation more practical and aligned to respective NOS as well.

TSC is an approved Sector Skill Council – SSC by National Skill Development Corporation (NSDC) for the development of skill in spinning, weaving, processing and hand-loom sectors of the textile industry. TSC is a non-profit making organisation represented by Industry, government and academia to develop innovative skill solutions and to investment in skills and job creation for textile industry.

The key objective of TSC is to define the skill requirement of the industry and to create a deployable talent pool of workforce for the textile industry. TSC is developing a skilled work force for the textile industry through setting curriculum for training, facilitator guide, participant handbook, accreditation of trade competency, implementing various skill development schemes, assessment of trained candidates and certification of successful candidates.

The National Skill Development Corporation, (NSDC) is a one of its kind, Public Private Partnership in India, under the Ministry of Skill Development & Entrepreneurship (MoSDE). It aims to promote skill development by catalysing creation of large, quality, for-profit vocational institutions. NSDC is developing the skill landscape of India through various Sector Skill Councils (SSCs) and Various Skill development schemes.

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1. Introduction

Unit 1.1 – Textile Industry in India
Unit 1.2 – Basic Textile Terms in Spinning
Unit 1.3 – Job Role of an Autoconer Winding Tenter
Unit 1.4 – Spinning Process Flow
Unit 1.5 – Material Process Flow in a Spinning mill
Unit 1.6 – The Autoconer and its Functions
Unit 1.7 – The Main Components of an Autoconer
Key Learning Outcomes

At the end of this module, you will be able to:

1. Know about the spinning industry and the various departments in a spinning mill
2. Understand the basic textile terms
3. Discuss about your role in this department
4. Understand your job role and your responsibilities as a tenter
5. Understand the material process flow in a spinning mill
6. Know about the winding process, functioning of autoconer and its parts
7. Know how to operate the autoconer by carrying out general tending activities
8. Know how to fill the ring cops and doffing the core packages
9. Understand how to carry out cleaning and maintenance activities in your section
10. Realize that you need certain behavioral, professional, technical and communication skills in your job.
11. Understand the importance of maintaining a safe, hygienic and secure working environment
UNIT 1.1: Textile Industry in India

Unit Objectives

At the end of this module, you will be able to:
1. Textile industry in India and the various sectors in textiles
2. Raw materials used in the textile industry
3. Basic textile terms in spinning
4. Sequence of spinning process and machines
5. Material flow in spinning mill

1.1.1: Beginning of Textile Industry in India

Say

- Tell that the textile industry is the second largest in the world
- Tell that it provides 15% employment and is earning 30% foreign exchange in the current year
- Tell that it has established 51 million spindles, 859000 rotors and 67000 looms in the organized sector
- Tell that textile mill began its function in 1854 at Bombay and then at Ahmedabad in 1856
- Tell that among various textile industries like cotton, silk, jute and woolen, 70% of them is cotton textiles industry.

1.1.2: Structure of Cotton Textile Industry

Say

- Tell that the cotton textile industry is classified as organized and decentralized sector
- Say that the organized sector consists of spinning mills, composite mill and full-fledged textile mills
- Tell that decentralized sector refers to handlooms, power looms, knitting and khadi industries
- Tell that about 22 lakh power looms are operating in India and power loom industry produces fabric for both domestic and export markets.
1.1.3: Raw Materials for Textile Industry

Say

- Tell that Natural fibres such as cotton, wool, silk alone account for about 52% of world textile fibre production.
- Tell that Natural fibres such as cotton, wool, silk alone account for about 52% of world textile fibre production.
- Tell that Manmade fibres are viscose, cuprammonium rayon, polyester, acetate fibres etc.
- Tell that Synthetic fibres are Nylon, Lycra, Polyethylene, polypropylene, poly acrylonitrile fibres.

1.1.4: Cotton End Uses

Say

- Tell that 100% cotton yarns are used for coarser, medium and finer fabric.
- Tell that Cotton and manmade fibres such as Viscose, polyrosic, polyester and its blend yarn are used for making various types of dress material.
UNIT 1.2: Basic Textile Terms in Spinning

Unit Objectives

At the end of this module, you will be able to:
1. Know the different terms and meaning used in spinning
2. Know the yarn count system

1.2.1: Different Terms and Meaning

Say

- Tell to know the different terms like Bale, Blow room lap, Silver, Bobbin Roving, Roving, yarn, cops and spinning
- Say to understand the meaning of above terms

<table>
<thead>
<tr>
<th>Terms</th>
<th>Meaning</th>
<th>Picture</th>
</tr>
</thead>
<tbody>
<tr>
<td>Silver</td>
<td>Material in rod form and collected in cylindrical drum called can</td>
<td><img src="image.png" alt="Image of Silver" /></td>
</tr>
</tbody>
</table>

Table 1.2: Terms and Meaning

- Tell that yarn count system has two system called Direct system and Indirect system
- Tell that Ne (English count) refer to direct system and Tex, Denier are indirect system

Elaborate

- Explain what is meaning of commonly used English count Ne, that is, No. of Hanks of length 840 yards weighing in 1 pound (1 yard: 0.9144 meters.) (1 lb: 0.453 Kilo grams) with an example
1.1.4: Cotton End Uses

**Say**
- Tell that the yarn is used for different purposes like apparels, household textiles, and industrial fabrics.
- Say about some important types of yarns like combed yarns, carded yarns, blended yarns, cone yarns, hank yarns, hosiery yarns, warp yarns, weft yarns, single yarns, double yarns, high twist yarns, and fancy yarns.
- Say that the name of yarns refers to process, material, end use, etc.

**Elaborate**
- Explain how the combed yarns and carded yarns are produced.
UNIT 1.3: Job role description and Career Progression

Unit Objectives

At the end of this module, you will be able to:
1. Understand and explain role of autoconer machine in the finishing
2. Describe your role on autoconer machine and personal attributes required for the job

Say

- Tell that the autoconer tenter has to look after machine operation
- Tell that the tenter has to feed cops and to take doffed cones
- Tell that the tenter has to produce good quality cones and to take care machine cleaning and maintenance activities
- Tell that the tenter should have knowledge of process flow, material flow and, important function and operation of machine
UNIT 1.4: The Spinning Process Flow

Unit Objectives
At the end of this module, you will be able to:
1. Understand carded process yarn and combed process yarn
2. Know what are the career progression opportunities for autoconer operator?

1.4.1: Carded Yarn Process Flow chart

Say
- Tell to see the process sequence given in flow chart for carded yarn
- Say to understand the process from beginning to end

Ask
- Ask where the drawing process comes in between the two processes

1.4.2: Carded Yarn Process Flow chart

Say
- Tell to see the process sequence given in flow chart for combed yarn
- Say to understand the process from beginning to end

Ask
- Ask where the drawing process comes in between the two processes
1.4.3: Career Progression and Personal Attributes

Say

- Tell about the importance of autoconer tenter career as the process involves the change of material characteristic to give the fabric feel and appearance
- Say that the tenter should possess technical skills involving the use of technology, a mastery over fibres, fabric and its physical and mechanical properties, its texture and visual aspects
- Tell that the tenter should have good eyesight, good interpersonal skill, quality of good adaptability and responsiveness
- Tell that the tenter can get career growth from the tenter to supervisor category and even further if the ability is good

Ask

- Ask what next career opportunity can achieve by the autoconer tenter/operator

Notes for Facilitation

- Ensure to make them understand the process flow and autoconer operator skills
UNIT 1.5: Material Flow in a Spinning Mill

Unit Objectives

At the end of this module, you will be able to:
1. Know the various department in the spinning mill
2. Know the input and output material of each department

1.5.1: Carded Yarn Manufacturing unit

Say

- Tell about the input and output material in each department in the spinning mill for carded yarn process with the table given below

<table>
<thead>
<tr>
<th>Machine</th>
<th>Input Material</th>
<th>Output Material</th>
</tr>
</thead>
<tbody>
<tr>
<td>Blow Room</td>
<td>Raw material</td>
<td>Lap</td>
</tr>
<tr>
<td>Card</td>
<td>Lap</td>
<td>Sliver</td>
</tr>
<tr>
<td>Draw frame - Breaker</td>
<td>Sliver</td>
<td>Sliver</td>
</tr>
<tr>
<td>Draw frame - Finisher</td>
<td>Sliver</td>
<td>Sliver</td>
</tr>
<tr>
<td>Speed frame</td>
<td>Sliver</td>
<td>Roving</td>
</tr>
<tr>
<td>Ring frame</td>
<td>Roving</td>
<td>Yarn</td>
</tr>
</tbody>
</table>

Table 1.5.1: Machine with input and output material

Ask

- Ask what is the output material for carding process
UNIT 1.6: The Autoconer and its Functions

Unit Objectives

At the end of this module, you will be able to:
1. To prepare a bigger package (cone) from ring bobbin with specific length and weight
2. To remove spinning faults
3. To wax or condition the material
4. To improve the quality of yarn

1.5.1: Carded Yarn Manufacturing unit

Say

- Tell that the purpose of autoconer is to convert the yarn in cap form into cone yarn package, that is, bigger size with the elimination of unwanted yarn fault
- Tell that the package is either conical or cylindrical form and conical with different taper sizes

![Images of yarn packages](image)

- Cylindrical form
- Conical form with taper size up to 4 deg 20 min
- Conical form with taper size 5 deg 57 min or 9 deg 15 min

Fig 1.6.1: Different types of package

Ask

- Ask what is the meaning of ribboning?
Elaborate

- Explain about the passage of yarn from cop to cone package with the pictures given below

Fig 1.6.2: Yarn Tensioning device in autoconer

Fig 1.6.3: Splicing unit in autoconer

Notes for Facilitation

- Ensure that the additional features with modern autoconer is clearly expressed
UNIT 1.7: Main Components in an Autoconer

Unit Objectives
At the end of this module, you will be able to:
1. Know the major components
2. Understand the function of major components

Say
- Tell that operator must know the major components in autoconer to improve the skill
- Say that operator should have the knowledge of their function

Ask
- Ask to tell the name of few major components in autoconer

Elaborate
- Explain the function of major components with the following pictures

![Fig 1.7: Major components](image)

Notes for Facilitation
- Ensure that the additional features with modern autoconer is clearly expressed
2. Taking charge of Shift and Handing over Shift to the Operator

Unit 2.1 – Taking Over shift from the Autoconer Operator
Unit 2.2 – Handing over Shift to the Autoconer Operator
At the end of this module, you will be able to:

1. Learning general discipline
2. Very good basic skills of communication
3. Understand the role of Autocorer operator
4. Perform tasks while taking charge of shift and handing over shift
5. Become familiar in faults identification
UNIT 2.1: Taking Charge of Shift from the Autoconer Tenter

Unit Objectives

At the end of this module, you will be able to:

1. Learn about the machine
2. Communication with previous shift operator
3. Familiar with spare parts
4. Responsibilities of taking charge of the shift
2.1: Your Responsibilities While Taking Charge of the Shift

Unit Objectives

At the end of this module, you will be able to:

1. know the importance of time
2. Know how to keep everything ready by checking important points to handover the shift

2.1.1: Taking and Handing over Shift Charge

Say

- Tell the person to come to the shift earlier by 10 to 15 minutes before starting of the shift
- Tell the person to discuss with the previous shift operator about production, quality, safety, spares, instructions and other issues faced by him/her
- Say to check the cop stock position in crates and availability of empty crates
- Tell to see the individual cone winding unit from trouble
- Say to check the waste clearance from waste collection box

Fig 2.1.1.1 Waste collection from waste box

- Say to check the cleanliness of department and machine
- Tell to verify the display containing technical detail like colour coding, count etc
Do

- Do check the cleanliness of machine surrounding and machine under
- Do check the Over Head Travelling Cleaner working condition

Ask

- Ask about the weighing of waste and recording the same
- Ask to check the weighing balance error if any

Notes for Facilitation

- Ensure that the outgoing operator should get concurrence from incoming operator to leave the work spot
UNIT 2.2: Handing over Shift to the Autoconer Operator

Unit Objectives

At the end of this module, you will be able to:

1. Become well verse with basic skills of communication
2. Understand the role of Autoconer tenter
3. Perform tasks while handing over shift
4. Become familiar with the housekeeping activities

Say

- Say to discuss with the succeeding shift operator about the production, quality, spares, damaged parts if any, special instructions etc.
- Tell about the count running, colour coding, stock position of cogs crates etc.,
- Tell to superior about absence of incoming shift operator while handing over

![Fig 2.2.1: Checking the cleanliness at machine under](image)
- Tell to handover the shift in proper manner

Do

- Do provide the information like idle drums, damaged parts if any etc. and number drums allotted

![Fig 2.2.2: Providing the idle drums by taking data sheet](image)
Ask

- Ask to see the waste clearance

Elaborate

- Explain the special instructions to follow if any

Notes for Facilitation

- Ensure that the outgoing shift operator should get concurrence of his/her superior before leaving the work spot
3. Operating the Autoconer and Carrying out General Tenting Activities

Unit 3.1 – Operating the Autoconer
Unit 3.2 – Material Handling of Yarn and Cone
Key Learning Outcomes

At the end of this module, student will be able to:

1. Gain knowledge on machine parts & its function related to the respective module
2. Handling full and empty cones
3. Changing ring cops
4. Handling ring cops trolley
5. Gain knowledge on color coding system
6. Identification of cops and cone defects
7. Controlling hard waste
8. Perform right method of cop feeding
UNIT 3.1: Operating the Autoconer

Unit Objectives

At the end of this unit, students will be able to:
1. Familiar in identifying the count and color code system
2. Able to identify the cops exhaust
3. Handling cop trolley
4. Become well verse in cop feeding at machine
5. Knowing the passage of material

3.1.1: Step by Step Operations of an Autoconer

Say

- Say to know the different signal lamps used in machine
  - Red light glowing indicates the stoppage of drum
  - Red light blinking indicates the yarn defect and it calls for attending
  - Yellow light glowing indicates the cone reached the full doff condition

Fig 3.1.1: Depicting the signal lamp

- Say to know the green light glowing at start button indicating the running of drum
- Tell to check the display board screen with relevant details
- Say to see the magazine filled with cops

Fig 3.1.2: Magazine filled with cops
**Do**
- Do follow the steps for doffing the cone manual method
- Do check the auto doffer working condition

**Ask**
- Ask to remove the lapped material of the drum with tool like scissors, knife without damaging the drum
- Ask to bring the cops crate from the storage place to fill the cops in magazine
- Ask to do count change as instructed by superior and to check the yarn tension index
- Ask to check all drums in running condition
- Ask to know the identification of various cops defect and cone package defect

**Elaborate**
- Explain the details in the display board with speed and settings

**Notes for Facilitation**
- Ensure the working of splicing unit and that of EYC unit properly
- Ensure the wax unit rotating freely with suitable wax or as instructed by superior
- Ensure to report about the quality problem to superior
- Ensure the working of conveyor belt

---

Fig 3.1.3: Waxing unit rotating with wax

Fig 3.1.4: Splicing unit as seen with red colour strip having uester quantum 2
UNIT 3.2: Material Handling of Yarn and Cone

Unit Objectives

At the end of this unit, students will be able to:

1. Produce yarn of the right quality
2. Handle the yarns and cones without affecting their quality

3.2.1: Properly Handle Yarn and Cone

Say

- Say to use the trolley to transport the cones in a crate
- Tell to avoid dirty hands in handling the cones

Fig 3.2.1: Right method of transporting cones in a trolley

Fig 3.2.2: Handling cones with clean hands
Ask

- Ask to use the peg trolley to place the doffed cones properly

*Fig 3.2.2: Transport the doffed cone to packing area*
4. Filling the Ring Cops and Doffing the Cone Package

Unit 4.1 – Identifying the Yarn Breakage
Unit 4.2 – Cop Feeding in an Autoconer
Unit 4.3 – Ensure Proper Material Handling Yarn
At the end of this module, you will be able to:

1. Gain knowledge on machine parts & its function related to the respective module
2. Gain knowledge on type of breaks
3. Handle running machine parts, cop, etc.
4. Feed the cops
5. Take the full doffed cone and replace
6. Patrol machine
7. Identify hard waste, etc.
8. Know Waste control activities
UNIT 4.1: Identifying the Yarn Breakage

Unit Objectives

At the end of this module, you will be able to:

1. Find different types of breaks such as thin yarn, thick yarn, any waste in LYC, defects in cops
2. To do two operations at a time (i.e., cop feeding and check signal lamps)

Say

- Tell to take patrolling of machine by walking to watch the signal lamp glowing indication
- Say to feed the cops while watching the signal lamp
- Tell to check the yarn break while patrolling

Fig 4.1.1: Patrol around the machine to find the yarn break

Fig 4.1.2: Patrol around the machine for cop feeding to magazine
UNIT 4.2: Cop Feeding in an Autoconer

Unit Objectives

At the end of this module, you will be able to:

1. Able to feed the cops without failure
2. Able to clean the eyc
3. Able to change cone and doffing

4.2.1: Steps

Say

- Tell to follow the right method of cop feeding to the magazine

Fig 4.2.1.1: Taking 3 cops with left hand and removing the under winding yarn with right hand

Fig 4.2.1.2: Feeding the cops to the magazine

Fig 4.2.1.3: While returning back after feeding from the right to left side, attending the drum where in the signal light is glowing (marked with red circle)
Ask
- Ask to feed all cops from the crate and then start with from another crate with full of cops
- Ask to take doff manually if no auto doffer

Do
- Do collect the yarn waste in the waste bag while feeding the cops to the magazine

Demonstrate
- Demonstrate the method of feeding the cops to the magazine

Elaborate
- Explain the cone doffing with the manual method with the following pictures

Fig 4.2.1.4: Cone package

Fig 4.2.1.5: Doffing of cone

Notes for Facilitation
Ensure that the yarn is wound on the cone with the predetermined length or weight
4.2.2: Steps in Restarting the Winding Unit after Doffing

- Tell to do the work of restarting the winding unit in steps after doffing the cone.

**Fig 4.2.2.1:** Empty cones kept ready in cone holder with proper colour coding.

**Fig 4.2.2.2:** Winding the tail end at the bottom of empty cone manually.

**Fig 4.2.2.3:** Inserting the empty cone in between the holder and run the drum with feeding the yarn.

**Fig 4.2.2.4:** Ensure the proper fitness of empty cone.

**Fig 4.2.2.5:** Ensure proper traverse of yarn.
Ask

- Ask to carry out the count change as per superior instructions
- Ask to check the passage of yarn in proper way

![Image of yarn passage](image1)

*Fig 4.2.2.6: Check the proper passage of yarn*

Do

- Do check the weight of individual cone after doffing with the balance

![Image of cone on scale](image2)

*Fig 4.2.2.7: Cone weighing with the balance*
Elaborate

- Explain the passage of yarn through winding unit

Notes for Facilitation

- Ensure that the link cone is working properly without any problem
- Ensure to use the cone trolley for carrying the doffed cones
UNIT 4.3: Ensure Proper Material Handling of Yarn

Unit Objectives

At the end of this module, you will be able to:

1. Handle cops/cone without affecting the quality
2. Perform task with minimum waste of yarn
3. Learn the importance of using waist bag/apron/coat
4. Control the waste generation

4.3.1: Put the Yarn Ends Waste in the Pocket while Feeding the Cops

Say

- Tell to remove the extra yarn waste after removing the unwinding yarn
- Tell to remove the yarn waste from ad as cops (yarn entanglement)

Fig 4.3.1.1: Removing the under winding yarn from the cops

Fig 4.3.1.2: Putting the yarn waste in the pocket
Say

- Tell to collect the fallen cops and empty cops and keep it in right crate.
- Tell to collect the cones from the convey to put in the cone trolley without damage.

