"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 also sincerely thanks Ministry of Skill Development & Entrepreneurship (MSDE) and National Skill Development Corporation (NSDC) in supporting us to prepare the Facilitators Guide.
About this Guide

This Facilitator guide is designed to extend perfect training to new comers for the job roll of Two Shaft Handloom Weaver. This facilitator guide is prepared in line with respective Qualification Pack TSC/Q.7303, NSQF Level 4.

This facilitator guide is developed by Indian Texpreneurs 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 academic 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.

Symbols Used

- Steps
- Time
- Tips
- Notes
- Objectives
- Do
- Ask
- Explain
- Elaborate
- Field Visit
- Practical
- Lab
- Demonstrate
- Exercise
- Team Activity
- Facilitation Notes
- Learning Outcomes
- Say
- Resources
- Activity
- Summary
- Role Play
- Example
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1. Introduction

Unit 1.1 – Textile Industry and Handloom in India – An Overview
Unit 1.2 – Handloom Industry – History, Origin and Significant
Unit 1.3 – Basic Textile Terminology – Fabric, Fibre and Yarn
Unit 1.4 – Job Role Description – Two Shaft Handloom Weaver
At the end of this module, student will be able to:

1. Understand the significance and scope of Textile Sector in India
2. Understand the origin and use of different Fibers, Yarns and Fabrics
3. Understand the variety and versatile application of handloom textiles
4. Gain knowledge on nature of schemes and support that the Government extends to the industry
5. Understand the roles and responsibilities of Two Shaft Handloom Weaver
UNIT 1.1: Textile Industry and Handlooms in India – An Overview

Unit Objectives
At the end of this unit, students will be able to understand:
1. The different parts of a loom and their functions
2. The machinery and equipment that are used for weaving
3. The different types of weaves and their properties

1.1.1: Textile Industry in India and Handloom Weaving

Say
- Say that Textile Industry occupies a unique place in India and contributes to nearly 30% of the total exports and is the second largest employment generator after agriculture.
- Say that Textile Industry comprises 4 important segments such as Modern textile mills, Independent Power looms, Handlooms and Garments and Made-ups.
- Tell that the word Handloom derives its meaning from the process of operation of an ingenious wooden structure called "loom" by hand and with only manual power.
- Tell that abundant supply of raw materials - natural and manmade fibers and skilled workforce is what has helped India to become a major production hub.
- Tell that one is hand woven/hand spun sector and second is capital intensive sophisticated mills.
- Tell that Handloom textiles are an important craft product and comprise the largest cottage industry of the country.
- Tell that it is one of the largest economic activities providing direct employment to over 65 lakh people engaged in weaving and allied activities.
- Say that the Office of the Development Commissioner for Handlooms has been implementing, since its inception in the year 1976, various schemes for the promotion and development of the Handloom sector.

Do
- Do know that Textile Industries are classified as the organized sector and the decentralized sector.
- Do know that Handloom comes under the decentralized sector.
- Do know that the strength of Handloom lies in introducing innovative designs, which cannot be replicated by the Power loom sector.
1.1.2: Importance of Handloom Industry

Say

- Say that the Handloom industry possesses certain advantages over others such as the provision of job at home, the low requirements of capital and the adaptability to changes
- Tell that Handloom weaving is majorly a family occupation
- Tell that it makes a viable choice as occupation given that people at villages are also involved in other occupations like agriculture
- Tell that it provides direct employment to over 10 million people and indirect employment to about 1.5 million people

Do

- Do know that the capital requirement per employee in Handloom industry is very less when compared to the capital requirements of other industries
- Do know that frequent changes in colour, borders, designs, textures etc., can be very easily made on Handloom products as Handlooms rely on short warps

1.1.3: The Handloom Sector and Government Support

Say

- Say that Handloom sector is considered to be highly production and employment oriented
- Tell that the various schemes of the office of the Development Commissioner for Handlooms are categorized as below-
  - Production oriented schemes
  - Market support schemes
  - Infrastructural Development schemes
  - Co-operative and Management training
  - Banking related schemes
- Tell that ongoing schemes and programmes launched new scheme, namely, Deen Dayal Hathkargha Protsahan Yojana and set up a National Centre for Textile Design (NCTD)
- Tell that the Handlooms (Reservation of Articles for Production) Act, 1985 aims to protect millions of Handloom weavers from the encroachment made on their livelihood by the power loom operators and textile mill sector, by reserving certain categories of textile articles for exclusive production by Handlooms
- Tell that many others Government assistance helping in the industry are in force such as National Handloom Development Corporation (NHDC), credit facility, welfare scheme, Handloom Export scheme, Handloom Export Promotion Council etc
**Do**

- Do know that Central Government ensures regular supply of yarn to the Handloom sector by enforcing the order (Hank Yarn Packing Notification) by making it obligatory on the spinning mills to pack a prescribed % of the yarn produced by them in hank form.
UNIT 1.2: Handloom Industry – History, Origin and Significant

Unit Objectives

At the end of this unit, students will be able to:
1. Know the historical evidence
2. Know the Indian Textile Heritage

Say

- Say that the discovery of a piece of red coloured cloth at Indus Valley excavations is a testimony to the fact that the art of weaving and dying was mastered in India more than five thousand years ago

1.2.1: Historical Evidence

Say

- Say that fragments of finely woven and madder-dyed cotton fabrics and shuttles were found at some of the excavated sites of Mohenjodaro (Indus valley civilization)
- Tell that Indian floral prints, dating back to the 18th century A.D were discovered by Sir Aurel Stein in the icy waters of Central Asia

1.2.2: The Indian Textile Heritage

Say

- Say that in the world of handcrafted textiles, there are Madras checks from Tamil Nadu, ikats from Andhra and Orissa, tie and dye from Gujarat and Rajasthan, brocades from Banaras, jacquards from Uttar Pradesh. Dacca from West Bengal, and phulkari from Punjab
- Tell that the Surat Tanchoi based on a technique of satin weaving with the extra weft floats that are absorbed in the fabric itself has been reproduced in Varanasi
- Tell that the Baluchur technique of plain woven fabric brocaded with untwisted silk thread, which began in Murshidabad district of West Bengal, has taken root in Varanasi too
- Tell that the Kashmiri weaver is known the world over for his Pashmina and Shahtoosh shawls
Do

- Do know that India is the only country in the world producing all four commercially known silks - mulberry, Tasser (tussore), Eri and Muga.
- Do know that Assam is the home of Eri and Muga silk.
- Do know that the ikat technique in India is commonly known as Patola in Gujarat, bandha in Orissa, Pagdu Bandhu, Buddavasi and Chitki in Andhra Pradesh.
- Do know that in the ikat tie and dye process, the designs in various colours are formed on the fabric either by the warp threads or the weft threads or by both.
UNIT 1.3: Basic Textile Terminology – Fibre, Yarn and Fabric

Unit Objectives

At the end of this unit, students will be able to:
1. Know what is woven fabric
2. Know what is fibre and yarn

1.3.1: Introduction to Fabrics

Say

- Say that Fabrics are classified as Interlacing (woven), Inter-looping (knitting) and Bonding (Nonwoven/Felting)

Fig. 1.3.1.1: Woven fabric

Fig. 1.3.1.2: Knitted fabric

Elaborate

- Explain the fabric forming method of woven, knitting and Bonding
1.3.2: Woven Fabrics

Say

- Say that there are many methods of fabric manufacturing, each capable of producing a great variety of structures depending upon raw materials used
- Tell that Fabrics, as stated above, are used for many applications such as apparel, home furnishings and industrial

Do

- Do know that the process of converting fiber into fabric consists of three stages is production of

1.3.3: Fibre and Yarn

Say

- Say that the basic raw material used by the textile industry for making a fabrics Fiber
- Tell that the essential requirement for the fiber to be spun into yarn includes a length of at least 5mm, flexibility, cohesiveness and sufficient strength
- Tell that the factors influencing the development and utilization of all the fibers include their ability to be spun, their availability in sufficient quantity, the cost or economy of production and the desirability of their properties to consumer
- Tell that the classification of fibres are tabled below