![Image](Fig 4.3.1.1: Removing the under winding yarn from the cops)

Fig 4.3.1.1: Removing the under winding yarn from the cops

![Image](Fig 4.3.1.2: Putting the yarn waste in the pocket)

Fig 4.3.1.2: Putting the yarn waste in the pocket

Notes for Facilitation

- Ensure to follow the colour coding without mix up while handling material of cops and core.
5. Carryout Cleaning and Maintenance Activities

Unit 5.1 – Carryout Cleaning Activities
Unit 5.2 – Other Tenting Responsibilities
At the end of this module, you will be able to:

1. Knowing Importance of cleaning activities
2. Knowing Responsible jobs for tenter in autoconer in cleaning and maintenance
3. Knowing Procedure and tools used for cleaning and maintenance
UNIT 5.1: Carryout Cleaning Activities

Unit Objectives

At the end of this module, you will be able to:

1. Knowing Importance of cleaning activities
2. Knowing Responsible jobs for tenter in autoconer in cleaning and maintenance

5.1.1: Ensure Proper Cleaning of EYC Zone

Say

- Tell to clean the importance parts as instructed by superior like splicing zone, eyc zone, waxing unit, tension unit etc.

![Fig.5.1.1: Clean EYC with proper tool](image1)
![Fig.5.1.2: Clean EYC with white cloth](image2)

Ask

- Ask to do the cleaning with regular intervals based on schedule

Notes for Facilitation

- Ensure that cleaning of parts must be done with proper tools without damaging the parts
5.1.2: Deposit the Yarn Waste in Your Pocket and Finally Deposit it in the Waste Collection Box

Say

- Tell to deposit the yarn waste in waist pocket and finally in waste collection box

![Image: Hand putting yarn waste in pocket]

Fig 5.1.2: Put the yarn waste in waist pocket

5.1.3: Check the Hard Waste Once in Two Hours and Remove the Waste if Required

Say

- Tell to check the hard waste in waste collection box once in 2 hours at the Off end of machine and remove if required

![Image: Checking hard waste]

Fig 5.1.3.1: Hard waste box in the Off end of machine

![Image: Cleaning hard waste box]

Fig 5.1.3.2: Cleaned the hard waste box
Notes for Facilitation

- Ensure that the removed hard waste from the machine should be deposited in the waste collection.

5.1.3: Check the Hard Waste Once in Two Hours and Remove the Waste if Required

Say

- Tell to clean the parts with compressed air without damaging parts like tensioner unit.

Ask

- Ask to check the cleanliness of parts and remove the hard waste from the bobbin peg, cradle, conveyor belt, and trolley.

Elaborate

- Explain how to use compressed air for cleaning the parts without damaging the parts.

Notes for Facilitation

- Ensure to keep the machine always in clean condition.
UNIT 5.2: Other Tenter Responsibilities

Unit Objectives
At the end of this module, you will be able to:
1. Improve general awareness
2. Able to face problems with respect to the tenter responsibilities and handle shift without any tense

5.2.1: Identify if any Package Defects are produced in the Autoconer, and if any, Report to Your Superiors

Say
- Tell to know the cone defects such as stitches on cones, nose bulged cones, ribbon formation cones, collapsed cones etc.

Ask
- Ask to check the cone defects if any during production and segregate

Notes for Facilitation
- Ensure to attend the cone defects if any
5.2.2: At the time of removing yarn from the suction arm, take care to remove all yarn remnants from the cone, suction arm and retry arm. Run the machine only after cleaning the places.

**Say**
- Tell to remove the remnant yarn from the suction arm, retry arm, cone etc. and to keep it clean.

![Cone package](image)

*Fig 5.2.2: Clean the Suction arm and cone package*

**Ask**
- Ask to clean the remnant yarn from the places before run the machine.

**Notes for Facilitation**
- Ensure to keep the machine free from the remnant yarn.
5.2.3: Clean the Ring Cops if any Faults such as the Following are noticed

**Say**
- Tell to clean the cops having defect like slough off cops, oil stain cops

![Image of cops with defects](image)

**Ask**
- Ask to identify the slough off and oil stain cops during tenting the machine.

**Notes for Facilitation**
- Ensure to clean the defective yarn from cops carefully.
5.2.4: Check the Air Regulator Pressure. Remember, that 6kg Air is required to run the Machine

Say

- Tell to check the air pressure at 6 kg in the air regulator of the machine

Ask

- Ask to check the air pressure before starting the machine

Notes for Facilitation

- Ensure to keep the pressure at required level of 6 kg by taking necessary action
5.2.5: If Drums are not working properly, intimate to Fitter or Superior. If you are working in the Night Shift, Make Note of this in the Log Books.

**Say**

- Tell to find out the signal light glowing if any indicating the drum stoppage.

![Image of mechanical equipment](image.png)

*Fig 5.2.5: Signal lamp glowing indicates the drum stoppage*

**Ask**

- Ask to attend the drum stoppage by watching the signal light.

**Notes for Facilitation**

- Ensure to report to superior or fitter if any drum fails to work.
- Ensure to attend the faulty drum in day shift when it fails to work in night shift by writing in the log book.
5.2.6: Segregate the Empty, Clean Cops and Return Back to the Spinning Department all those Rejected Cops with Remnants.

**Say**

- Tell to segregate the empty and clean cops and sent it back to the spinning department

**Ask**

- Ask to return back the cops with remnants to the spinning department

**Notes for Facilitation**

- Ensure to check the proper segregation of half cops and rejected cops
5.2.7: Bottom Adas and Half Cops and Damaged Cops should be cleaned in Each Shift

**Say**
- Tell to clean the half cops and adas cops in each shift itself

![Image of half cops and bottom adas cops](image)

*Fig 5.2.7: Half cops and Bottom adas cops*

**Ask**
- Ask to segregate the half cops and adas cops in each shift

**Notes for Facilitation**
- Ensure to clean the half cops and adas cops carefully
6. Maintain the Tools and Machines and Maintain the Work Area Neat and Tidy

Unit 6.1 – Maintain the Work Area, Tools and Machines
Key Learning Outcomes

At the end of this module, student will be able to:

1. Gain knowledge on Housekeeping system
2. Identify the basic hand tools like cleaning hook, cleaning stick, bag, etc.
3. Handle various equipment
4. Perform maintenance activities for handling equipment
UNIT 6.1: Maintain Work area, Tools and Machines

Unit Objectives

At the end of this unit, students will be able to:

1. Gain knowledge on Housekeeping system
2. Identify the basic hand tools like cleaning hook, cleaning stick, bag, etc
3. Handle various equipment
4. Perform maintenance activities for handling equipment

UNIT 6.1: Maintain Work area, Tools and Machines

Say

- Say to use the peg trolley to transport the cones from one place to another place
- Tell to keep the clean surroundings and underneath of machine neat and clean
- Tell to use the trolley for carrying the copes crates from one place to another place

Do

- Do push the trolley forward and avoid drag the trolley to move it
Ask
- Ask to avoid throwing the yarn waste on the floor and collect the yarn waste in bin/box

Notes for Facilitation
- Ensure that the machine should be switched on gently without damaging it

6.1.2: Use Materials to Minimize Waste

Say
- Say to avoid multiple attempts of yarn joining
- Say to clear the topadas portion of cops and feed to magazine
- Tell to cut the bottom adas portion of cops and feed to magazine

Do
- Do segregate the adas cops for correcting it

Ask
- Ask to use the right hand to remove the under winding yarn for feeding to magazine

Notes for Facilitation
- Ensure to produce the minimum waste in feeding the cops to magazine
6.1.3: Maintain Clean and Hazard Free Working Area

Say

- Say to use the apron/waist bag
- Tell to clear the pathway of OHTC for its free movement

Do

- Do keep the hard waste in the bag

Notes for Facilitation

- Ensure to stack the cops crates/doffed cops crates in the marked area

6.1.4: Maintain Tools and Equipment

Say

- Say to maintain the tools and equipment like brush, scissors, trolley etc.

Fig 6.1.4.1: Removing the waste from the trolley wheels.
6.1.5: Carryout Running Maintenance with Agreed Schedules

Say

- Say to follow the maintenance schedules

Do

- Do check the agreed schedules to compare the actual schedules

6.1.6: Report Unsafe Equipment and Other Dangerous Occurrences

Say

- Say to look for unsafe condition if any and report
Do

- Do check the damage in any in trolley, trolley wheels, exhaust grill, floor surface and so on.

Ask

- Ask to observe the abnormal sound and noise from machine, over heat in machine or electrical system, electrical wiring problem etc.

Notes for Facilitation

- Ensure to take action to correct the unsafe condition if found after reporting.

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6.1.7: Carryout Cleaning according to Schedules and Limits of Responsibility

Say

- Say to clean the machine parts as per schedule or mill practice.

---

Do

- Do check the clearance of hard waste from the collection box once in two hours or as per mill practice.

Ask

- Ask to keep up the OHTC in clean condition by removing the waste once in a shift or as per mill practice
- Ask to check the weighing balance error if any

Notes for Facilitation

- Ensure to clean the clearer cleaning once in shift or day or as per mill’s practice
- Ensure to take initiative for carrying out maintenance activities and to follow SS system with responsible manner
7. Working in a Team

7.1 – Concept and Advantages of working in a Team
Unit 7.2 – Commitment and Trust
Unit 7.3 – Communication
Unit 7.4 – Adaptability
Unit 7.5 – Creative Freedom
At the end of this module, student will be able to:

1. Understand concept and Advantages of Working in a Team
2. Explain how team work is important to achieve self-improvement, organization improvement and quality productivity Improvement
3. Explain important requirements of machine operator for working in team
UNIT 7.1: Concept and Advantages of Working in a Team

Unit Objectives

At the end of this unit, students will be able to:

1. Understand concept and Advantages of Working in a Team
2. Explain how team work is important to achieve self-improvement, organization improvement and quality productivity improvement

Concept

Say

- Say that the concept of working in a team is to work together with common goal with similar and standard style of function with commitment and trust of each other with focus on common goal

Advantages of “Working as a Team”

Say

- Say that the working as a team increases awareness of contribution and role of each member
- Tell that it gives great commitment to the task
- Tell that it gives cooperative attitude and making of quality decision
- Tell that it facilitates to improve the interpersonal relationship
- Tell that it provides problem solving environment
- Say that it increases the quantity, quality and productivity achievements
UNIT 7.2: Commitment and Trust

Unit Objectives
At the end of this unit, students will be able to:
1. Taking responsibility to do own job
2. Working with efficiently and effectively

7.2.1: Be Accountable to the Own Role in Whole Process

Say
- Say to take ownership of assigned machines to perform well

Do
- Do check the process parameters, count identification, machine condition etc., while taking charge of the shift

Ask
- Ask to follow the standard operating procedure as a tenter

7.2.2: Perform All Roles with Full Responsibility

Say
- Say to note down the superior and the previous shift tenter instructions to follow
7.2.3: Be Effective and Efficient at Work Place

**Say**
- Say to perform well to achieve high productivity, good quality and least waste

**Do**
- Do coordinate with jobber, cleaning and maintenance personnel

**Ask**
- Ask to understand the standard operating procedure to do tenting work effectively
UNIT 7.3: Communication

Unit Objectives
At the end of this unit, students will be able to:
1. Improving communication on company polices
2. Ability to report all problems faced during the shift
3. Improving the interacting skill with colleagues

7.3.1: Properly communicate about company policies

Say
- Say to understand the rules and regulations to follow
- Tell to know the quality policy and company policy

Do
- Do know the state and center labour legislations and the standing order

Ask
- Ask to communicate to all coworkers about the rules and regulations, company policy, standing order, labour legislation etc. properly.

7.3.2: Report all the Problems Faced during the Process

Say
- Say to report about the unsafe condition, abnormality in machine or in factory to superior

Ask
- Ask to check the abnormality in behavior of others, process condition or any other things affecting the normality faced in shift for reporting to superior
7.3.3: Talk Polietly with Team Members and Colleagues

**Say**
- Say to perform the special task or cleaning work with team members without any conflict

**Do**
- Do the task by explaining the problems if any politely to complete it

**Ask**
- Ask to follow the work instructions or procedures with great patience

7.3.4: Submit Daily Report of Own Performance

**Say**
- Say to maintain the records and registers to record relating to performance of machine, production and quality problems, difficult in following the instructions etc

**Do**
- Do report to superior about the changes in the shift, machine break down, empties and cops position, breakage rate etc.,

**Ask**
- Ask to maintain the record of waste generation, production, count changes etc
UNIT 7.4: Adaptability

Unit Objectives
At the end of this unit, students will be able to:
1. Gain skill to work/handle critical situations
2. Adapt our self to work in different circumstances

7.4.1: Adjust in Different Work Situations

Say
- Say to accept the alternate job and changes politely and follow the instructions properly
- Tell to accept the tools and equipment and use them properly as instructed

Do
- Do understand the changes in machine, count, process, instructions to follow properly

Ask
- Ask to use the tools and equipment and give the feedback about it

7.4.2: Give Due Importance to other’s Point of View

Say
- Say to work as a team with the cleaning and maintenance personnel, cops supplier, sweeper and perform the task

Do
- Do accept the suggestions from others and implement it while working as a team
Ask

- Ask to give due importance to other's view

7.4.3: Avoid Conflicting Situations

Say

- Say to avoid the arguments with others leading to conflict situations

Do

- Do accept the points of others whether it is correct or against the company rules and regulation and counsel it properly with guidance of superior

Ask

- Ask to maintain the cordial relationship with colleagues
UNIT 7.5: Creative Freedom

Unit Objectives

At the end of this unit, students will be able to:
1. Improving innovative skills
2. Developing internal skills

7.5.1: Develop New Ideas for Work Procedures

Say
- Say to understand the work instructions or procedure and analyze for improvement

Do
- Do follow Kaizen, Quality Circle, TQM, TPM or lean system to create new ideas or procedures

7.5.2: Improve upon the Existing Techniques to increase Process Efficiency

Say
- Say to give priority in attending the breaks and cop changes

Do
- Do concentrate on reducing the down time of machine during count change
• Ask to pay attention the suction effectiveness of waste box, exhaust and OHTC, and relative humidity condition for maintaining Autoconer efficiency

7.5.3: Avoid Conflicting Situations

Say

• Say to avoid the arguments with others leading to conflict situations

Do

• Do accept the points of others whether it is correct or against the company rules and regulation and counsel it properly with guidance of superior

Ask

• Ask to maintain the cordial relationship with colleagues
8. Maintain Health, Safety and Security Requirements at Work

Unit 8.1 – Comply with Health, Safety and Security Requirements at Work
Unit 8.2 – Recognizing the Hazards
Unit 8.3 – Planning the Safety Techniques
Unit 8.4 – Implementing the Programs
At the end of this module, student will be able to:

1. Knowing the general safety rules
2. Knowing the importance of personal protective equipment like apron, cap, earplugs, nose mask etc. and their application under different working conditions
3. Gain knowledge on various health hazards relevant to workplace and basic first aid training.
4. Identify and select right equipment such as fire extinguisher based on type of fire
5. Become good practice on first aid, firefighting, etc
UNIT 8.1: Comply with Health, Safety and Security Requirements at Workplace

Unit Objectives

At the end of this unit, students will be able to:

1. Taking responsibility to do own job
2. Working effectively and efficiently

8.1.1: Comply with Health and Safety Related Instructions Applicable to the Workplace

Say

- Say to use the protective equipment like apron, cap, ear plug, nose mask, shoe or chapel etc
- Tell to use the equipment against noise from machine, micro dust inhaling etc

Ask

- Ask women to avoid loose hair using band and cap and loose dress using apron or over coat

Fig 8.1.1.1: Overcoat with two pockets
Fig 8.1.1.2: Wearing chapel depending upon the work practice
8.1.2: Use and Maintain Personal Protective Equipment as per Protocol

Say

- Say to wear the protective equipment as per protocol

Fig 8.1.2.1: Wear nose mask, ear plug and head cap
Fig 8.1.2.2: Hair fully covered with cap

8.1.3: Carry out Activities in Line with the Approved Guidelines and Procedures

Say

- Tell to follow the right practice and standard operating procedure for feeding the cops, doffing, cleaning the machine parts like peg, cradle etc.
- Say to follow the practices as per specified schedule
- Tell to follow the safety practices while performing the task
8.1.4: Follow Environment Management System Related Procedure

Say

- Tell to use the dust bin or waste box for collecting the waste and not to throw the waste on floor
- Tell to keep clean the exhaust grill and not to spit inside the department
- Tell to place the tools and equipment back at the designated places after use

8.1.5: Identify and Correct (If Possible) Malfunctions in Machine and Equipment

Say

- Tell to identify the yarn breaks, drum lapping, OHTC jam, choking of conveyor belt, vibration of machine parts, electrical problems etc
- Tell to attend the problems with safety precautions

8.1.6: Store Materials and Equipment in Line with Organizational Requirements

Say

- Tell to store the materials as instructed and to use the proper equipment

*Fig 8.1.6: Stacking the cones in peg trolley*
8.1.7: Safely Handle and Remove Waste

Say

- Tell to clean the bobbin peg and drum lapping waste as per standard operating procedure while doing it manually
- Tell to remove the yarn waste from cradle, tension assembly etc.

*Fig 8.1.7: Clean the machine*

8.1.8: Undertake First Aid, Fire Fighting and Emergency Response Training, if asked to do so.

Say

- Tell to carry out first aid, firefighting in response to the emergency situation

8.1.9: Take Action Based on Instructions in the Event of Fire, Emergencies or Accidents

Say

- Say to alert the coworkers and use the right extinguishers in case of fire accident
- Tell to switch off the power supply as soon as the fire broke out
- Tell to give first aid to the victim
- Tell to switch on the alarm for alerting others
8.1.10: Follow Organisation Procedures for Shutdown and Evacuation when required

- Say to switch on alarm for alerting fellow workers to aware of fire accident
- Tell to evacuate the workers inside the mill through the emergency exit at the time of alarm sound when fire accident is out of control
- Say to know the location of the extinguishers, water hose and water buckets for immediate use
UNIT 8.2: Recognizing Hazards

Unit Objectives
At the end of this unit, students will be able to:
1. Develop ability to recognize the hazards
2. Knowing the different kind hazards will occur with respect to the machine & work place

8.2.1: Identify Different Kinds of Possible Hazards (Environmental, Personal, Planning the Safety Technique, Ergonomic, Chemical) of the Industry

Say
- Tell to identify the unsafe condition like electrical wiring problem, smoke with fire, abnormal noise and sound from machine, damaged equipment, damaged floor surface etc.

Do
- Do report about the unsafe condition to the concerned for taking necessary action

Ask
- Ask to observe the unsafe condition if any, in the machine and machine surrounding at work place

8.2.2: Recognize Other Possible Security Issues Existing in the Work Place

Say
- Tell to identify other sources of unsafe condition like movement of OHTC, placement of material and equipment
- Tell to find out third person visit if any, who is not aware of unsafe condition
Notes for Facilitation

- Ensure that all recognizable security issues are identified in the work place
UNIT 8.3: Planning the Safety Techniques

Unit Objectives

At the end of this unit, students will be able to:

1. Familiar in identifying the hazards
2. Knowing the measures to control the hazards

8.3.1: Recognize Different Measures to Curb the Hazards

Say

- Say to locate the emanating place of smoke to arrest the fire hazards
- Tell to check the wire running over the ground in unprotected condition

![Fig 8.3.1: Electrical wire in unprotected condition](image)

Do

- Do report about the electrical wiring problem and abnormal noise to the concerned person
Ask

- Ask to find out the root cause of abnormal noise or sound in machine and to take action by informing to the concerned person.

Notes for Facilitation

- Ensure that the colleagues are counseled to wear the safeguards if they are not wearing it.
- Ensure that the damaged floor surface, damaged equipment, damaged exhaust grills are corrected by informing the concerned persons.
UNIT 8.4: Implementing the Programmes

Unit Objectives

At the end of this unit, students will be able to:

1. Familiar in identifying the hazards
2. Knowing the measures to control the hazards

8.4.1: Communicate the Safety Plan to Everyone

Say

- Tell to communicate the colleagues, team members and other people to implement the plan taught by the management about curbing the hazards

Ask

- Ask to execute the plan to curb the hazards

8.4.2: Attach the Disciplinary Rules with the Implementation

Say

- Tell to follow the rules like keeping material at the designated places and not kept near electrical switch boards etc.

Ask

- Ask to check the autoconer safe guards at right place
9. Comply with Industry and Organizational Requirements

Unit 9.1 – Self Development
Unit 9.2 – Team Work
Unit 9.3 – Organizational Standards
Unit 9.4 – Industry Standards
Key Learning Outcomes

At the end of this module, student will be able to:
1. Know about organizational and industry standards
2. Know the requirements for self-development
3. Gain knowledge on Organizational & Industry standards
UNIT 9.1: Self Development

Unit Objectives

At the end of this unit, students will be able to:

1. Identifying our own strength and use wherever required
2. Develop thinking capability and try for new/best ideas

9.1.1: Perform Own Duties Effectively

Say

- Say to understand the rules and regulations in the standing order of the mill
- Tell to follow the standard order of the mill

Do

- Do follow the rules and regulations in performing duties from reporting to end of the duty

Ask

- Ask to adhere the standing order in all cases related to taking and handing over the shift, taking leave, leaving the work place, using toilet and canteen etc.

Elaborate

- Explain the rules and regulations listed out in the standing order of the mill

Notes for Facilitation

- Ensure to follow the safety instructions or procedures as per mill's standing order
9.1.2: Take Responsibility Own Actions

**Say**
- Say to wear the protective equipment at work place by following safety regulations
- Tell to maintain the perform of machine

**Do**
- Do avoid to violate the disciplinary procedures and follow the code of conduct

**Ask**
- Ask to work effectively to keep up the machine productivity, quality, safety etc.

9.1.3: Be Accountable towards the Job Role and Assigned Duties

**Say**
- Say to do the tenting job as an autoconer tenter and perform the duty as specified
- Tell to look after the assigned drums, production, good yarn quality, waste at minimum etc.
9.1.4: Take Initiative and Innovate the Existing Methods

Say

- Say to contribute for continuous improvement by adopting lean management like Quality circle, SS, Kaizen, TPM, TQM etc.

Fig 9.1.4: Lean management system

9.1.5: Focus on Self Learning and Improvement

Say

- Say to interact with superior and skill development department to initiate the improvement.
- Tell to apply the learning knowledge to simplify the work, system and to improve the production, quality etc.

Fig 9.1.5: Selflearning and improvement
UNIT 9.2: Team Work

Unit Objectives

At the end of this unit, students will be able to:
1. Developing team working skills
2. Able to handle co-workers/team members and achieving the goal without hurting them

9.2.1: Coordinate with all the Team Members and Colleagues

Say

- Say to extend the cooperation with team members when working as a team for a project in autoconer for improving production, quality, waste reduction, cost reduction, safety etc.

Do

- Do motivate the team members and colleagues for achieving the result

Ask

- Ask to coordinate with team members for continual improvement
- Ask to interact with others and develop the knowledge

9.2.2: Communicate Politely

Say

- Say to report about the problems faced in production, quality, machine performance etc. to superior and to get suitable instructions from superior to follow

Do

- Do follow the instructions from superior with regard to working and process condition and follow the right procedures
9.2.3: Avoid Conflicts and Miscommunication

**Ask**
- Ask to follow the necessary changes as instructed by superior in count change in autoconer

**Say**
- Say to understand the communication without distortion of theme

**Do**
- Do avoid the miscommunication leading to the conflicts
UNIT 9.3: Organizational Standards

Unit Objectives

At the end of this unit, students will be able to:

1. Knowing the organizational standards

9.3.1: Know the Organizational Standards

Say

- Say to understand the organization, procedures, rules and regulations, standing order, job description, process parameters, change procedures etc.

Do

- Do know the standard operating procedure to work as autoclave tenter

Ask

- Ask to interact with superior and colleagues to understand the procedures and instructions

9.3.2: Implement them in your Performance

Say

- Say to follow all work instructions and company rules and regulations in attending the time of duty, shift timing, working hours, safety follow-up etc.
9.3.3: Motivate others to follow them

**Say**
- Say to observe the performance of colleagues and others in the factory for their behavior to insist to follow the work instruction, rules and regulations, safety procedures etc.

**Do**
- Do perform to give specified production, required quality, improving productivity, controlling the waste etc.

**Ask**
- Ask to check the violation of organizational standards and to bring to their notice
- Ask to motivate the colleagues and others to follow the organizational standards
UNIT 9.4: Industry Standards

Unit Objectives

At the end of this unit, students will be able to:
1. Know the industry standards
2. Able to follow the standards

9.4.1: Know the Industry Standards

Say
- Tell to know the quality and maintenance standards as said in Textile Research Association
- Tell to know the labour legislation of state and centre
- Tell to know the code of conduct given in employer’s organization
- Tell to know the safety standards as prescribed by Inspector of factories

Do
- Do follow the industry standards regarding firefighting, first aid etc

Ask
- Ask to know the ISO standards in case of quality management, environment management
- Ask to follow the national occupational standards and others properly

9.4.2: Align them with Organization Standards

Say
- Say to understand and follow all industry standards stated in 8.4.1 and all the relevant standards to textile units depending upon location, machines, process etc.
Do

- Do understand both all industry standards and all the relevant standards of textile unit and align them to follow as instructed by superior

Ask

- Ask question on the relevant standing orders, job description and work instructions

Elaborate

? Explain the working condition and process details in autoconer to follow
10. Employability and Entrepreneurship Skills

Unit 10.1 – Personal Strengths and Value System
Unit 10.2 – Digital Literacy: A Recap
Unit 10.3 – Money Matters
Unit 10.4 – Preparing for Employment and Self Employment
Unit 10.5 – Understanding Entrepreneurship
Unit 10.6 – Preparing to be an Entrepreneur
At the end of this module, student will be able to
1. Explain the meaning of health
2. List common health issues
3. Discuss tips to prevent common health issues
4. Explain the meaning of hygiene
5. Understand the purpose of Swachh Bharat Abhiyan
6. Explain the meaning of habit
7. Discuss ways to set up a safe work environment
8. Discuss critical safety habits to be followed by employees
9. Explain the importance of self-analysis
10. Understand motivation with the help of Maslow’s Hierarchy of Needs
11. Discuss the meaning of achievement motivation
12. List the characteristics of entrepreneurs with achievement motivation
13. List the different factors that motivate you
14. Discuss how to maintain a positive attitude
15. Discuss the role of attitude in self-analysis
16. List your strengths and weaknesses
17. Discuss the qualities of honest people
18. Describe the importance of honesty in entrepreneurs
19. Discuss the elements of a strong work ethic
20. Discuss how to foster a good work ethic
21. List the characteristics of highly creative people
22. List the characteristics of highly innovative people
23. Discuss the benefits of time management
24. List the traits of effective time managers
25. Describe effective time management technique
26. Discuss the importance of anger management
27. Describe anger management strategies
28. Discuss tips for anger management
29. Discuss the causes of stress
30. Discuss the symptoms of stress
31. Discuss tips for stress management
32. Identify the basic parts of a computer
33. Identify the basic parts of a keyboard
34. Recall basic computer terminology
35. Recall basic computer terminology
36. Recall the functions of basic computer keys
37. Discuss the main applications of MS Office
38. Discuss the benefits of Microsoft Outlook
39. Discuss the different types of e-commerce
40. Discuss the importance of saving money
41. Discuss the benefits of saving money
42. Discuss the main types of bank accounts
43. Describe the process of opening a bank account
44. Differentiate between fixed and variable costs
45. Describe the main types of investment options
46. Describe the different types of insurance products
47. Describe the different types of taxes
48. Discuss the uses of online banking
49. Discuss the main types of electronic funds transfers
50. Discuss the steps to prepare for an interview
51. Discuss the steps to create an effective Resume
52. Discuss the most frequently asked interview questions
53. Discuss how to answer the most frequently asked interview questions
54. Discuss basic workplace terminology
55. Discuss the concept of entrepreneurship
56. Discuss the importance of entrepreneurship
57. Describe the characteristics of an entrepreneur
58. Describe the different types of enterprises
59. List the qualities of an effective leader
60. Discuss the benefits of effective leadership
61. List the traits of an effective team
62. Discuss the importance of listening effectively
63. Discuss how to listen effectively
66. Discuss the importance of speaking effectively
67. Discuss how to speak effectively
68. Discuss how to solve problems
69. List important problem solving traits
70. Discuss ways to assess problem solving skills
71. Discuss the importance of negotiation
72. Discuss how to negotiate
73. List the characteristics of entrepreneurs
74. Recall entrepreneur success stories
75. Discuss the entrepreneurial process
76. Describe the entrepreneurship ecosystem
77. Discuss the government's role in the entrepreneurship ecosystem
78. Discuss the current entrepreneurship ecosystem in India
79. Understand the purpose of the Make in India campaign
80. Discuss the relationship between entrepreneurship and risk appetite
81. Discuss the relationship between entrepreneurship and resilience
82. Describe the characteristics of a resilient entrepreneur
83. Discuss how to deal with failure
84. Discuss how market research is carried out
85. Describe the 4 Ps of marketing
86. Discuss the importance of idea generation
87. Recall basic business terminology
88. Discuss the need for CRM
89. Discuss the benefits of CRM
90. Discuss the need for networking
91. Discuss the benefits of networking
92. Understand the importance of setting goals
93. Differentiate between short-term, medium-term and long-term goals
94. Discuss how to write a business plan
95. Explain the financial planning process
96. Discuss ways to manage your risk
97. Describe the procedure and formalities for applying for bank finance
98. Discuss how to manage your own enterprise
99. List important questions that every entrepreneur should ask before starting an enterprise
UNIT 10.1: Personal Strengths and Value Systems

Unit Objectives

At the end of this unit, students will be able to:

1. Explain the meaning of health
2. List common health issues
3. Discuss tips to prevent common health issues
4. Explain the meaning of hygiene
5. Understand the purpose of Swacch Bharat Abhiyan
6. Explain the meaning of habit
7. Discuss ways to set up a safe work environment
8. Discuss critical safety habits to be followed by employees
9. Explain the importance of self-analysis
10. Understand motivation with the help of Maslow’s Hierarchy of Needs
11. Discuss the meaning of achievement motivation
12. List the characteristics of entrepreneurs with achievement motivation
13. List the different factors that motivate you
14. Discuss how to maintain a positive attitude
15. Discuss the role of attitude in self-analysis
16. List your strengths and weaknesses
17. Discuss the qualities of honest people
18. Describe the importance of honesty in entrepreneurs
19. Discuss the elements of a strong work ethic
20. Discuss how to foster a good work ethic
21. List the characteristics of highly creative people
22. List the characteristics of highly innovative people
23. Discuss the benefits of time management
24. List the traits of effective time managers
25. Describe effective time management techniques
26. Discuss the importance of anger management
27. Describe anger management strategies
28. Discuss tips for anger management
29. Discuss the causes of stress
30. Discuss the symptoms of stress
31. Discuss tips for stress management
10.1.1: Health, Habits, and Hygiene: What is Health?

Say

- Say that according to World Health Organization (WHO), the health means not merely absence of disease or infirmity but a state of complete physical, mental and social well-being
- Tell that the health does not mean of no physical ailment but you also need to think about whether you are feeling relaxed, calm and happy

Do

- Do know the common health diseases that are Allergies, Asthma, Skin disorders, Depression and Anxiety, Diabetes, Cough, Cold, Sore Throat, Difficulty sleeping and Obesity
- Do prevent ill health by eating healthy food and vegetables, avoiding alcohol, avoiding high sugar content items, avoiding smoking, doing exercise, drinking more water daily etc
- Do understand the hygiene that spell out the practice and condition to maintain health and to prevent the spreading of disease according to “WHO”
- Do know “Swachh Bharat Abhiyan” (Clean India Mission) launched by Prime Minister Modi to clean streets and roads of India and raise overall cleanliness
- Do understand the habits, that is, a repeated behavior frequently and avoid bad habits

10.1.2: Safety: Tips to Design a Safe Workplace

Say

- Tell that every employer is obliged to ensure the design of workplace with all safety standards
- Tell that the employer considers the points of workplace with the ergonomically designed, mechanical aid, protective equipment, emergency exits, safety health codes, expert advice on safety aspects etc
- Say that the employer also keeps in mind about the points like reporting the unsafe hazards to supervisor, recognizing the unsafe condition and reporting, wearing the protective equipment properly, taking rest during shift, taking off from work during the week etc
10.1.3: Self Analysis - Attitude, Achievement, Motivation:

Say

- Say that self-analysis means to understand your personality and to find the area where you can grow and develop further.
- Tell that motivation is the reason to behave and understand the motivation through Maslow’s Hierarchy of Needs that defined one’s need at various stages.
- Tell that certain people are motivated by achieving the great challenging accomplishment.
- Say that the entrepreneur with achievement motivation is unafraid, flexible and adaptive, future oriented etc.
- Tell that the attitude is your tendency to feel or think about something or someone.
- Tell to develop positive attitude like avoid negative people, delete negative phrase, concentrate what is good for you, imagine your succeeding and achieving the goal etc.
- Tell that the positive attitude builds the confidence in workplace.
- Tell that another way is to do self-analysis to know your weaknesses and strength.

10.1.4: Honest and Work Ethics: What is Honest?

Say

- Say that the honesty is the quality of being fair and truthful.
- Tell that the characteristic of honest people is forge the trustful, meaningful and healthy friendship, stand up for firm belief, now worry about what others think of them etc.
- Tell that when entrepreneurs are honest with their customers, it leads to stronger relationships, which in turn results in business growth and a stronger customer network.
- Say that being ethical in the workplace means displaying values like honesty, integrity and respect in all your decisions and communications.
- Tell that some elements of a strong work ethic are professionalism, respectfulness, dependability, dedication, determination, accountability and humility.
- Tell that display positive work ethics like honest, reliability, good attitude, good work habits, respect, initiative, trustworthiness, integrity and efficiency.
10.1.5: Creativity and Innovation: What is Creativity?

- Say that creativity means viewing things in new ways or from different perspectives, and then converting these ideas into reality.
- Tell that some characteristic of creativity people are imaginative, playful, see the issues from different angles, notice small details, very curious etc
- Tell that innovation means turning an idea into a solution that adds value
- Tell that some characteristics of highly innovative people are embrace doing things different, don’t believe in taking shortcuts, not afraid to be unconventional, highly proactive and persistent, organized, cautious and risk-averse

10.1.6: Time Management: What is Time Management?

- Say that time management is the process of organizing your time, and deciding how to allocate your time between different activities.
- Tell that time management can lead to huge benefits like higher productivity, higher efficiency, better professional reputation, higher chances for career advancement, reduced stress, greater opportunities to achieve goal.
- Tell that some traits of effective time managers are begin projects early, break tasks into steps, set daily objectives, modify plans if required, flexible and open-minded, continually review long term goals, think of alternate solutions if required.
- Tell that certain time management techniques are plan out your day as well as plan for interruptions, close your mind to all distractions, delegate your work, stop procrastinating, prioritize and maintain a log book of your own activities.
10.1.7: Anger Management: What is Anger Management?

Say

- Say that Anger management is the process of learning to recognize the signs that you, or someone else, is becoming angry and taking the best course of action to calm down the situation in a positive way Anger management does not mean suppressing anger.
- Tell that Anger is a perfectly normal human emotion
- Tell that some strategies that can help you control your anger are relaxation, cognitive restructuring, better communication and changing environment
- Tell that you keep your anger in check with take some time to collect your thoughts before you speak out in anger, express the reason for your anger in an assertive, do some form of physical exercise like running or walking briskly

10.1.8: Stress Management: What is Stress?

Say

- Say that anything which challenges or threatens our well-being can be defined as a stress
- Tell that stress can be caused by internal and external factors
- Tell that Stress can manifest itself in numerous ways
- Tell that stress take a look at the cognitive, emotional, physical and behavioral symptoms of stress
- Tell that you manage your stress better with the different ways in which you can handle the various sources of your stress
- Tell that you cannot control everything, but you can control how you respond
- Tell that discuss your feelings, opinions and beliefs rather than reacting angrily, defensively or passively
- Tell that practice relaxation techniques like meditation, yoga or tai chi when you start feeling stressed
- Tell that eat healthy foods like fruits and vegetables
- Tell that schedule time to pursue your hobbies and interests
- Tell that ensure you get at least 7-8 hours of sleep
UNIT 10.2: Digital Literacy: A Recap

Unit Objectives

At the end of this unit, students will be able to:

1. Identify the basic parts of a computer
2. Identify the basic parts of a keyboard
3. Recall basic computer terminology
4. Recall the functions of basic computer keys
5. Discuss the main applications of MS Office
6. Discuss the benefits of Microsoft Outlook
7. Discuss the different types of e-commerce
8. List the benefits of e-commerce for retailers and customers
9. Discuss how the Digital India campaign will help boost e-commerce in India
10. Describe how you will sell a product or service on an e-commerce platform

10.2.1: Computer and Internet Basics:

Say

- Say to know the basic parts of computer that consist of central processing unit, monitor, hard drive, keyboard, desktop, mouse, printer, icon, mouse, taskbar, program menu, recycle bin, speaker and cursor

Fig 10.2.1: Basic parts of computer

- Tell to know the internet terms like World Wide Web, website, homepage, link/hyperlink, web address/URL, address box etc
- Tell to know basic computer keys like arrow keys, space bar, shift, cap lock, back space etc
10.2.2: MS Office and Email: About MS Office

Say

- Say to know that MS Office or Microsoft Office is a suite of computer programs developed by Microsoft
- Tell to know some of the most popular and universally used MS Office applications such as Microsoft Word, Microsoft Excel and Microsoft PowerPoint, Microsoft Outlook, Microsoft Note and Microsoft Access
- Tell that a popular email management choice especially in the workplace, Microsoft Outlook also includes an address book, notebook, web browser and calendar

Do

- Do write emails offline and send them when you're connected again

10.2.3: E-Commerce: What is E-Commerce?