<table>
<thead>
<tr>
<th>Classification of Fibres</th>
<th>Natural Fibres</th>
<th>Man-made Fibres</th>
</tr>
</thead>
<tbody>
<tr>
<td>Animal</td>
<td>Vegetable</td>
<td>Artificial</td>
</tr>
<tr>
<td>Wooll, Silk, etc.</td>
<td>Cotton, Flax, Jute, etc.</td>
<td>Viscose, Polynosic, Acetate, etc.</td>
</tr>
</tbody>
</table>

Table: 1.3.3: Classification of Textile Fibres

- Tell that the required properties of textile fibres are Spun ability, sufficient strength, Elasticity, Flexibility, Fineness and Dye ability
- Tell that yarn is a continuous length of interlocked fibers used for manufacturing textiles
- Say that yarn manufactured by spinning is the twisting together of fibers to form yarn (or thread, rope, or cable)
- Tell that yarn is made of staple (short) fibers through several techniques including Ring, Open-End, Friction, Jet, Vortex, Centrifugal spinning etc
- Tell that Yarn is selected for different textiles based on the characteristics of the yarn fibers, such as warmth (wool), light weight (cotton or rayon), durability (nylon is added to sock yarn, for example), or softness (cashmere, alpaca)
Do

- Do know that depending on the direction of this final twist, the yarn will have either s-twist or z-twist.
- Do know that the twist direction of yarn can affect the final properties of the fabric, and combined use of the two twist directions can nullify skewing in knitted fabric.
- Do see the appearance of the natural fibres in the following pictures.

<table>
<thead>
<tr>
<th>Fig.1.3.3.1: Cotton</th>
<th>Fig.1.3.3.2: Silk</th>
<th>Fig.1.3.3.3: Jute</th>
</tr>
</thead>
<tbody>
<tr>
<td>Cotton</td>
<td>Silk</td>
<td>Jute</td>
</tr>
</tbody>
</table>

<table>
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<tr>
<th>Fig.1.3.3.4: Wool</th>
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</table>
UNIT 1.4: Job Role Description – 2 Shaft Handloom Weaver

Unit Objectives

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

1. Understand the processes involved in handloom weaving
2. Identify the materials and tools preparations involved in handloom weaving
3. Work seamlessly on basic related processes like pre and post weaving preparations and finishing
4. Understand the process of weaving and the associated details about technical weaving methods and fabric calculations
5. Understand the reasons for fabric defects and identify the methods of mending and reducing these defects
6. Get a sense of general awareness about professional practices and work etiquette, also an insight into soft skills and management practices.
7. Get an understanding of the health and safety related issues that may be of relevance to their working

Say

- Tell that participants should have basic knowledge about the basics of Handloom weaving such as job role of handloom weaver, parts of loom, tools and equipment, raw material knowledge, comparison between power loom and hand loom
- Tell that participants must have a good understanding and process knowledge about the steps involved in preparation for weaving such as Knowledge of pre-weaving process, Analysis of weave design-Drafting/Peg plan/Denting, Warping-Warp planning/Material Planning and beam mounting, Warp Setting-Drafting and Denting, Pirm making—winding, Technical terms associated with all pre-loom operations, Step-by-step process flow involved the pre-loom operations
- Tell that participants must have thorough knowledge of the flow of weaving process post the loom is ready and the warp is mounted
- Tell that participants must have a clear idea about the quality parameters that are acceptable in terms of quality of fabrics and understand the processes, that is, to achieving the quality in handloom weaving related operations, Product Quality & Specification, Defect mend able/Non-mend able, Quality Grading System (5-Point Inspection) and Finishing (checking/folding/Iron/Calendar/Washing) Bale
- Tell that Participants should understand the methods and equipment required to maintain workplace hygiene, that is, Cleaning (Space/Loom shed/Loom parts/Tools), maintenance, repair of loom parts etc
- Say that participants should have an insight into Soft Skills and behavioral traits that influence the workspace
- Tell that participants will be imparted knowledge about entrepreneurial practices and aspects of business development practices that support production and marketing activities
2. Pre-Weaving Activities