Say

- Say to know that E-commerce called electronic commerce is the buying or selling of goods and services, or the transmitting of money or data, electronically on the internet
- Tell to know that some examples of e-commerce are Online shopping, Electronic payments, Online ticketing, Internet banking etc
- Say to know that the main types of e-commerce are business to business, business to consumer, consumer to consumer etc
- Tell to know that the e-commerce business provides some benefits for retailers and customers
- Say to know that Prime Minister Narendra Modi launched the Digital India campaign in 2015, with the objective of offering every citizen of India access to digital services, knowledge and information
- Tell to know that you can choose a product or service that you want to sell online
UNIT 10.3: Money Matters

Unit Objectives

At the end of this unit, students will be able to:
1. Discuss the importance of saving money
2. Discuss the benefits of saving money
3. Discuss the main types of bank accounts
4. Describe the process of opening a bank account
5. Differentiate between fixed and variable costs
6. Describe the main types of investment options
7. Describe the different types of insurance products
8. Describe the different types of taxes
9. Discuss the uses of online banking
10. Discuss the main types of electronic funds transfers

10.3.1: Personal Finance - Why to Save:

Say

- Say to know that saving is important to meet the emergency requirement in the future so as to give the peace of mind at present
- Tell to know that inculcating the habit of saving is giving financial independence, invest yourself in education, get of debt, meeting emergency expenses, affordable to huge expenses etc

Do

- Do have the habit of saving to meet out the expenses during retirement
10.3.2: Types of Bank Accounts, Opening a Bank Account: Type of Bank Accounts

Say
- Say to know that there are 4 types of bank accounts such as saving account, current account, recurring deposit account and fixed deposit account.
- Tell that saving account can be opened with filling in the account opening form, affixing the photo, providing the Know Your Customer details and submit all documents.

Notes for Facilitation
- Ensure that the valid document like passport or Voter’s identity card or Adhaar card or PAN card or driving license is submitted for opening the account.

10.3.3: Costs: Fixed Vs Variable: What are Fixed and Variable Costs?

Say
- Say to know that fixed cost does not vary with the volume of goods or services the company produced and variable cost increase or decrease with the volume of goods or services.
- Tell to know that depreciation, tax, rent, salary, insurance comes under fixed cost whereas material consumed, wages, commission on sales, packing expenses etc. under variable cost.

Ask
- Ask will the particular cost change if the company stopped its production activities?
10.3.4: Investment, Insurance and Taxes:

Say

- Say to know that investment means that money is spent today with the aim of reaping financial gains at a future time
- Tell to know that the main types of investment options are bonds, stocks, small saving schemes, venture capital, mutual funds, private equity, hedge funds, fixed deposits and real estate
- Tell to know that there are two types of insurances such as Life insurance or Non-life insurance or General Insurance
- Tell to know that the main life insurance products are Term insurance, Endowment policy, Unit-linked insurance plan, Money back insurance policy and Whole life insurance
- Tell to know that General insurance deals with all insurance covering assets like animals, agricultural crops, goods, factories, cars and so on
- Tell to know that the main general insurance products are Motor insurance, Health insurance, Marine insurance, Home insurance and Travel insurance
- Say to know that two types of taxes are Direct and Indirect taxes
- Tell to know that Direct taxes are levied on a person or entity and they are income tax, securities transaction tax, capital gain tax, prerequisite tax and corporate tax
- Tell to know that indirect taxes are levied on goods or services and they are sales tax, service tax, value added tax, custom duty & Octroi and Excise duty

Notes for Facilitation

- Ensure that you are buying the right type of insurance policy for yourself
- Remember, not paying taxes can result in penalties ranging from fines to imprisonment

10.3.5: Online Banking, NEFT, RTGS etc.: What is Online Banking?

Say

- Say to know that Internet or online banking allows account holders to access their account
Ask

- Ask to understand that Electronic funds transfer is a convenient way of transferring money from the comfort of one's own home, using integrated banking tools like Internet and mobile banking.
- Ask to understand that NEFT stands for National Electronic Funds Transfer. This money transfer system allows you to electronically transfer funds from your respective bank accounts to any other account, either in the same bank or belonging to any other bank.
- Ask to understand that RTGS stands for Real Time Gross Settlement. This is a real-time funds transfer system which enables you to transfer funds from one bank to another in real time or on a gross basis.
- Ask to understand that IMPS stands for Immediate Payment Service. This is a real-time, inter-bank, electronic funds transfer system used to transfer money instantly within banks across India.

Notes for Facilitation

- Ensure that never click on any links in any e-mail message to access your online banking website.
UNIT 10.4: Preparing for Employment and Self Employment

Unit Objectives

At the end of this unit, students will be able to:

1. Discuss the steps to prepare for an interview
2. Discuss the steps to create an effective Resume
3. Discuss the most frequently asked interview questions
4. Discuss how to answer the most frequently asked interview questions
5. Discuss basic workplace terminology

10.4.1: Interview Preparation: How to prepare for an Interview

Say

- Say to know that the success of your getting the job that you want depends largely on how well your interview for that job goes.
- Tell to know that the steps to follow in order to be well prepared for an interview are research the organization, think about whether your skills and qualifications match the job requirements, go through the most typical interview questions asked, and prepare your responses, plan your attire for the interview etc.

10.4.2: Preparing an Effective Resume: How to Create an Effective Resume

Say

- Say to know that a resume is a formal document that lists a candidate’s work experience, education, and skills.
- Tell to know that the steps to create an effective resume are write the address section, add the profile summary section, include your educational qualifications, list your technical, list your strengths, list your extracurricular activities and write your personal details.
Notes for Facilitation

- Ensure that keep your resume file name short, simple and informational and the resume is neat and free from typing errors

10.4.3: Interview FAQs:

**Say**

- Say to know that some of the most frequently asked interview questions are Can you tell me a little about yourself?, How did you hear about the position?, What do you know about the company?, Why do you want this job? Etc

10.4.4: Work Readiness – Terms & Terminologies: Basic Workplace Terminology

**Say**

- Say to know that every employee should be well versed with the terms like annual leave, background check, benefits, breaks, compensation package, contract of employment, corporate culture, deduction, discrimination, employee, employee training, employment gaps, fixed term contract, holiday, letter of agreement, letter of acceptance, leave, layoff, maternity leave, mentor, minimum wage etc

**Ask**

- Ask what is the maternity leave and lay off
UNIT 10.5: Understanding Entrepreneurship

Unit Objectives

At the end of this unit, students will be able to:

1. Discuss the concept of entrepreneurship
2. Discuss the importance of entrepreneurship
3. Describe the characteristics of an entrepreneur
4. Describe the different types of enterprises
5. List the qualities of an effective leader
6. Discuss the benefits of effective leadership
7. List the traits of an effective team
8. Discuss the importance of listening effectively
9. Discuss how to listen effectively
10. Discuss the importance of speaking effectively
11. Discuss how to speak effectively
12. Discuss how to solve problems
13. List important problem-solving traits
14. Discuss ways to assess problem-solving skills
15. Discuss the importance of negotiation
16. Discuss how to negotiate
17. Discuss how to identify new business opportunities
18. Discuss how to identify business opportunities within your business
19. Understand the meaning of entrepreneur
20. Describe the different types of entrepreneurs
21. List the characteristics of entrepreneurs
22. Recall entrepreneur success stories
23. Discuss the entrepreneurial process
24. Describe the entrepreneurship ecosystem
25. Discuss the government’s role in the entrepreneurship ecosystem
26. Discuss the current entrepreneurship ecosystem in India
27. Understand the purpose of the Make in India campaign
28. Discuss the relationship between entrepreneurship and risk appetite
29. Discuss the relationship between entrepreneurship and resilience
30. Describe the characteristics of a resilient entrepreneur
31. Discuss how to deal with failure
10.5.1: Concept Introduction, (Characteristic of an Entrepreneur, types of firms / types of enterprises): Entrepreneurs and Entrepreneurship

Say

- Say to know that anyone who is determined to start the business with risk is an entrepreneur
- Tell to know that entrepreneurs aim is to create an enterprise with creativity, innovative and vast reserve of motivation to achieve the success
- Tell to know that the process of creating an enterprise is known as entrepreneurship
- Tell to know that importance of entrepreneur helps to develop the economy of a country
- Tell to know that characteristic of entrepreneur is decisive, motivated, visionaries, highly creative, open minded etc
- Tell to know that entrepreneurs have the tendency to have a high risk tolerance, thorough plan everything, manage the money wisely etc
- Say to know that types of enterprises are sole proprietorship, partnership, limited liability partnership

10.5.2: Leadership & Teamwork: Leadership and Leaders

Say

- Say to know that leaders believe in doing the right things and helping others to do the right things
- Say to know that an effective leader is someone who creates an inspiring vision of the future
- Tell that some critical leadership skills that every entrepreneur must have are pragmatism, humility, flexibility, authenticity, reinvention and awareness
- Say that great leadership leads to gaining the loyalty and commitment of the team members, building morale and instilling confidence in the team members etc
- Tell that teamwork is combination of all members efforts working for a common goal
- Say that an effective team is one which has unity of purpose, great communication skills, initiative, excellent organizational skills etc.
10.5.3: Communication Skills: Listening & Speaking: The Importance of Listening Effectively

**Say**
- Say to know that listening is the ability to receive and understand the message during the process of communication.
- Tell that one has to listen effectively by observing the activities of stop talking, stop interrupting, and focus stop interrupting completely on what is being said, open minded etc.
- Say that the effective speaking is with incorporating body language in your speech, making proper draft, feeling and emotion under control etc.

**Notes for Facilitation**
- Ensure that the flow of speech is logical and avoid irritating mannerism with a conscious.

10.5.4: Problem Solving & Negotiation skills: What is a Problem?

**Say**
- Say to know that all problems contain two elements such as goals and obstacles.
- Tell that the problem solving is to know the obstacles and eliminate it.
- Tell that some logical steps of solving the problem to follow are identify the problem, study it, possible solutions, select one solution, implement it and check the problems solved.
- Tell that some traits of solving the problem are being open minded, not panicking, being proactive, having positive attitude focusing on right problems etc.
- Tell that negotiation means to solve the difference between two parties with amicable settlement without any disputes.
- Tell that how to negotiate with the steps of preparing agreement, discuss the problems, clarify the objectives etc.

**Ask**
- Ask about how to assess the problem skills.
- Ask about why negotiation skills is necessary.
Notes for Facilitation

- Ensure that focus on building a relationship rather than winning.

10.5.5: Business Opportunities Identification: Entrepreneur and Opportunities

Say

- Say that the ability of identifying the business opportunities is the essential characteristic of entrepreneur.
- Tell that the opportunity is a good chance or favorable situation to do something offered by circumstance.
- Tell that an idea is an opportunity when it created value to customer/solves a significant problem etc.
- Tell that factors such as economic trends, market trends, change in funding etc. are considered when looking for opportunities.

Ask

- Ask about the common questions faced by the entrepreneurs.
- Ask about why negotiation skills is necessary.

Elaborate

- Explain the ways to identify the business opportunities within your business using SWOT analysis and opportunity analysis.
10.5.6: Entrepreneurship Support Eco-System: What is an Entrepreneur?

Say

- Say that an entrepreneur runs an enterprise, assumes all the risks and rewards of the enterprise
- Tell that the characteristics of an entrepreneur are highly motivated, persuasive, creative, mentally prepared, excellent business skills, proactive etc
- Tell that the policy makers in government consider the feasibility of an enterprise started up by an entrepreneur and do encouraging new ventures
- Tell that Governments across the world are recognizing that new businesses flourish in distinctive types of supportive environments
- Tell that Make in India Campaign launched by Prime minister Narendra Modi invites aspiring entrepreneurs to invest easily with supporting new idea for creating state of the art facilities for manufacturing goods in India

Ask

- Ask what are four types of entrepreneurs
- Ask two successful stories of entrepreneurs

Elaborate

- Explain the entrepreneurial process with idea generation, germination or recognition, preparation, incubation, feasibility study, realization and verification

Notes for Facilitation

- Ensure that identify the key features of your ecosystem and enrich them to ensure self-sustainability of your entrepreneurship support ecosystem
10.5.7: Risk Appetite and Resilience: Entrepreneurship and Risks

Say

- Say that Entrepreneurship is synonymous with the ability to take risks. This ability, called risk appetite, is an entrepreneurial trait that is partly genetic and partly acquired.
- Tell that risk appetite is defined as the extent to which a company is equipped to take risk in order to achieve the objectives.
- Tell that risk resilience is the characteristic of an entrepreneur to manage his business and protect it against the changes in business environment.
- Tell that entrepreneurial resilience is the ability to overcome the setback in life and career aspiration.

Ask

- Ask about the various levels of categories in risk appetite.

Elaborate

- Explain the risk appetite statement with the nature of risk faced, the acceptable of risk appetite, categories, etc.

Notes for Facilitation

- Ensure that the characteristic of entrepreneur resilience is a strong internal sense of control and survival attitude.
10.5.8: Success and Failures: Understanding Success and Failures in Entrepreneurship

**Say**
- Say that not allow the fear of failing to stop from going ahead with your plans
- Tell that focus on important task rather than small tasks to achieve success
- Tell that try an idea to make it work for success
- Tell that learn lessons and experience from each failure
- Tell that failure make you stronger and control your ego

**Ask**
- Ask about shyam’s reaction of first failure

**Notes for Facilitation**
- Ensure to identify your mission and purpose before start an enterprise
UNIT 10.6: Preparing to be an Entrepreneur

Unit Objectives

At the end of this unit, students will be able to:

1. Discuss how market research is carried out
2. Describe the 4 Ps of marketing
3. Discuss the importance of idea generation
4. Recall basic business terminology
5. Discuss the need for CRM
6. Discuss the benefits of CRM
7. Discuss the need for networking
8. Discuss the benefits of networking
9. Understand the importance of setting goals
10. Differentiate between short-term, medium-term and long-term goals
11. Discuss how to write a business plan
12. Explain the financial planning process
13. Discuss ways to manage your risk
14. Describe the procedure and formalities for applying for bank finance
15. Discuss how to manage your own enterprise
16. List important questions that every entrepreneur should ask before starting an enterprise

10.6.1: Market Study / the 4Ps Marketing / Importance of an IDEA: Understanding Market

Say

- Say that market research enables to gather, analyze and interpret the market information on a product or service sold in the market
- Say that market research involves primary and secondary information
- Tell that primary information is obtained through interview and the secondary information is from public sources, commercial sources and educational institutes
- Say that the 4 Ps marketing are product, price, promotion and place

Do

- Do know the product such as tangible good and intangible service
- Do understand the factors such as profit margin, supply, demand and market strategy deciding the price
Ask
- Ask about the key elements of promotion of a product

Notes for Facilitation
- Ensure that discussing ideas loud with the interested people to add, views, opinion on your ideas


Say
- Say that every entrepreneur should be well versed in the basic business terms like accounting, account payable, account receivable, assets, balance sheet, capital, cash flow, depreciation, liabilities, revenue, expenses, working capital etc.

Do
- Do know about financial report

Ask
- Ask about the difference between net worth and net income

Notes for Facilitation
- Ensure that every entrepreneur should have good understanding of all business terms
10.6.3: CRM and Networking: What is CRM?

Say

- Say that Customer relationship management (CRM) helps to recognize the value of clients and enables to capitalize on improved customer improved relations
- Tell that networking is based on referrals or introductions or can take place via phone, email, social and business networking websites

Do

- Do understand the customer’s want by knowing the customer needs changing in relation to time and technology
- Do understand the need of networking

Ask

- Ask question on few benefits of CRM
- Ask question on few benefits of networking

Notes for Facilitation

- Ensure that when networking, ask open minded questions rather than yes/no questions

10.6.4: Business Plan: Why Set Goals?

Say

- Say that setting goals give long term vision and short term motivation
- Tell that goals are classified as short, medium and long term goals
- Tell that business plan is used to monitor progress, foster accountable and control the fate of business
Do
  • Do understand what is executive summary under elements of business plan

Ask
  • Ask about the business description
  • Ask question on market analysis

Notes for Facilitation
  • Ensure all the important elements are covered in your business plan

10.6.5: Procedure and Formalities for Bank Finance: The Need for Bank Finance

Say
  • Say that banks are one of largest funders of startups
  • Tell that entrepreneurs looking for funding from banks must provide banks with information relating to their general credentials, financial situation and guarantees or collaterals that can be offered

Do
  • Do know the standard financial reports such as balance sheet, profit and loss account etc.
Ask

- Ask about general credentials
- Ask about the meaning of guarantees or collateral

Notes for Facilitation

- Ensure be cautious and avoid borrowing more than you need, for longer

10.6.6: Enterprise Management – An Overview: How to Manage Your Enterprise

Say

- Say that enterprise management involves managing day to day activities and figures out how to handle the large scale events

Do

- Do know the steps of managing the enterprise such as use your leadership skills, divide works among others, hire right people for the job etc

Ask

- Ask to use all your skills and the skills of your employees to market your enterprise in an effective manner

Notes for Facilitation

- Ensure that train your people to handle the customer well
10.6.7: 20 Questions to Ask Yourself before Considering Entrepreneurship

**Say**

- Say that understand all 20 questions given below and ask yourself about the preparedness of entrepreneurship
  1. Why am I starting a business?
  2. What problem am I solving?
  3. Have others attempted to solve this problem before? Did they succeed or fail?
  4. Do I have a mentor or industry expert that I can call on?
  5. Who is my ideal customer?
  6. Who are my competitors?
  7. What makes my business idea different from other business ideas?
  8. What are the key features of my product or service?
  9. Have I done a SWOT analysis?
 10. What is the size of the market that will buy my product or service?
 11. What would it take to build a minimum viable product to test the market?
 12. How much money do I need to get started?
 13. Will I need to get a loan?
 14. How soon will my products or services be available?
 15. When will I break even or make a profit?
 16. How will those who invest in my idea make a profit?
 17. How should I set up the legal structure of my business?
 18. What taxes will I need to pay?
 19. What kind of insurance will I need?
 20. Have I reached out to potential customers for feedback?

**Do**

- Do know the investment to start your business

**Ask**

- Ask yourself whether the answers to 20 questions are correct in all respects

**Notes for Facilitation**

- Ensure that it is very important to validate your business ideas before you invest significant time, money and resources into it
11. Annexures

Annexure I: Training Delivery Plan
Annexure II: Assessment Criteria
### Training Delivery Plan

<table>
<thead>
<tr>
<th>Program Name</th>
<th>Autoconer Tenter</th>
</tr>
</thead>
<tbody>
<tr>
<td>Qualification Pack Name &amp; Ref.ID</td>
<td>Autoconer Tenter – TSC/Q0301</td>
</tr>
<tr>
<td>Version No</td>
<td>Version Update Date</td>
</tr>
<tr>
<td></td>
<td>1.0</td>
</tr>
<tr>
<td>Pre-requisites to Training (IF any)</td>
<td>Preferable class V / the ability to read/write and communicate effectively for the job role</td>
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<tr>
<td>Training Outcomes</td>
<td>By the end of this program, the participants will be able to;</td>
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<tr>
<td></td>
<td>• Know about the spinning industry and the various departments in a spinning mill</td>
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<td></td>
<td>• Understand the basic textile terms</td>
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<td></td>
<td>• Discuss about your role in this department</td>
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<tr>
<td></td>
<td>• Understand your job role and your responsibilities as a tenter</td>
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<tr>
<td></td>
<td>• Understand the material process flow in a spinning mill</td>
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<td></td>
<td>• Know about the winding process, functioning of Autoconer and its parts</td>
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<td></td>
<td>• Know how to operate the Autoconer by carrying out general tenting activities</td>
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<td></td>
<td>• Know how to fill the ring cops and doffing the cone packages</td>
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<td></td>
<td>• Understand how to carry out cleaning and maintenance activities in your section</td>
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<td></td>
<td>• Realize that you need certain behavioral, professional, technical and communication skills in your job.</td>
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<td></td>
<td>• Understand the importance of maintaining a safe, hygienic and secure working environment</td>
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<td></td>
<td>• Be confident in operating tools and machines in your department</td>
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<td></td>
<td>• Learning general discipline</td>
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<td></td>
<td>• Very good basic skills of communication</td>
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<td></td>
<td>• Understand the role of Autoconer operator</td>
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<td></td>
<td>• Perform tasks while taking charge of shift and handing over shift</td>
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<td></td>
<td>• Gain knowledge on machine parts &amp; its function related to the respective module</td>
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<tr>
<td></td>
<td>• Handling full and empty cones</td>
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<td></td>
<td>• Changing ring cops</td>
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<td></td>
<td>• Handling ring cops trolley</td>
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<td></td>
<td>• Gain knowledge on color coding system</td>
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<td></td>
<td>• Identification of cops and cone defects</td>
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<td></td>
<td>• Controlling hard waste</td>
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<td></td>
<td>• Perform right method of cop feeding</td>
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<td></td>
<td>• Knowing importance of cleaning activities</td>
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<tr>
<td></td>
<td>• Knowing Responsible jobs for tenter in Autoconer in cleaning and maintenance</td>
</tr>
<tr>
<td></td>
<td>• Knowing Procedure and tools used for cleaning and maintenance</td>
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<tr>
<td></td>
<td>• Gain knowledge on Housekeeping system</td>
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<td></td>
<td>• Identify the basic hand tools like cleaning hook, cleaning stick, bag, etc.</td>
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<td>• Handle various equipments</td>
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</tbody>
</table>
- Perform maintenance activities for handling equipments
- Understand concept and Advantages of Working in a Team
- Explain how team work is important to achieve self-improvement, organization improvement and quality productivity improvement
- Explain important requirements of machine operator for working in team
- Knowing the general safety rules
- Knowing the importance of personal protective equipment like apron, cap, earplugs, nose mask etc. and their application under different working conditions.
- Gain knowledge on various health hazards relevant to workplace and basic first aid training.
- Identify and select right equipment such as fire extinguisher based on type of fire.
- Become good practice on first aid, fire fighting, etc.
- Know about organizational and industry standards
- Know the requirements for self-development
- Gain knowledge on Organizational & Industry standards
- Explain the meaning of health
- List common health issues
- Discuss tips to prevent common health issues
- Explain the meaning of hygiene
- Understand the purpose of Swatch Bharat Abhiyan
- Explain the meaning of habit
- Discuss ways to set up a safe work environment
- Discuss critical safety habits to be followed by employees
- Explain the importance of self-analysis
- Understand motivation with the help of Maslow’s Hierarchy of Needs
- Discuss the meaning of achievement motivation
- List the characteristics of entrepreneurs with achievement motivation
- List the different factors that motivate you
- Discuss how to maintain a positive attitude
- Discuss the role of attitude in self-analysis
- List your strengths and weaknesses
- Discuss the qualities of honest people
- Describe the importance of honesty in entrepreneurs
- Discuss the elements of a strong work ethic
- Discuss how to foster a good work ethic
- List the characteristics of highly creative people
- List the characteristics of highly innovative people
- Discuss the benefits of time management
- List the traits of effective time managers
- Describe effective time management technique
- Discuss the importance of anger management
- Describe anger management strategies
- Discuss tips for anger management
- Discuss the causes of stress
- Discuss the symptoms of stress
- Discuss tips for stress management
- Identify the basic parts of a computer
- Identify the basic parts of a keyboard
- Recall basic computer terminology
- Discuss the main applications of MS Office
- Discuss the benefits of Microsoft Outlook
- Discuss the different types of e-commerce
- List the benefits of e-commerce for retailers and customers
- Discuss how the Digital India campaign will help boost e-commerce in India
- Explain how you will sell a product or service on an e-commerce platform
- Discuss the importance of saving money
- Discuss the benefits of saving money
- Discuss the main types of bank accounts
- Describe the process of opening a bank account
- Differentiate between fixed and variable costs
- Describe the main types of investment options
- Describe the different types of insurance products
- Describe the different types of taxes
- Discuss the uses of online banking
- Discuss the main types of electronic funds transfers
- Discuss the steps to prepare for an interview
- Discuss the steps to create an effective Resume
- Discuss the most frequently asked interview questions
- Discuss how to answer the most frequently asked interview questions
- Discuss basic workplace terminology
- Discuss the concept of entrepreneurship
- Discuss the importance of entrepreneurship
- Describe the characteristics of an entrepreneur
- Describe the different types of enterprises
- List the qualities of an effective leader
- Discuss the benefits of effective leadership
- List the traits of an effective team
- Discuss the importance of listening effectively
- Discuss how to listen effectively
- Discuss the importance of speaking effectively
- Discuss how to speak effectively
- Discuss how to solve problems
- List important problem solving traits
- Discuss ways to assess problem solving skills
- Discuss the importance of negotiation
- Discuss how to negotiate
- Discuss how to identify new business opportunities
- Discuss how to identify business opportunities within your business
- Understand the meaning of entrepreneur
- Describe the different types of entrepreneurs
- List the characteristics of entrepreneurs
- Recall entrepreneur success stories
- Discuss the entrepreneurial process
- Describe the entrepreneurship ecosystem
- Discuss the government’s role in the entrepreneurship ecosystem
- Discuss the current entrepreneurship ecosystem in India
- Understand the purpose of the Make in India campaign
- Discuss the relationship between entrepreneurship and risk appetite
- Discuss the relationship between entrepreneurship and resilience
- Describe the characteristics of a resilient entrepreneur
- Discuss how to deal with failure
- Discuss how market research is carried out
- Describe the 4 Ps of marketing
- Discuss the importance of idea generation
- Recall basic business terminology
- Discuss the need for CRM
- Discuss the benefits of CRM
- Discuss the need for networking
- Discuss the benefits of networking
- Understand the importance of setting goals
- Differentiate between short-term, medium-term and long-term goals
- Discuss how to write a business plan
- Explain the financial planning process
- Discuss ways to manage your risk
- Describe the procedure and formalities for applying for bank finance
- Discuss how to manage your own enterprise
- List important questions that every entrepreneur should ask before starting an enterprise
<table>
<thead>
<tr>
<th>S.No</th>
<th>Module Name</th>
<th>Session Name</th>
<th>Session Objective</th>
<th>NOS Reference</th>
<th>Methodology</th>
<th>Training Tools/Aids</th>
<th>Duration</th>
</tr>
</thead>
</table>
| 1    | Introduction | Icebreaker Day 1 | - Introduce each other  
- Build rapport with fellow students and the facilitator | NA | Group Activity: Passing the Parcel | Available objects such as a book, pen, duster etc. | Theory Duration (hh:mm) 00:30 |
| 2    | TSC/N0301 Taking charge of shift and handing over shift to operator | Taking Charge of Shift Day 1, 2 & 3 | - Come at least 10 - 15 minutes earlier to the work spot  
- Tie the waist bag/over coat/apron/cap as specified  
- Get instructions from supervisors and clarify doubts regarding repairs attended/changes made in previous shift  
- Bring the necessary operational tools to the department  
- Meet the previous shift operator and discuss with him/her regarding the issues faced by them with respect to the quality or production or spare or safety or any other specific instruction etc.  
- Understand the count produced, colour coding, followed in the Autoconer for his allocated number of drums or machines  
- Ensure the technical details are mentioned in the display board in the Autoconer | PC 1 to PC 17 | Demonstration, Practical | Class room, Waist/over coat/Apron/ Cap | Theory Duration (hh:mm) 07:00  
Practical Duration (hh:mm) 14:42 |
<table>
<thead>
<tr>
<th>S.No</th>
<th>Module Name</th>
<th>Session Name</th>
<th>Session Objective</th>
<th>NOS Reference</th>
<th>Methodology</th>
<th>Training Tools/Aids</th>
<th>Duration</th>
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<tbody>
<tr>
<td></td>
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<td></td>
<td>• Check and make sure that the machines, equipments, etc. are in clean and good condition</td>
<td></td>
<td>Demonstration and Practical</td>
<td>Autoconer machine, tools</td>
<td></td>
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<tr>
<td></td>
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<td></td>
<td>• Check for the availability of the ring caps</td>
<td></td>
<td>Demonstration and Practical</td>
<td>Cops</td>
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<td></td>
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<td>• Ensure all the winding units are running properly, winding units which are not running and problems if any should be clarified with the supervisor and operator</td>
<td></td>
<td>Demonstration and Practical</td>
<td>Class room, Autoconer machine</td>
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<tr>
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<td></td>
<td>• Ensure all the cone drums are running properly, if not should be enquired for the reason for idle cone drums and report to the superiors regarding the same</td>
<td></td>
<td>Demonstration and Practical</td>
<td>Autoconer machine</td>
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<td></td>
<td></td>
<td></td>
<td>• Ensure proper functioning of Autoconer machine parts</td>
<td></td>
<td>Demonstration and Practical</td>
<td>Autoconer machine</td>
<td></td>
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<tr>
<td></td>
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<td></td>
<td>• Check the cleanliness of the machines &amp; other work areas</td>
<td></td>
<td>Demonstration and Practical</td>
<td>Autoconer machine</td>
<td></td>
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<tr>
<td></td>
<td></td>
<td></td>
<td>• Check whether any spare/raw material/tool/yarn/any other material are thrown under the machines or in the other work areas</td>
<td></td>
<td>Demonstration and Practical</td>
<td>Autoconer machine</td>
<td></td>
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<td></td>
<td>• Question the previous shift operator for any deviation in the above and should bring the same to the knowledge</td>
<td></td>
<td>Demonstration Group activity</td>
<td>Class room</td>
<td></td>
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<tr>
<td>S.No</td>
<td>Module Name</td>
<td>Session Name</td>
<td>Session Objective</td>
<td>NOS Reference</td>
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</table>
| 3    |             | Handing over the shift Day3, 4 & 5 | of his/her shift superior as well that of the previous shift as well  
• Ensure the wastes collection boxes are empty while taking charge of shift  
• Ensure the Over Head Travelling Cleaner (OHTC) is working properly | PC18 to PC27 | Demonstration Group activity | Class room | Theory Duration (hh:mm) 03:18  
Practice Duration (hh:mm) 08:18 |
|      |             |              | Hand over the shift to the incoming shift operator in a proper manner  
• Ensure in providing the details regarding count produced, colour coding followed in the Autoconer for his allocated number of cone drums or machines  
• Provide all relevant information regarding the count produced, idle cone drums, damaged machine parts if any  
• Get clearance from the incoming counterpart before leaving the work spot  
• Report to his/her shift superiors as well as that of the incoming shift operator in case his/her Counterpart doesn’t report for the incoming shift | Demonstration Pair activity | Class room Autoconer machine, Count board | Class room |
<table>
<thead>
<tr>
<th>S.No</th>
<th>Module Name</th>
<th>Session Name</th>
<th>Session Objective</th>
<th>NOS Reference</th>
<th>Methodology</th>
<th>Training Tools/Aids</th>
<th>Duration</th>
</tr>
</thead>
</table>
| 4    | TSC/N0302 Operating the Autoconer and carryout general tenting activities | operating the machine Day 5, & 6 | - Identify the cop by looking at the count board affixed on the machine  
- Make sure that necessary changes and tests are carried out and follow the instructions of the superiors before running the machine | PC1 to PC11 | Demonstration and Practical | Autoconer machine, count board | Theory Duration (hh:mm) 03:18  
Practical Duration (hh:mm) 10:18 |

- Ensure the shift has to be properly handed over to the incoming shift operator  
- Report to his/ her shift superior about the quality / production / safety issues/ any other issue faced in his/her shift and should leave the department only after getting concurrence for the same from his/ her superiors  
- Weigh the hard waste generated and collected from the machine separately for each shift and deposit at the specified places  
- Collect the wastes from waste collection bags, weigh them and transport to storage area  
- Ensure the work spot is clean