Unit 2.1 – Preparatory processes for Yarn
Unit 2.2 – Warp Calculations
Unit 2.3 – Warp Making
Unit 2.4 – Loom Setting – Drafting and Denting
Unit 2.5 – Design Specification Analysis
Unit 2.6 – Loom Preparation
Key Learning Outcomes

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

1. Understand the pre-weaving processes
2. Understand Analysis of Weave Design – Drafting/Peg plan/Denting
3. Know Warping – Warp planning/Material Planning and Beam Mounting
4. Know Warp Setting – Drafting and Denting
5. Know Pirm Making – Winding
UNIT 2.1: Preparatory Process for Yarn

Unit Objectives

At the end of this unit, students will be able to:
1. Gait the warp sheet properly and keep the warp sheet in proper tension
2. Check the shedding, picking and beating mechanisms
3. Check the let-off and take-up mechanism
4. Check the condition of the warp beam, for cross ends, ends pulling out particularly at the selvedge
5. Check the cleanliness of the machines and other work areas
6. Check whether any spare/raw material/tool/fabric/any other material are thrown under the machines or in the other work areas
7. Ensure that the attached warp is drafted and dented as per the instructions and design specifications provided
8. Keep the number of shuttles required ready and its loading with proper colour of pirns
9. Check the availability of the filled pirns and the condition of the same
10. Check the tip of the shuttle
11. Attach the free end of warp with cloth beam properly
12. Read the given design
13. Analyze and interpret the given design (plain or its variations) which needs to be wove
14. Place the filled pirns in the shuttle properly

2.1.1: Objectives of Yarn Preparation

Say

- Tell that the objectives of yarn preparation is to do the following
- To remove yarn faults (there are 23 types of yarn faults)
- To transfer the yarn from spinner package to a convenient form of package which will facilitate weaving
- To have desired length on a yarn package
- To clean the yarn for better appearance and performance
- To make good quality fabric free of yarn defects
- Tell that a good warp yarn should have uniform, sufficient strength, knots with standard size, uniformly sized, equal tension in warp beam, uniform length, number of threads as per specification in design etc.
- Tell that the vertical that is length wise yarns are called warp yarns and the width wise yarns of fabric are called weft yarns
- Tell that the warp yarns are also called ends and the weft yarns are called picks
Elaborate

- Explain the removal of yarn faults such as thick places, thin places, neps, count variation, loose fibres, slubs, foreign particles, etc during yarn preparation
- Explain the preparatory process of weaving

Ask

- Ask what is loom

2.1.2: Winding

Say

- Tell that yarns are repackaged as large cones, so that they can be further used for weaving process
- Tell to know this re-packaging process termed as winding
- Tell that the yarns that are initially available as hanks are converted to cones with the help of a hand operated spinning wheel like a charkha or a semi-automatic device to make the bobbin which remove the entanglement in yarn to prepare warping

Fig. 2.1.2: Yarn winding
2.1.3: Creeling

Say

- Tell that yarn packages are placed on a large metal frame known as creel
- Tell that this metal frame is equipped with tension unit for each package so that yarn tension is maintained while winding on to warping beam or drum
- Tell that it is used to draw multiple yarn ends while winding in a faster manner
- Tell that this system is automated with proper control, counting length in meter, speed and breakages

Ask

- Ask what is advantage with automatic warping
UNIT 2.2: Warp Calculation

Unit Objectives

At the end of this unit, students will be able to:
1. Know how to calculate warp requirement

Say

- Tell that the first step in any weaving project is to decide its end use
- Tell that the first requirements are considered for warping such as length and width with end treatment, the count and quality of the thread, amount of thread required, the design and pattern of the cloth, scale of pattern and repeating of the pattern etc.

Ask

- Ask what is the meaning of end use

Example

- Below is an example of calculation warp plan for a fabric quality that is as described below
- Yarn Count: 40s single warp, 40s single weft
- Ready width: 56 inches
- Selvedge: 0.5 inches
- Total Length: 100 meters ready
- Plain Weave: Chambray
- Warp white Weft Blue
- Construction/Quality: 74X54
## Contd...