Demonstration  
Demonstration, group activity  
Demonstration, Practical and ask the trainees to do  
Demonstration  
Demonstration
<table>
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<tr>
<th>S.No</th>
<th>Module Name</th>
<th>Session Name</th>
<th>Session Objective</th>
<th>NOS Reference</th>
<th>Methodology</th>
<th>Training Tools/Aids</th>
<th>Duration</th>
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<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td>Operate the control switches for starting and stopping the machine</td>
<td></td>
<td>Demonstration with photo/video</td>
<td>Class room, Specimen samples</td>
<td></td>
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<tr>
<td></td>
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<td></td>
<td>Ensure correct procedure is followed for operating the different control switches and machine</td>
<td></td>
<td>Demonstration with photo/video</td>
<td>Class room, Specimen samples</td>
<td></td>
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<td></td>
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<td></td>
<td>Following the different signal lamps used in machines</td>
<td></td>
<td>Demonstration with photo/video</td>
<td>Class room</td>
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<td></td>
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<td></td>
<td>Ensure the display panel board is working properly and relevant details are displayed in the screen</td>
<td></td>
<td>Demonstration with photo/video</td>
<td>Class room, Autoconer machine, panel board</td>
<td></td>
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<tr>
<td></td>
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<td></td>
<td>Ensure proper functioning of Autoconer by verifying the details in the display panel</td>
<td></td>
<td>Demonstration</td>
<td>Autoconer machine</td>
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<td></td>
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<td></td>
<td>Ensure the ring cops are properly filled in the magazine</td>
<td></td>
<td>Demonstration</td>
<td>Autoconer machine</td>
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<td></td>
<td>Properly doff the full cone package in case of manual doffing</td>
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<td>Demonstration, Practical</td>
<td>Autoconer machine</td>
<td></td>
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<tr>
<td></td>
<td></td>
<td></td>
<td>Ensure the full cone are properly doffed in auto doffer</td>
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<td>Demonstration</td>
<td>Autoconer machine</td>
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<td></td>
<td>Ensure the machine is running in the set speed by viewing the display panel</td>
<td></td>
<td>Demonstration</td>
<td>Autoconer machine, display panel</td>
<td></td>
</tr>
<tr>
<td>S.No</td>
<td>Module Name</td>
<td>Session Name</td>
<td>Session Objective</td>
<td>NOS Reference</td>
<td>Methodology</td>
<td>Training Tools/Aids</td>
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<td>5</td>
<td></td>
<td>Carry out general tenting activities Day 8, 9, 10, 11, 12 &amp; 13</td>
<td>Bring the cops in the cop trolley from storage area  • Fill the ring cops in magazine  • Sort the empties collected in the bin then and there, take the rejected cops, rectify the defect (by unwinding without making waste unnecessarily) and creel in the nearer magazines  • Ensure proper passage of material of yarn in the winding units  • Ensure the splicing unit is working properly  • Restart the winding unit if the winding unit is stopped on specified number of successive failures of splicing  • Ensure the waxing roll is available if the yarn is waxed  • Put the waxes in the wax axle according to the material being processed as per the instruction of superiors  • Check the waxing unit and fix new waxing rolls if the old one exhausts</td>
<td>PC12 to PC38</td>
<td>Demonstration, Practical</td>
<td>Cops create, trolley  Autoconer machine, Cop creates, cop  Autoconer machine, Empty collection create, Rejected cops</td>
<td>Theory Duration (hh:mm) 15:42  Practical Duration (hh:mm) 27:00</td>
</tr>
<tr>
<td>S.No</td>
<td>Module Name</td>
<td>Session Name</td>
<td>Session Objective</td>
<td>NOS Reference</td>
<td>Methodology</td>
<td>Training Tools/Aids</td>
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<td>• Ensure running waxes are clean and they are freely rotating.</td>
<td>Demonstration</td>
<td></td>
<td>Autoconer machine</td>
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<tr>
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<td>• Ensure the wax index is switched off, while processing un-waxed counts</td>
<td>Demonstration</td>
<td></td>
<td>Autoconer machine</td>
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<td></td>
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<td></td>
<td>• Restart the winding unit on need basis</td>
<td>Demonstration, Practical</td>
<td></td>
<td>Autoconer machine</td>
<td></td>
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<td></td>
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<td></td>
<td>• Ensure the eye unit is working properly</td>
<td>Demonstration</td>
<td></td>
<td>Autoconer machine</td>
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<td>• Remove the drum lapping manually with appropriate tool like knife, scissors, without damaging the drum</td>
<td>Demonstration, Practical</td>
<td></td>
<td>Autoconer machine, lapping clearing tool</td>
<td></td>
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<td></td>
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<td>• Switch on air valve while restarting the machine after every stoppage</td>
<td>Demonstration, Practical</td>
<td></td>
<td>Autoconer machine, Air valve</td>
<td></td>
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<td>• See that the tension is as per requirement in drums</td>
<td>Demonstration</td>
<td></td>
<td>Autoconer machine</td>
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<td></td>
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<td></td>
<td>• Follow instructions/direction of supervisors, during count changes,</td>
<td>Demonstration</td>
<td></td>
<td>Class room</td>
<td></td>
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<td></td>
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<td>• Switch on the spindle only after rectifying the problem</td>
<td>Demonstration, Practical</td>
<td></td>
<td>Autoconer machine</td>
<td></td>
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<td></td>
<td></td>
<td></td>
<td>• Ensure all the winding unit are in running condition</td>
<td>Demonstration</td>
<td></td>
<td>Autoconer machine</td>
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<td>• See the signal lamps in every winding unit and identify the reason for stoppage and restart</td>
<td>Demonstration, with photo/video</td>
<td></td>
<td>Class room, Autoconer machine, Signal lamp</td>
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<td>S.No</td>
<td>Module Name</td>
<td>Session Name</td>
<td>Session Objective</td>
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<td>Training Tools/Aids</td>
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<td>• Give priority for signal glowing drums, attend the drums immediately and start the drums without any delay</td>
<td></td>
<td>Demonstration, Practical</td>
<td>Autoconer machine, Signal lamp</td>
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<td></td>
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<td></td>
<td>• Carryout doffing activity if auto doffing unit is not available in the Autoconer</td>
<td></td>
<td>Demonstration, Practical</td>
<td>Autoconer machine</td>
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<td></td>
<td>• Attend DHT conveyor belt jam immediately to avoid parallel yarn winding</td>
<td></td>
<td>Demonstration, Practical</td>
<td>Autoconer machine</td>
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<td></td>
<td>• Report to the supervisor and maintenance in charge if the yarn alarm and quality alarms rings</td>
<td></td>
<td>Demonstration, Group activity</td>
<td>Class room</td>
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<td></td>
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<td></td>
<td>• Identify and report the different package defects to the superiors transport of empty cops to ring frame department</td>
<td></td>
<td>Demonstration with photo/video, Group activity, Practical</td>
<td>Class room, Specimen sample of defects, Autoconer machine, empty collection create, trolley</td>
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<td>• Report to superiors immediately if any defects such as yarn shade variation, strength variation, twist variation, stains etc. are found</td>
<td></td>
<td>Demonstration with photo/video, Group activity</td>
<td>Class room, Specimen sample of defects,</td>
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<td></td>
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<td></td>
<td>• Change as per the instructions of supervisors during count changes</td>
<td></td>
<td>Demonstration</td>
<td>Class room</td>
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<td>S.No</td>
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<td>Session Objective</td>
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| 6    | Material handling and safety at workplace | Day 13 & 15            | • Ensure proper material handling of full cops, empty cops, cop trolleys and full cones  
• Use appropriate tool for cleaning choked dust at yarn clearer unit  
• Remove the drum lapping manually with appropriate tool, without damaging the drum  
• Ensure using proper material handling of tools and equipments  
• Ensure proper material handling of waste  
• Use of safety gadgets like caps, masks and shoes and verifying the safety stop motion | PC39 to PC44 | Demonstration, Practical | Class room, work spot | Theory Duration (hh:mm) 02:18 Practical Duration (hh:mm) 05:00 |
| 7    | TSC/N0303 Filling the ring cops and donning the cone package | Day 15, 16 & 17        | • Bring the cops in the cop trolley from storage area  
• Ensure correct count cop trolley is taken to winding unit for filling  
• Patrol around the winding machine successively and identify the cop exhaust in magazine  
• Creel the cops in the magazine | PC1 to PC12 | Demonstration, Practical | Autoconer machine, cop trolley | Theory Duration (hh:mm) 05:42 Practical Duration (hh:mm) 12:42 |
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<tr>
<th>S.No</th>
<th>Module Name</th>
<th>Session Name</th>
<th>Session Objective</th>
<th>NOS Reference</th>
<th>Methodology</th>
<th>Training Tools/Aids</th>
<th>Duration</th>
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<tr>
<td>8</td>
<td>Doffing the cone package if no auto doffing unit is available Day 17 &amp; 18</td>
<td>PC13 to PC19</td>
<td>- Fetch and reserve empty cones in autoconer machine</td>
<td>Demonstration, Practical, Take time study</td>
<td>Demonstration, Practical, Practical, Practical</td>
<td>Autoconer machine, empty cone, writing material</td>
<td>Theory Duration (hh:mm) 03:42 Practical Duration (hh:mm) 07:42</td>
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<tr>
<td>S.No</td>
<td>Module Name</td>
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| 9    |             | Restarting the winding unit after doffing Day 19 & 20 | • Ensure the cones are as per specifications  
• Insert the empty cone after doffing  
• Ensure strictly proper colour coded empty paper cone is mounted in holder.  
• Put tail end as specified on the base of the empty cone before starting | PC 20 to PC25 | Demonstration, Practical | Autoconer machine, colour code chart | Theory Duration (hh:mm) 03:42  
Practical Duration (hh:mm) 07:00 |
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<th>Training Tools/Aids</th>
<th>Duration</th>
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<td></td>
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<td></td>
<td>During count change do the necessary changes and follow the instructions of the superiors</td>
<td></td>
<td>Demonstration, Practical</td>
<td>Autoconer machine</td>
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<td>Release the cone holder and ensure the paper cone is in surface contact with the winding drum ensure proper traverse of yarn on winding drum</td>
<td></td>
<td>Demonstration</td>
<td>Autoconer machine</td>
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<td></td>
<td>Ensure the proper passage of yarn in autoconer</td>
<td></td>
<td>Demonstration</td>
<td>Autoconer machine</td>
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<td>10</td>
<td>Weighing and store the cone package</td>
<td></td>
<td>Weigh the cone package as specified and ensure the required weight have been achieved</td>
<td>PC27, PC28</td>
<td>Demonstration, Practical</td>
<td>Cone, weight details chart, weighing machine</td>
<td>Theory Duration (hh:mm) 01:00 Practical Duration (hh:mm) 02:42</td>
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<tr>
<td></td>
<td>Day 20</td>
<td></td>
<td>Place the cones in the cone trolley and store in the storage area as instructed</td>
<td></td>
<td>Demonstration, Practical</td>
<td>Cone, cone trolley</td>
<td></td>
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<td>11</td>
<td>Responsibilities in autoconer with link coner attachment</td>
<td></td>
<td>Patrol around the machine and check for signal stops</td>
<td>PC29 to PC34</td>
<td>Demonstration, Practical</td>
<td>Autoconer machine with link coner</td>
<td>Theory Duration (hh:mm) 02:18 Practical Duration (hh:mm) 03:42</td>
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<tr>
<td></td>
<td>Day 20,22</td>
<td></td>
<td>Ensure the link coner mechanism is properly working</td>
<td></td>
<td>Demonstration, Practical</td>
<td>Autoconer machine with link coner</td>
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<td></td>
<td>Ensure there is no jam in the link coner transport passage</td>
<td></td>
<td>Demonstration, Practical</td>
<td>Autoconer machine with link coner</td>
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<td></td>
<td>Ensure the cops are properly mounted in the cop holder</td>
<td></td>
<td>Demonstration, Practical</td>
<td>Autoconer machine with link coner, cop</td>
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<td>Session Name</td>
<td>Session Objective</td>
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<td>12</td>
<td>TSC/N0304 Carryout cleaning and</td>
<td>Carry out cleaning activities</td>
<td>• Ensure the cops are properly fed to winding unit</td>
<td>PC1 to PC25</td>
<td>Demonstration, Practical</td>
<td>Autoconer machine</td>
<td>Theory Duration (hh:mm) 09:27</td>
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<td></td>
<td>maintenance activities</td>
<td>Day 22, 23, 24, 25 &amp; 26</td>
<td>• Clear traffic congestion at the full cop feeding path and rejected cops carrying</td>
<td></td>
<td>Demonstration, Practical</td>
<td>Autoconer machine, cleaning schedule</td>
<td>Practical Duration (hh:mm) 20:18</td>
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<td>path</td>
<td></td>
<td>Autoconer machine,</td>
<td>Autoconer, coping</td>
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<td></td>
<td></td>
<td></td>
<td>• Removing faults from ring cops</td>
<td></td>
<td>Autoconer, waxing unit,</td>
<td>Autoconer, EYC unit</td>
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<td></td>
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<td>• Ensure the waxing rolls are clean</td>
<td></td>
<td>wax roll</td>
<td>Autoconer, waste removing tool</td>
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<td>• Ensure the eyc area is clean</td>
<td></td>
<td>Autoconer, EYC unit</td>
<td>Autoconer machine, waste collection bag</td>
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<td>• Remove the waste from the measuring head of eyc if any</td>
<td></td>
<td>Autoconer, EYC, Waste removing tool</td>
<td>Autoconer machine, full cone, empty cones</td>
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<td>• To keep the wastes in waste bags, piece bags, or in aprons.</td>
<td></td>
<td>Autoconer, machine</td>
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<td></td>
<td>• Proper material handling of full cops, empty cops and full cones</td>
<td></td>
<td>Autoconer, machine</td>
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<td>Session Objective</td>
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<td>• Proper material handling of waste</td>
<td></td>
<td>Demonstration, Practical</td>
<td>Autoconer machine, waste</td>
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<td></td>
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<td></td>
<td>• Transporting empty cops to ring frame department</td>
<td></td>
<td>Demonstration, Practical</td>
<td>Autoconer machine, empty tubes, trolley, Storage place</td>
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<td>• Ensure in keeping the wax washers clean</td>
<td></td>
<td>Demonstration, Practical</td>
<td>Autoconer machine, wax washer, cleaning tools</td>
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<td>• Clean the waste accumulation from different parts of the machine from time to time</td>
<td></td>
<td>Demonstration, Practical</td>
<td>Autoconer machine, cleaning tools</td>
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<td></td>
<td>• To use proper tools for cleaning</td>
<td></td>
<td>Demonstration with photo/video, Practical</td>
<td>Autoconer machine, Cleaning tools</td>
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<td></td>
<td>• Package defects produced in the autoconer to be identified and should be reported to superiors</td>
<td></td>
<td>Demonstration with photo/video, Practical</td>
<td>Autoconer machine, defective cones</td>
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<td></td>
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<td></td>
<td>• Ensure the yarn produced is free from defects and damages</td>
<td></td>
<td>Demonstration, Practical</td>
<td>Autoconer machine</td>
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<td></td>
<td>• Collect the hard wastes from waste collection box in autoconer machine at regular intervals as instructed by superiors</td>
<td></td>
<td>Demonstration, Practical</td>
<td>Autoconer machine, schedule</td>
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<td>Session Objective</td>
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<td>• Ensure the wastes collected are deposited in the respective waste box</td>
<td></td>
<td>Demonstration, Practical</td>
<td>Autoconer machine, waste box</td>
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<td>• The rejected cops in the empties trolley should be segregated, cleaned and returned.</td>
<td></td>
<td>Demonstration, Practical</td>
<td>Autoconer machine, rejected cops, creates</td>
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<td>• All half cops and damaged cops should be cleaned in the particular shift itself</td>
<td></td>
<td>Demonstration, Practical</td>
<td>Autoconer machine, half cops</td>
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<td></td>
<td>• To ensure safety while carrying out cleaning activities</td>
<td></td>
<td>Demonstration, Practical</td>
<td>Autoconer machine</td>
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<td></td>
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<td>• Ensure cleanliness at work place</td>
<td></td>
<td>Demonstration, Practical</td>
<td>Class room</td>
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<td></td>
<td>• Support the mechanic while carryout cleaning maintenance activities if necessary</td>
<td></td>
<td>Demonstration, Practical</td>
<td>Class room</td>
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<td></td>
<td>• Clean the wastes in the alley around the Autoconer area</td>
<td></td>
<td>Demonstration, Practical</td>
<td>Autoconer machine</td>
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<td></td>
<td>• Ensure the full cone transportation belt and empty tubes conveyor belt area is clean</td>
<td></td>
<td>Demonstration, Practical</td>
<td>Autoconer machine, conveyor belt</td>
<td></td>
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<td>• Ensure OHTC is running continuously without stopping whenever machine stopped for any maintenance / cleaning work</td>
<td></td>
<td>Demonstration, Practical</td>
<td>Autoconer machine, OHTC</td>
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|      |             |              | **Carry out autonomous maintenance activities**  
Day 26                                                                                                                                                                                                                     | PC26 to PC28  | Demonstration, Practical     | Autoconer machine  | Theory Duration (hh:mm) 01:00  
Practical Duration (hh:mm) 02:42 |
|      |             |              | • Ensure proper functioning of machine  
• Check and verify the quality of different machine parts  
• Able to remove the worn out parts and replace with new parts in Autoconer machine with the knowledge of fitter/shift in-charge |               | Demonstration, Practical     | Autoconer machine  |                       |
|      |             |              | **Carry out regular maintenance activities**  
Day 26,27, 29 & 30                                                                                                                                               | PC29 to PC47  | Demonstration, Group activity | Class room         | Theory Duration (hh:mm) 03:00  
Practical Duration (hh:mm) 18:42 |
|      |             |              | • Report to superior if any abnormal functioning mechanisms in Autoconer  
• Ensure all the winding drum is in good running condition  
• Remove the lapping if any  
• Ensure the working of all stop motions, tension washer and etc.  
• Check whether splicing unit is working proper condition  
• Check the proper functioning of machine parts  
• Ensure that the conveyor belt is clean and proper cop transport occurs |               | Demonstration, Practical     | Autoconer machine  |                       |
<p>|      |             |              |                                                                                                                                                    |               | Demonstration, Practical     | Autoconer machine  |                       |</p>
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<th>Duration</th>
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<td></td>
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<td>• Attend the jams in winding sections and report to supervisor and fitters</td>
<td>Demonstrations, Practical</td>
<td></td>
<td>Autoconer machine</td>
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<td>• See that all the red lights are attended immediately and also feed track jamming, cops jamming should be attended properly</td>
<td>Demonstrations, Practical</td>
<td></td>
<td>Autoconer machine</td>
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<td></td>
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<td>• In case yarn getting wound up on the drum, stop the machine and remove the same gently without damaging the drum</td>
<td>Demonstrations, Practical</td>
<td></td>
<td>Autoconer machine</td>
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<td></td>
<td>• Report to the maintenance in charge and supervisor if any malfunctioning in the machine</td>
<td>Demonstrations</td>
<td></td>
<td>Class room</td>
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<td></td>
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<td></td>
<td>• Check the OHTC working condition</td>
<td>Demonstrations, Practical</td>
<td></td>
<td>Autoconer machine, OHTC</td>
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<td>• Report to the superiors if any eye is malfunctioning</td>
<td>Demonstrations</td>
<td></td>
<td>Class room</td>
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<td></td>
<td>• Ensure safety while carrying out maintenance activities</td>
<td>Demonstrations</td>
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<td>Class room</td>
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<td></td>
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<td></td>
<td>• Support the fitter for carrying out maintenance activities</td>
<td>Demonstrations</td>
<td></td>
<td>Class room</td>
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<td></td>
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<td></td>
<td>• Inform the supervisor and maintenance in charge in case of a jam</td>
<td>Demonstrations</td>
<td></td>
<td>Class room</td>
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<td>• In case of any breakdowns, report to the superiors and support</td>
<td>Demonstrations</td>
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<td>Class room</td>
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<td>Session Objective</td>
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<td>Methodology</td>
<td>Training Tools/Aids</td>
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| 13   | Other tenting responsibilities | Day 30 & 31 | • Ensure the cone produced is free from outside damages  
• Inform superiors immediately, if any breakdown or fault in the machine is noticed  
• Ensure the proper functioning of signal lamps  
• Ensure that machine is working properly, if any deviations inform superiors immediately  
• Collect the hard wastes and weigh them at shift end and place them in specified area  
• Provide all relevant information of the current working process to the next shift operator before reliefing | Demonstration, Practical | Autoconer, Cone | Theory Duration (hh:mm) 02:00  
Practical Duration (hh:mm) 05:42 |
| 14   | TSC/N9001 Maintain work area tools and machines | Day 31, 32 & 33 | • Handle materials, machinery, equipment and tools with care and use them in the correct way  
• Use correct lifting and handling procedures | Demonstration and Practical | Class room, Autoconer machine, spares | Theory Duration (hh:mm) 05:00  
Practical Duration (hh:mm) 11:42 |
<table>
<thead>
<tr>
<th>S.No</th>
<th>Module Name</th>
<th>Session Name</th>
<th>Session Objective</th>
<th>NOS Reference</th>
<th>Methodology</th>
<th>Training Tools/Aids</th>
<th>Duration</th>
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</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td>Use materials to minimize waste</td>
<td></td>
<td>Demonstration</td>
<td>Class room</td>
<td></td>
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<tr>
<td></td>
<td></td>
<td></td>
<td>• Maintain a clean and hazard free working area</td>
<td></td>
<td>Demonstration</td>
<td>Class room</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>• Maintain tools and equipment</td>
<td></td>
<td>Demonstration</td>
<td>Class room</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>• Carry out running maintenance within agreed schedules</td>
<td></td>
<td>Demonstration with photo/video</td>
<td>Class room and Schedule</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>• Carry out maintenance and/or cleaning within one’s responsibility</td>
<td></td>
<td>Demonstration</td>
<td>Class room</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>• Report unsafe equipment and other dangerous occurrences</td>
<td></td>
<td>Demonstration and Practical</td>
<td>Class room and Autoconer machine</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>• Ensure that the correct machine guards are in place</td>
<td></td>
<td>Demonstration with photo/video</td>
<td>Class room</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>• Work in a comfortable position with the correct posture</td>
<td></td>
<td>Demonstration with photo/video</td>
<td>Class room</td>
<td></td>
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<tr>
<td></td>
<td></td>
<td></td>
<td>• Use cleaning equipment and methods appropriate for the work to be carried out</td>
<td></td>
<td>Demonstration with photo/video</td>
<td>Class room</td>
<td></td>
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<tr>
<td></td>
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<td></td>
<td>• Dispose of waste safely in the designated location</td>
<td></td>
<td>Demonstration</td>
<td>Class room</td>
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<tr>
<td></td>
<td></td>
<td></td>
<td>• Store cleaning equipment safely after use</td>
<td></td>
<td>Demonstration</td>
<td>Class room</td>
<td></td>
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<td></td>
<td></td>
<td></td>
<td>• Carry out cleaning according to schedules and limits of responsibility</td>
<td></td>
<td>Demonstration with photo/video</td>
<td>Class room and Schedule</td>
<td></td>
</tr>
<tr>
<td>No.</td>
<td>Module Name</td>
<td>Session Name</td>
<td>Session Objective</td>
<td>NOS Reference</td>
<td>Methodology</td>
<td>Training Tools/Aids</td>
<td>Duration</td>
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</tbody>
</table>
| 15  | TSC/N9002 Working in a team | Commitment and trust Day 33 & 34 | • Be accountable to the own role in whole process  
• Perform all roles with full responsibility  
• Be effective and efficient at workplace | PC1 to PC3 | Demonstration | Class room | Theory Duration (hh:mm) 01:42  
Practical Duration (hh:mm) 02:18 |
| 16  | Communication Day 36      | Communicating about company policies  
• Report all problems faced during the process  
• Talk politely with other team members and colleagues  
• Submit daily report of own performance | PC4 to PC7 | Demonstration | Class room | Theory Duration (hh:mm) 01:42  
Practical Duration (hh:mm) 02:00 |
| 17  | Adaptability Day 37       | Adjust in different work situations  
• Give due importance to others point of view  
• Avoid conflicting situations | PC8 to PC10 | Demonstration | Class room | Theory Duration (hh:mm) 01:00  
Practical Duration (hh:mm) |
| 18  | Creative freedom Day 37   | Develop new ideas for work procedures  
• Improve upon the existing techniques to increase process efficiency | PC11 & 12 | Demonstration with photo/videos | Class room | Theory Duration (hh:mm) 01:00  
Practical Duration (hh:mm) 02:00 |
<table>
<thead>
<tr>
<th>S.No</th>
<th>Module Name</th>
<th>Session Name</th>
<th>Session Objective</th>
<th>NOS Reference</th>
<th>Methodology</th>
<th>Training Tools/Aids</th>
<th>Duration</th>
</tr>
</thead>
<tbody>
<tr>
<td>19</td>
<td>TSC/N9003</td>
<td>Comply with health, Safety and security requirements at work</td>
<td>Comply with health and safety related instructions applicable to the workplace</td>
<td>PC1 to PC18</td>
<td>Demonstration with photo/videos</td>
<td>Class room</td>
<td>Theory Duration (hh:mm) 11:00</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Day 38, 39, 40 &amp; 41</td>
<td>Use and maintain personal protective equipment such as “ear plug”, “nose mask”, “head cap” etc., as per protocol</td>
<td></td>
<td>Demonstration with photo/videos</td>
<td>PPE</td>
<td>Practical Duration (hh:mm) 15:42</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Carry out own activities in line with approved guidelines and procedures</td>
<td></td>
<td>Demonstration with photo/videos</td>
<td></td>
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<tr>
<td></td>
<td></td>
<td></td>
<td>Maintain a healthy lifestyle and guard against dependency on intoxicants</td>
<td></td>
<td>Demonstration with photo/videos</td>
<td></td>
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<tr>
<td></td>
<td></td>
<td></td>
<td>Follow environment management system related procedures</td>
<td></td>
<td>Demonstration with photo/videos</td>
<td></td>
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<tr>
<td></td>
<td></td>
<td></td>
<td>Identify and correct (if possible) malfunctions in machinery and equipment</td>
<td></td>
<td>Demonstration with photo/videos</td>
<td></td>
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<tr>
<td></td>
<td></td>
<td></td>
<td>Report any service malfunctions that cannot be rectified</td>
<td></td>
<td>Demonstration with photo/videos and practical</td>
<td></td>
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<tr>
<td></td>
<td></td>
<td></td>
<td>Store materials and equipment in line with organizational requirement</td>
<td></td>
<td>Demonstration with photo/videos and practical</td>
<td></td>
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<tr>
<td></td>
<td></td>
<td></td>
<td>Safely handle and remove waste</td>
<td></td>
<td>Demonstration with photo/videos</td>
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<tr>
<td></td>
<td></td>
<td></td>
<td>Minimize health and safety risks to self and others due to own actions</td>
<td></td>
<td>Demonstration with photo/videos</td>
<td></td>
<td></td>
</tr>
<tr>
<td>S.No</td>
<td>Module Name</td>
<td>Session Name</td>
<td>Session Objective</td>
<td>NOS Reference</td>
<td>Methodology</td>
<td>Training Tools/Aids</td>
<td>Duration</td>
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<td></td>
<td>• Seek clarifications, from supervisors or other authorized personnel in case of perceived risks</td>
<td>Demonstration</td>
<td>Class room</td>
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</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>• Monitor the workplace and work processes for potential risks and threat</td>
<td>Demonstration with photo/videos</td>
<td>Class room</td>
<td></td>
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<tr>
<td></td>
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<td></td>
<td>• Carry out periodic walk-through to keep work area free from hazards and obstructions, if assigned</td>
<td>Demonstration with photo/videos</td>
<td>Class room</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>• Report hazards and potential risks/threats to supervisors or other authorized personnel</td>
<td>Demonstration</td>
<td>Class room</td>
<td></td>
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<tr>
<td></td>
<td></td>
<td></td>
<td>• Participate in mock drills/evacuation procedures organized at the workplace</td>
<td>Demonstration with photo/videos and Practical</td>
<td>Class room</td>
<td></td>
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</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>• Undertake first aid, fire-fighting and emergency response training, if asked to do so</td>
<td>Demonstration with photo/videos and Practical</td>
<td>Class room</td>
<td></td>
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<tr>
<td></td>
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<td></td>
<td>• Take action based on instructions in the event of fire, emergencies or accidents</td>
<td>Demonstration</td>
<td>Class room</td>
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<tr>
<td></td>
<td></td>
<td></td>
<td>• Follow organization procedures for shutdown and evacuation when required</td>
<td>Demonstration</td>
<td>Class room</td>
<td></td>
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</tr>
<tr>
<td>S.No</td>
<td>Module Name</td>
<td>Session Name</td>
<td>Session Objective</td>
<td>NOS Reference</td>
<td>Methodology</td>
<td>Training Tools/Aids</td>
<td>Duration</td>
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</tbody>
</table>
| 20   | Recognizing the hazards | Day 43 | • Identify different kinds of possible hazards (environmental, personal, ergonomic, chemical) of the industry  
• Recognize other possible security issues existing in the workplace | PC19 & 20 | Demonstration with photo/videos | Class room | Theory Duration (hh:mm) 01:18  
Practical Duration (hh:mm) 01:18 |
| 21   | Planning the safety techniques | Day 43 | • Recognise different measures to curb the hazards | PC 21 | Demonstration | Class room | Theory Duration (hh:mm) 00:42  
Practical Duration (hh:mm) 00:42 |
| 22   | Implementing the programs | Day 43 & 44 | • Communicate the safety plan to everyone  
• Attach disciplinary rules with the implementation | PC22 & 23 | Demonstration | Class room | Theory Duration (hh:mm) 01:18  
Practical Duration (hh:mm) 01:18 |
| 23   | TSC/N9004 Comply with industry and organizational requirements | Self development | Day 44 | PC1 to PC5 | Demonstration | Class room | Theory Duration (hh:mm) 02:00  
Practical Duration (hh:mm) 04:18 |
<table>
<thead>
<tr>
<th>S.No</th>
<th>Module Name</th>
<th>Session Name</th>
<th>Session Objective</th>
<th>NOS Reference</th>
<th>Methodology</th>
<th>Training Tools/Aids</th>
<th>Duration</th>
</tr>
</thead>
<tbody>
<tr>
<td>24</td>
<td>Team work</td>
<td>Day 45</td>
<td>• Co-ordinate with all the team members and colleagues</td>
<td>PC 6 to PC8</td>
<td>Demonstration with photo/videos</td>
<td>Class room</td>
<td>Theory Duration (hh:mm) 01:00</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>• Communicate politely</td>
<td></td>
<td>Demonstration with photo/videos</td>
<td>Class room</td>
<td>Practical Duration (hh:mm) 03:00</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>• Avoid conflicts and miscommunication</td>
<td></td>
<td>Demonstration with photo/videos</td>
<td>Class room</td>
<td></td>
</tr>
<tr>
<td>25</td>
<td>Organization</td>
<td>Day 46</td>
<td>• Know the organizational standards</td>
<td>PC 9 to PC11</td>
<td>Demonstration with photo/videos</td>
<td>Class room</td>
<td>Theory Duration (hh:mm) 01:18</td>
</tr>
<tr>
<td></td>
<td>standards</td>
<td></td>
<td>• Implement them in your performance</td>
<td></td>
<td>Demonstration with photo/videos</td>
<td>Class room</td>
<td>Practical Duration (hh:mm) 02:18</td>
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<td></td>
<td></td>
<td></td>
<td>• Motivate others to follow them</td>
<td></td>
<td>Demonstration with photo/videos</td>
<td>Class room</td>
<td></td>
</tr>
<tr>
<td>26</td>
<td>Industry standards</td>
<td>Day 45</td>
<td>• Know the industry standards</td>
<td>PC 12 &amp; 13</td>
<td>Demonstration with photo/videos</td>
<td>Class room</td>
<td>Theory Duration (hh:mm) 01:42</td>
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<td></td>
<td></td>
<td></td>
<td>• Align them with organisation standards</td>
<td></td>
<td>Demonstration with photo/videos</td>
<td>Class room</td>
<td>Practical Duration (hh:mm) 01:00</td>
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<td></td>
<td>Theory Duration (hh:mm)</td>
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<td>Practical Duration (hh:mm)</td>
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</tbody>
</table>

**Grand Total Course Duration: 300 Hours, 0 Minutes**

(This syllabus/curriculum has been approved by TSC: Textile Sector Skill Council)
Annexure II

Assessment Criteria

Key Learning Outcomes

At the end of this module, you will be able to understand

- About the Assessment methodology
- NOS wise Marks allotment
- Assessment Method wise Mark Allocation
- The Minimum Marks to Pass in the Assessment
- How to face the assessment comfortably

Unit 11.1: Assessment Criteria

Unit Objectives

At the end of this unit, you will be able to

1) Face the assessment with confidence
2) Complete the assessment in time
3) Succeed in the assessment comfortably

11.1.1 Criteria for Assessment of Trainees

<table>
<thead>
<tr>
<th>S. No.</th>
<th>Guidelines for Assessment</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>Performance Criteria (PC) will be created by the Sector Skill Council.</td>
</tr>
<tr>
<td>2.</td>
<td>Each Performance Criteria (PC) will be assigned marks proportional to its importance in NOS</td>
</tr>
<tr>
<td>3.</td>
<td>SSC will also laydown proportion of marks for Theory, Viva and Skills Practical for each PC</td>
</tr>
<tr>
<td>4.</td>
<td>The assessment for the theory part will be based on knowledge bank of questions created by the SSC – Model Questions Given in this Chapter for Reference</td>
</tr>
<tr>
<td>5.</td>
<td>Individual assessment agencies will create unique question papers for theory part for each candidate at each examination/training center (as per assessment criteria given below)</td>
</tr>
<tr>
<td>6.</td>
<td>To pass the Qualification Pack, every trainee should score minimum 80% in individual NOS and overall</td>
</tr>
<tr>
<td>7.</td>
<td>In case of successfully passing only in certain NOS the trainee is eligible to take subsequent assessment on the balance NOS’s to pass the Qualification Pack</td>
</tr>
<tr>
<td>National Occupational Standards (NOS)</td>
<td>Performance Criteria (PC)</td>
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<td>--------------------------------------</td>
<td>------------------------------------------------------------------------------------------</td>
</tr>
<tr>
<td>TSC/N 0301 (Taking charge of shift and handing over shift to operator)</td>
<td>PC1. come at least 10 - 15 minutes earlier to the work spot</td>
</tr>
<tr>
<td></td>
<td>PC2. tie the waist bag/over coat/apron/cap as specified</td>
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<td></td>
<td>PC3. get instructions from supervisors and clarify doubts regarding repairs attended/changes made in previous shift</td>
</tr>
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<td></td>
<td>PC4. bring the necessary operational tools to the department</td>
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<td></td>
<td>PC5. meet the previous shift operator and discuss with him/her regarding the issues faced by them with respect to the quality or production or spare or safety or any other specific instruction etc.</td>
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<td></td>
<td>PC6. understand the count produced, colour coding, followed in the autoconer for his allocated number of drums or machines</td>
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<td></td>
<td>PC7. ensure the technical details are mentioned in the display board in the autoconer</td>
</tr>
<tr>
<td></td>
<td>PC8. check and make sure that the machines, equipments, etc. are in clean and good condition</td>
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<td></td>
<td>PC9. check for the availability of the ring cops</td>
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<td></td>
<td>PC10. ensure all the winding units are running properly, winding units which are not running and problems if any should be clarified with the supervisor and operator</td>
</tr>
<tr>
<td></td>
<td>PC11. ensure all the cone drums are running properly, if not should be enquired for the reason for idle cone drums and report to the superiors regarding the same</td>
</tr>
<tr>
<td></td>
<td>PC12. ensure proper functioning of autoconer machine parts</td>
</tr>
<tr>
<td></td>
<td>PC13. check the cleanliness of the machines &amp; other work areas</td>
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<tr>
<td></td>
<td>PC14. check whether any spare/raw material/tool/yarn/any other materials are thrown under the machines or in the other work areas</td>
</tr>
<tr>
<td>PC15. question the previous shift operator for any deviation in the above and should bring the same to the knowledge of his/ her shift superior as well that of the previous shift as well</td>
<td>3</td>
</tr>
<tr>
<td>PC16. ensure the wastes collection boxes are empty while taking charge of shift</td>
<td>4</td>
</tr>
<tr>
<td>PC17. ensure the Over Head Travelling Cleaner (OHTC) is working properly</td>
<td>5</td>
</tr>
<tr>
<td>PC18. hand over the shift to the incoming shift operator in a proper manner</td>
<td>5</td>
</tr>
<tr>
<td>PC19. ensure in providing the details regarding count produced, colour coding followed in the autoclave for his allocated number of cone drums or machines</td>
<td>4</td>
</tr>
<tr>
<td>PC20. provide all relevant information regarding the count produced, idle cone drums, damaged machine parts if any</td>
<td>5</td>
</tr>
<tr>
<td>PC21. get clearance from the incoming counterpart before leaving the work spot</td>
<td>4</td>
</tr>
<tr>
<td>PC22. report to his/ her shift superiors as well as that of the incoming shift operator in case his/her counterpart doesn’t report for the incoming shift</td>
<td>4</td>
</tr>
<tr>
<td>PC23. ensure the shift has to be properly handed over to the incoming shift operator</td>
<td>4</td>
</tr>
<tr>
<td>PC24. report to his/ her shift superior about the quality/ production/ safety issues/ any other issue faced in his/her shift and should leave the department only after getting concurrence for the same from his/ her superiors</td>
<td>3</td>
</tr>
<tr>
<td>PC25. Weigh the hard waste generated and collected from the machine separately for each shift and deposit at the specified places</td>
<td>2</td>
</tr>
<tr>
<td>PC26. collect the wastes from waste collection bags, weigh them and transport to storage area</td>
<td>2</td>
</tr>
<tr>
<td>PC27. ensure the work spot is clean</td>
<td>2</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td></td>
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<tr>
<td><strong>Weightsage%</strong></td>
<td>100</td>
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</tbody>
</table>
2. TSC/N 0302
(Operating the autoconer and carryout general tenting activities)

<table>
<thead>
<tr>
<th>PC1. identify the cop by looking at the count board affixed on the machine</th>
<th>200</th>
</tr>
</thead>
<tbody>
<tr>
<td>PC2. make sure that necessary changes and tests are carried out and follow the instructions of the superiors before running the machine</td>
<td>4 1 2 1</td>
</tr>
<tr>
<td>PC3. operate the control switches for starting and stopping the machine</td>
<td>3 1 1 1</td>
</tr>
<tr>
<td>PC4. ensure correct procedure is followed for operating the different control switches and machine</td>
<td>5 2 2 1</td>
</tr>
<tr>
<td>PC5. following the different signal lamps used in machines</td>
<td>4 2 2 0</td>
</tr>
<tr>
<td>PC6. ensure the display panel board is working properly and relevant details are displayed in the screen</td>
<td>4 2 1 1</td>
</tr>
<tr>
<td>PC7. ensure proper functioning of autoconer by verifying the details in the display panel</td>
<td>5 2 3 0</td>
</tr>
<tr>
<td>PC8. ensure the ring cops are properly filled in the magazine</td>
<td>5 2 2 1</td>
</tr>
<tr>
<td>PC9. properly doff the full cone package in case of manual doffing</td>
<td>6 2 3 1</td>
</tr>
<tr>
<td>PC10. ensure the full cone are properly doffed in auto doffer</td>
<td>5 2 2 1</td>
</tr>
<tr>
<td>PC11. ensure the machine is running in the set speed by viewing the display panel</td>
<td>4 1 2 1</td>
</tr>
<tr>
<td>PC12. bring the cops in the cop trolley from storage area</td>
<td>5 2 2 1</td>
</tr>
<tr>
<td>PC13. fill the ring cops in magazine</td>
<td>4 1 2 1</td>
</tr>
<tr>
<td>PC14. Sort the empties collected in the bin then and there, take the rejected cops, rectify the defect (by unwinding without making waste unnecessarily) and creel in the nearer magazines</td>
<td>5 2 2 1</td>
</tr>
<tr>
<td>PC15. Ensure proper passage of material of yarn in the winding units</td>
<td>5 2 2 1</td>
</tr>
<tr>
<td>PC16. ensure the splicing unit is working properly</td>
<td>6 2 3 1</td>
</tr>
<tr>
<td>PC17. restart the winding unit if the winding unit is stopped on specified number of successive failures of splicing</td>
<td>5 2 2 1</td>
</tr>
<tr>
<td>PC18. ensure the waxing roll is available if the yarn is waxed</td>
<td>5 2 2 1</td>
</tr>
<tr>
<td>PC19. put the waxes in the wax axle according to the material being processed as per the instruction of superiors</td>
<td>4 2 2 0</td>
</tr>
<tr>
<td>PC20. check the waxing unit and fix new waxing rolls if the old one exhausts</td>
<td>4 2 2 0</td>
</tr>
<tr>
<td>PC21. ensure running waxes are clean and they are freely rotating</td>
<td>5</td>
</tr>
<tr>
<td>PC22. ensure the wax index is switched off, while processing un-waxed counts</td>
<td>5</td>
</tr>
<tr>
<td>PC23. restart the winding unit on need basis</td>
<td>6</td>
</tr>
<tr>
<td>PC24. ensure the eye unit is working properly</td>
<td>5</td>
</tr>
<tr>
<td>PC25. remove the drum lapping manually with appropriate tool like knife, scissors without damaging the drum</td>
<td>5</td>
</tr>
<tr>
<td>PC26. switch on air valve while restarting the machine after every stoppage</td>
<td>5</td>
</tr>
<tr>
<td>PC27. see that the tension is as per requirement in drums</td>
<td>4</td>
</tr>
<tr>
<td>PC28. Follow instructions/direction of supervisors, during count changes</td>
<td>5</td>
</tr>
<tr>
<td>PC29. switch on the spindle only after rectifying the problem</td>
<td>5</td>
</tr>
<tr>
<td>PC30. ensure all the winding unit are in running condition</td>
<td>4</td>
</tr>
<tr>
<td>PC31. see the signal lamps in every winding unit and identify the reason for stoppage and restart</td>
<td>4</td>
</tr>
<tr>
<td>PC32. Give priority for signal glowing drums, attend the drums immediately and start the drums without any delay</td>
<td>4</td>
</tr>
<tr>
<td>PC33. carry out doffing activity if auto doffing unit is not available in the autoconer</td>
<td>5</td>
</tr>
<tr>
<td>PC34. Attend DHT conveyor belt jam immediately to avoid parallel yarn winding</td>
<td>5</td>
</tr>
<tr>
<td>PC35. report to the supervisor and maintenance incharge if the yarn alarm and quality alarms rings</td>
<td>4</td>
</tr>
<tr>
<td>PC36. identify and report the different package defects to the superiors transport of empty cobs to ring frame department</td>
<td>5</td>
</tr>
<tr>
<td>PC37. report to superiors immediately if any defects such as yarn shade variation, strength variation, twist variation, stains etc. are found</td>
<td>5</td>
</tr>
<tr>
<td>PC38. change as per the instructions direction of supervisors during count changes</td>
<td>4</td>
</tr>
<tr>
<td>PC39. ensure proper material handling of full cobs, empty cobs, cop trolleys and full cones</td>
<td>4</td>
</tr>
<tr>
<td>PC40. use appropriate tool for cleaning choked dust at yarn clearer unit</td>
<td>5</td>
</tr>
<tr>
<td>PC41. remove the drum lapping manually with appropriate tool, without damaging the drum</td>
<td>4</td>
</tr>
<tr>
<td>PC42. ensure using proper material handling of tools and equipment</td>
<td>3</td>
</tr>
<tr>
<td>PC43. ensure proper material handling of waste</td>
<td>2</td>
</tr>
<tr>
<td>PC44. use of safety gadgets like caps, masks and shoes and verifying the safety stop motions</td>
<td>4</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>Weightage</strong></td>
</tr>
<tr>
<td></td>
<td><strong>%</strong></td>
</tr>
<tr>
<td><strong>TSC/N0303</strong></td>
<td><strong>PC1. bring the cops in the cop trolley from storage area</strong></td>
</tr>
<tr>
<td></td>
<td><strong>PC2. ensure correct count cop trolley is taken to winding unit for filling</strong></td>
</tr>
<tr>
<td></td>
<td><strong>PC3. patrol around the winding machine successively and identify the cop exhaust in magazine</strong></td>
</tr>
<tr>
<td></td>
<td><strong>PC4. reel the cops in the magazine</strong></td>
</tr>
<tr>
<td></td>
<td><strong>PC5. check frequently is there any signal stops present during cops filling</strong></td>
</tr>
<tr>
<td></td>
<td><strong>PC6. ensure the cop is properly placed in the magazine</strong></td>
</tr>
<tr>
<td></td>
<td><strong>PC7. ensure the yarn end of the cop is fed in the suction pipe at the centre of magazine</strong></td>
</tr>
<tr>
<td></td>
<td><strong>PC8. ensure the winding unit should not stop due to cops exhaust</strong></td>
</tr>
<tr>
<td></td>
<td><strong>PC9. deposit hard waste in their coat pocket/waist bag after filling</strong></td>
</tr>
<tr>
<td></td>
<td><strong>PC10. ensure minimum time is taken for filling the ring cops</strong></td>
</tr>
<tr>
<td></td>
<td><strong>PC11. ensure proper functioning of machine</strong></td>
</tr>
<tr>
<td></td>
<td><strong>PC12. ensure safety while filling cops</strong></td>
</tr>
<tr>
<td></td>
<td><strong>PC13. fetch and reserve empty cones in autoconer machine</strong></td>
</tr>
<tr>
<td></td>
<td><strong>PC14. write down drum no., machine no. and winder number in empty cone if necessary</strong></td>
</tr>
<tr>
<td></td>
<td><strong>PC15. ensure the cone is wound till the required length or weight of yarn is wound on cone package</strong></td>
</tr>
<tr>
<td></td>
<td><strong>PC16. check the cone package is fully wound the predetermined length or weight and start doffing</strong></td>
</tr>
<tr>
<td></td>
<td><strong>PC17. either stop the drum for doffing or doff the cone package while the drum is running as per the instructions of the supervisor</strong></td>
</tr>
<tr>
<td></td>
<td><strong>PC18. ensure proper procedure is adopted for doffing the cone package</strong></td>
</tr>
<tr>
<td></td>
<td><strong>PC19. ensure proper material handling of cone package</strong></td>
</tr>
<tr>
<td>PC20. ensure the cones are as per specifications</td>
<td>5</td>
</tr>
<tr>
<td>PC21. Insert the empty cone after dollying</td>
<td>5</td>
</tr>
<tr>
<td>PC22. ensure strictly proper colour coded empty paper cone is mounted in holder</td>
<td>5</td>
</tr>
<tr>
<td>PC23. put tail end as specified on the base of the empty cone before starting</td>
<td>4</td>
</tr>
<tr>
<td>PC24. during count change do the necessary changes and follow the instructions of the superiors</td>
<td>4</td>
</tr>
<tr>
<td>PC25. release the cone holder and ensure the proper cone is in surface contact with the winding circum ensure proper traverse of yarn on winding drum</td>
<td>5</td>
</tr>
<tr>
<td>PC26. ensure the proper passage of yarn in autoconer</td>
<td>4</td>
</tr>
<tr>
<td>PC27. weigh the cone package as specified and ensure the required weight have been achieved</td>
<td>5</td>
</tr>
<tr>
<td>PC28. place the cones in the cone trolley and store in the storage area as instructed</td>
<td>6</td>
</tr>
<tr>
<td>PC29. patrol around the machine and check for signal stops</td>
<td>2</td>
</tr>
<tr>
<td>PC30. ensure the link coner mechanism is properly working</td>
<td>3</td>
</tr>
<tr>
<td>PC31. ensure there is no jam in the link coner transport passage</td>
<td>2</td>
</tr>
<tr>
<td>PC32. ensure the cops are properly mounted in the cop holder</td>
<td>2</td>
</tr>
<tr>
<td>PC33. ensure the cops are properly fed to winding unit</td>
<td>3</td>
</tr>
<tr>
<td>PC34. clear traffic congestion at the full cop feeding path and rejected cops carrying path</td>
<td>6</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>150</strong></td>
</tr>
<tr>
<td><strong>Weightage%</strong></td>
<td><strong>100%</strong></td>
</tr>
</tbody>
</table>