<table>
<thead>
<tr>
<th>Drafting Width (in.)</th>
<th>59 inches</th>
<th>Std Warp Shrinkage</th>
<th>3%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Finished Length (in.)</td>
<td>100 mtrs</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Warping Length</td>
<td>117 mtrs</td>
<td>Std Weft Shrinkage</td>
<td>2%</td>
</tr>
<tr>
<td>On-Loom Width (in.)</td>
<td>59 inches</td>
<td>58’body 1’ selvedge</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Creep capacity</td>
<td>60 bobbins</td>
</tr>
<tr>
<td>Selected Reed</td>
<td>38s</td>
<td></td>
<td></td>
</tr>
<tr>
<td>No of ends in body of fabric</td>
<td>2204</td>
<td>With 2 threads in a dent</td>
<td></td>
</tr>
<tr>
<td>No of ends in the selvedge</td>
<td>152</td>
<td>For both sides 4 threads in a dent</td>
<td></td>
</tr>
<tr>
<td>Picks per inch (on loom)</td>
<td>55</td>
<td></td>
<td></td>
</tr>
<tr>
<td>No of sections for warping (based on creel capacity)</td>
<td>Body (36+1) selvedge (1 for both)</td>
<td>36 complete and 1 partial for body</td>
<td></td>
</tr>
<tr>
<td>Total yarn required for warp</td>
<td>275652 mtrs</td>
<td>328 hanks</td>
<td>=8.2 pounds 3.69 kg yarn</td>
</tr>
<tr>
<td>Total yarn required for weft</td>
<td>379665 mtrs</td>
<td>448 hanks</td>
<td>=11.2 pounds 5.04 kg of yarn</td>
</tr>
</tbody>
</table>

**Notes**
- Yarn count = no of hanks in one pound
- One hank = 840 yards (0.914 mtrs)
- One pound = 450 grams

*Fig. 2.2: Yardage Requirements Table*
UNIT 2.3: Warp Making

Unit Objectives

At the end of this unit, students will be able to:
1. Know the warp making

2.3.1: Warping

Say
- Tell that warping process is to convert the yarn packages into a beam having desired width and containing requisite number of ends
- Tell that the warping on beam consists of all yarns in parallel form as sheet drawing from the cheeses/cones package
- Tell that warping are two types and they are beam/direct warping or sectional warping

Ask
- Ask about the difference between direct warping and sectional warping

2.3.2: Sizing

Say
- Tell that the purpose of sizing the yarn is to reduce the breakages by withstanding abrasion at various loom parts, inter-yarns friction, etc. during weaving process in loom
- Tell that the sizing paste containing essential ingredients such as adhesive, wetting agent, binding is applied on the warp yarn with the warp sizing machine
- Say that the objective of sizing is given below
- To protect the yarn from abrasion
- To improve the breaking strength of the yarn
- To increase smoothness of yarn
- To increase yarn elasticity
- To decrease the generation of static electricity
- To decrease hairiness
Ask why is sizing needed for yarn

Fig. 2.3.2: Sizing
UNIT 2.4: Loom SeUng – Drafting and Denting

Unit Objectives

At the end of this unit, students will be able to:
1. Know drawing, drafting and denting process

2.4.1: Introduction to Drafting

Say

- Tell that this is the process of drawing each end of the warp separately through the eyes of the heald, as indicated in the draft and then through the dents of the reed.
- Say to know that the order in which the warp threads are threaded in the heald shaft is known as “Drafting Order”.
- Say to know that the order in which the warp threads are threaded in the dents of the reed is known as “Denting Order”.
- Tell that the manual process of Drawing-in and Denting is time-consuming and hence when mass production of the same fabric is to be done then simply each end of new beam is tied to the corresponding end of the old beam and this is called Tying-In.

Fig. 2.4.1.1: Drawing-in process

- Tell that draft is classified into straight draft, skip draft, pointed draft, broken draft and grouped draft.