4. TSC/N0304 (Carryout cleaning and maintenance activities)

<p>| PC1. ensure the different mechanisms in autoconer is clean | 4 | 1 | 1 | 2 |
| PC2. clean the different mechanisms in autoconer at the scheduled interval as instructed by superiors | 3 | 1 | 1 | 1 |
| PC3. removing faults from ring cops | 4 | 1 | 2 | 1 |
| PC4. ensure the waxing rolls are clean | 4 | 2 | 2 | 0 |
| PC5. ensure the eye area is clean | 4 | 2 | 2 | 0 |
| PC6. remove the waste from the measuring head of eye if any | 3 | 1 | 2 | 0 |
| PC7. to keep the wastes in waste bags, piece bags, or in aprons | 4 | 1 | 2 | 1 |
| PC8. proper material handling of full cops, empty cops and full cones | 3 | 1 | 1 | 1 |
| PC9. proper material handling of waste | 3 | 1 | 1 | 1 |
| PC10. transporting empty cops to ring frame department | 3 | 1 | 1 | 1 |
| PC11. ensure in keeping the wax washers clean | 4 | 2 | 2 | 0 |
| PC12. clean the waste accumulation from different parts of the machine from time to time | 4 | 1 | 2 | 1 |
| PC13. to use proper tools for cleaning | 4 | 1 | 2 | 1 |
| PC14. package defects produced in the autoconer to be identified and should be reported to superiors | 3 | 1 | 1 | 1 |
| PC15. ensure the yarn produced is free from defects and damages | 4 | 1 | 2 | 1 |
| PC16. collect the hard wastes from waste collection box in autoconer machine at regular intervals as instructed by superiors | 3 | 1 | 1 | 1 |
| PC17. ensure the wastes collected are deposited in the respective waste box | 4 | 1 | 2 | 1 |
| PC18. the rejected cops in the empties trolley should be segregated, cleaned and returned | 4 | 1 | 2 | 1 |
| PC19. all half cops and damaged cops should be cleaned in the particular shift itself | 4 | 1 | 2 | 1 |
| PC20. to ensure safety while carrying out cleaning activities | 3 | 1 | 1 | 1 |
| PC21. ensure cleanliness at work place | 3 | 1 | 1 | 1 |
| PC22. support the mechanic while carryout cleaning maintenance activities if necessary | 3 | 1 | 1 | 1 |
| PC23. clean the wastes in the alley around the autoconer area | 4 | 1 | 2 | 1 |
| PC24. ensure the full cone transportation belt and empty tubes conveyor belt area is clean | 4 | 1 | 2 | 1 |
| PC25. ensure OHTC is running continuously without stopping whenever machine stopped for any maintenance / cleaning work | 3 | 1 | 1 | 1 |
| PC26. ensure proper functioning of machine | 4 | 1 | 2 | 1 |
| PC27. check and verify the quality of different machine parts | 3 | 1 | 1 | 1 |
| PC28. able to remove the worn-out parts and replace with new parts in Autoconer machine | 4 | 1 | 2 | 1 |
| PC29. report to superior if any abnormal functioning mechanisms in autoconer | 4 | 1 | 2 | 1 |
| PC30. ensure all the winding drum is in good running condition | 3 | 1 | 1 | 1 |
| PC31. remove the lappings if any | 4 | 1 | 2 | 1 |
| PC32. ensure the working of all stop motions, tension washer and eye | 3 | 1 | 2 | 0 |
| PC33. check whether splicing unit is working proper condition | 5 | 2 | 2 | 1 |
| PC34. check the proper functioning of machine parts | 5 | 1 | 3 | 1 |
| PC35. ensure that the conveyor belt is clean and proper cop transport occurs | 5 | 1 | 2 | 2 |
| PC36. ensure that the conveyor belt is clean and proper cone transport occurs | 4 | 1 | 2 | 1 |
| PC37. attend the jams in winding sections and report to supervisor and fitters | 4 | 1 | 2 | 1 |
| PC38. see that all the red lights are attended immediately and also feed track jamming, cops jamming in magazine should be attended properly | 5 | 2 | 2 | 1 |
| PC39. in case yarn getting wound up on the drum, stop the machine and remove the same gently without damaging the drum | 5 | 1 | 2 | 2 |
| PC40. report to the maintenance incharge and supervisor if any malfunctioning in the | 4 | 1 | 2 | 1 |
| PC41. check the CHTC working condition | 4 | 1 | 2 | 1 |
| PC42. report to the superiors if any eye is malfunctioning | 4 | 1 | 2 | 1 |
| PC43. ensure safety while carrying out maintenance activities | 3 | 1 | 1 | 1 |
| PC44. support the fitter for carrying out maintenance activities | 4 | 1 | 2 | 1 |
| PC45. inform the supervisor and maintenance incharge incase of a jam | 4 | 1 | 2 | 1 |
| PC46. in case of any break-downs, report to the superiors and support him for carrying out maintenance activities | 3 | 1 | 1 | 1 |
| PC47. support the fitter during minor breakdown | 4 | 1 | 2 | 1 |
| PC48. ensure the cone produced is free from outside damages | 4 | 1 | 2 | 1 |
| PC49. inform superiors immediately, if any break down or fault in the machine is noticed | 4 | 1 | 2 | 1 |
| PC50. ensure the proper functioning of signal lamps | 4 | 1 | 2 | 1 |
| PC51. ensure that machine is working properly, if any deviations inform superiors | 3 | 1 | 1 | 1 |
| PC52. collect the hard wastes and weigh them at shift end and place them in specified area | 4 | 1 | 2 | 1 |
| PC53. provide all relevant information's of the current working process to the next shift operator before relieving | 4 | 1 | 2 | 1 |</p>
<table>
<thead>
<tr>
<th>Task Description</th>
<th>Weightage%</th>
<th>200</th>
<th>58</th>
<th>91</th>
<th>51</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>5. TSC/N9001 (Maintaining work area, tools and machines)</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
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</tr>
<tr>
<td>PC1. handle materials, machinery, equipment and tools with care and use them</td>
<td>50</td>
<td>4</td>
<td>1</td>
<td>2</td>
<td>1</td>
</tr>
<tr>
<td>in the correct way</td>
<td></td>
<td></td>
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</tr>
<tr>
<td>PC2. use correct lifting and handling procedures</td>
<td></td>
<td>4</td>
<td>1</td>
<td>2</td>
<td>1</td>
</tr>
<tr>
<td>PC3. use materials to minimize waste</td>
<td></td>
<td>3</td>
<td>1</td>
<td>1</td>
<td>1</td>
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<tr>
<td>PC4. maintain a clean and hazard free working area</td>
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<tr>
<td>PC5. maintain tools and equipment</td>
<td></td>
<td>4</td>
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<td>1</td>
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<tr>
<td>PC6. carry out running maintenance within agreed schedules</td>
<td></td>
<td>4</td>
<td>1</td>
<td>2</td>
<td>1</td>
</tr>
<tr>
<td>PC7. carry out maintenance and/or cleaning within one’s responsibility</td>
<td></td>
<td>4</td>
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<td>2</td>
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<tr>
<td>PC8. report unsafe equipment and other dangerous occurrences</td>
<td></td>
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<tr>
<td>PC9. ensure that the correct machine guards are in place</td>
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<td>1</td>
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<tr>
<td>PC10. work in a comfortable position with the correct posture</td>
<td></td>
<td>3</td>
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<td>1</td>
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<tr>
<td>PC11. use cleaning equipment and methods appropriate for the work to be carried</td>
<td></td>
<td>3</td>
<td>1</td>
<td>1</td>
<td>1</td>
</tr>
<tr>
<td>out</td>
<td></td>
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<tr>
<td>PC12. dispose of waste safely in the designated location</td>
<td></td>
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<tr>
<td>PC13. store cleaning equipment safely after use</td>
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<td>3</td>
<td>1</td>
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<tr>
<td>PC14. carry out cleaning according to schedules and limits of responsibility</td>
<td></td>
<td>4</td>
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<table>
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<tr>
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<th>58</th>
<th>91</th>
<th>51</th>
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<tbody>
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<td><strong>6. TSC/N9002 (Working in a team)</strong></td>
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<tr>
<td>PC1. be accountable to the own role in whole process</td>
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<td>4</td>
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<td>1</td>
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<tr>
<td>PC2. perform all roles with full responsibility</td>
<td></td>
<td>4</td>
<td>2</td>
<td>1</td>
<td>1</td>
</tr>
<tr>
<td>PC3. be effective and efficient at workplace</td>
<td></td>
<td>4</td>
<td>1</td>
<td>2</td>
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</tr>
<tr>
<td>PC4. properly communicate about company policies</td>
<td></td>
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<tr>
<td>PC5. report all problems faced during the process</td>
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<tr>
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</tr>
<tr>
<td>PC6</td>
<td>talk politely with other team members and colleagues</td>
<td>4 1 1 2</td>
<td></td>
<td></td>
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</tr>
<tr>
<td>PC7</td>
<td>submit daily report of own performance</td>
<td>5 2 2 1</td>
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<tr>
<td>PC8</td>
<td>adjust in different work situations</td>
<td>4 1 2 1</td>
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<tr>
<td>PC9</td>
<td>give due importance to others’ point of view</td>
<td>4 1 2 1</td>
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<tr>
<td>PC10</td>
<td>avoid conflicting situations</td>
<td>4 1 2 1</td>
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<tr>
<td>PC11</td>
<td>develop new ideas for work procedures</td>
<td>5 2 2 1</td>
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<tr>
<td>PC12</td>
<td>improve upon the existing techniques to increase process efficiency</td>
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<tr>
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<td></td>
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<table>
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<th>PC</th>
<th>Description</th>
<th>Weightage %</th>
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<tbody>
<tr>
<td>PC1</td>
<td>comply with health and safety related instructions applicable to the workplace</td>
<td>4 1 1 2</td>
</tr>
<tr>
<td>PC2</td>
<td>use and maintain personal protective equipment such as “ear plug” “nose mask”, “head cap” etc., as per protocol</td>
<td>5 2 2 1</td>
</tr>
<tr>
<td>PC3</td>
<td>carry out own activities in line with approved guidelines and procedures</td>
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</tr>
<tr>
<td>PC4</td>
<td>maintain a healthy lifestyle and guard against dependency on intoxicants</td>
<td>4 2 1 1</td>
</tr>
<tr>
<td>PC5</td>
<td>follow environment management system related procedures</td>
<td>4 2 1 1</td>
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<tr>
<td>PC6</td>
<td>identify and correct (if possible) malfunctions in machinery and equipment</td>
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<tr>
<td>PC7</td>
<td>report any service malfunctions that cannot be rectified</td>
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<tr>
<td>PC8</td>
<td>store materials and equipment in line with organisational requirements</td>
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</tr>
<tr>
<td>PC9</td>
<td>safely handle and remove waste</td>
<td>4 1 2 1</td>
</tr>
<tr>
<td>PC10</td>
<td>minimize health and safety risks to self and others due to own actions</td>
<td>5 2 2 1</td>
</tr>
<tr>
<td>PC11</td>
<td>seek clarifications, from supervisors or other authorized personnel in case of perceived risks</td>
<td>4 2 0 2</td>
</tr>
<tr>
<td>PC12</td>
<td>monitor the workplace and work processes for potential risks and threat</td>
<td>5 2 2 1</td>
</tr>
<tr>
<td>PC13</td>
<td>carry out periodic walk-through to keep work area free from hazards and obstructions, if assigned</td>
<td>5 2 2 1</td>
</tr>
<tr>
<td>PC14</td>
<td>report hazards and potential risks/threats to supervisors or other authorized personnel</td>
<td>4 1 2 1</td>
</tr>
<tr>
<td>PC15</td>
<td>participate in mock drills/evacuation procedures organized at the workplace</td>
<td>4 2 2 0</td>
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<tr>
<td>PC16. undertake first aid, fire-fighting and emergency response training, if asked to do</td>
<td>5</td>
<td>2</td>
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<tr>
<td>PC17. take action based on instructions in the event of fire, emergencies or accidents</td>
<td>5</td>
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<tr>
<td>PC18. follow organisation procedures for shutdown and evacuation when required</td>
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<tr>
<td>PC19. identify different kinds of possible hazards (environmental, personal, ergonomic, chemical) of the industry</td>
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</tr>
<tr>
<td>PC20. recognise other possible security issues existing in the workplace</td>
<td>4</td>
<td>2</td>
</tr>
<tr>
<td>PC21. recognise different measures to curb the hazards</td>
<td>4</td>
<td>2</td>
</tr>
<tr>
<td>PC22. communicate the safety plan to everyone</td>
<td>4</td>
<td>2</td>
</tr>
<tr>
<td>PC23. attach disciplinary rules with the implementation</td>
<td>4</td>
<td>2</td>
</tr>
<tr>
<td>Total</td>
<td>100</td>
<td>43</td>
</tr>
</tbody>
</table>

| Weightage% | 100% | 43% | 34% | 23% |

**B. TSC/N9004**

(Comply with Industry and Organisational requirements)

| PC1. perform own duties effectively | 4 | 1 | 2 | 1 |
| PC2. take responsibility for own actions | 4 | 1 | 2 | 1 |
| PC3. be accountable towards the job role and assigned duties | 4 | 2 | 1 | 1 |
| PC4. take initiative and innovate the existing methods | 3 | 1 | 1 | 1 |
| PC5. focus on self-learning and improvement | 4 | 1 | 2 | 1 |
| PC6. co-ordinate with all the team members and colleagues | 4 | 1 | 2 | 1 |
| PC7. communicate politely | 4 | 1 | 1 | 1 |
| PC8. avoid conflicts and miscommunication | 4 | 1 | 2 | 1 |
| PC9. know the organisational standards | 4 | 2 | 1 | 1 |
| PC10. implement them in your performance | 4 | 1 | 2 | 1 |
| PC11. motivate others to follow them | 3 | 1 | 1 | 1 |
| PC12. know the industry standards | 4 | 3 | 1 | 0 |
| PC13. align them with organisation standards | 4 | 2 | 1 | 1 |
| Total | 50 | 18 | 19 | 13 |

| Weightage% | 100% | 36% | 34% | 26% |

**Grand Total**

900