Elaborate

- Explain the pointed draft with the following:

Fig. 2.4.1.2: Pointed draft
**2.4.2: Introduction to Denting**

- Tell that the process of drawing the yarn through the dent in a reed is termed as denting and the basic denting order is 2 ends per dent as given below

```
  X X
  X X
```

- Tell that the types of denting are missed/skip denting and denting with empty dents
UNIT 2.5: Design Specification Analysis

**Unit Objectives**

At the end of this unit, students will be able to:
1. Know design specification and its analysis

**Say**

- Tell to know about extended straight drafting and combination of straight ad pointed drafts (for borders)
- Tell that certain number of warp ends drawing in the same shaft is called extended straight drafting as given below

![Diagram](image1)

*Fig. 2.5.1: Draft-Two warp ends per shaft*

- Tell that other designs are as dense end denting, dobbey denting and, missed drafting and denting, sectional drafting etc.
- Tell to know how to plan the dense end dentin in stripes with the specifications of denting of one end for 6 dents, 2 ends/dent for 35, 3 ends/dent for 5 dents and so on considering 46 dents in one inch as given below

![Diagram](image2)

*Fig. 2.5.2: Example of dense drafting*
UNIT 2.6: Loom Preparation

Unit Objectives

At the end of this unit, students will be able to:
1. Know mounting of loom and preparation of handloom for weaving

2.6.1: Mounting of Loom

Say

- Tell to know that after getting the warp beam the weaver has to pass the warp through the heddles (head eye) according to the weave planned called drafting or drawing in
- Tell that denting is the process of passing the drawing in ends through the reed or beat purpose
- Tell to know that more clearly the number of ends per dent depends upon the number of thread required and the warp count
- Tell that once the weaver finishes the drawing in and denting, the next process she/she has to do is to tie the healds with the treadles called tie up

2.6.2: Preparation of Handloom for Weaving

Say

- Tell to know that the loom parameters like correct warp tension, proper opening of shed, reed movement etc. is to be checked to ensure whether the loom is compatible for weaving or not
- Tell that it is the weaver's responsibility to check the shed opening by false picking and reed movement by false beating
- Tell that a simple machine is used for pirm winding in Handloom and it converts the yarn in hank form into another form called pirm

Do

- Do check the following while winding as in pirm form
- Uniform tension is maintained till the pirm get filled
- The groove of the pirm should be kept empty
3. Operating the Loom
Weaving

Unit 3.1 – The Loom – Parts of Loom
Unit 3.2 – The Loom – Types of Looms
Unit 3.3 – Introduction to Weaving and Basic Weaves
Unit 3.4 – Motions of the Loom
Unit 3.5 – Operating the Handloom
Unit 3.6 – Woven Fabric Graphical Representation
At the end of this module, student will be able to:
1. Carryout the weaving activity properly
2. Operate the loom-Tools/Material-Take-up & Let-off
3. Ensure that the correct fabric is woven without defect
4. Avoid delays due to machine issues
5. Use of design specifications sheet correctly and follow the shaft lifting order correctly
UNIT 3.1: The Looms - Parts of Loom

Unit Objectives

At the end of this unit, students will be able to:
1. Carry-out the primary weaving operations:
   - Shedding
   - Picking
   - Beating
2. Carry-out the secondary weaving operations:
   - Take-up
   - Lot-off
3. Carry-out the auxiliary weaving operations:
   - Temple motion
   - Shuttle changing
4. Refer and follow the specifications in case of any doubt
5. Use the correct tools and materials
6. Ensure that proper tension on warp is maintained
7. Check that the materials to be used are free from faults, in case of any, repair fault
8. Conform to the specified quality standards of weaving
9. Identify any damaged work and rectify it
10. Leave the work area safe and secure when work is complete free from hazards

3.1.1: The Loom - Parts of Loom

Say

- Tell that a loom is a device used to weave the cloth and tapestry
- Tell that the purpose of any loom is to hold warp threads under tension to facilitate the interweaving of the weft threads
- Tell that the major components of the loom are the warp beam, heddles, harnesses or shafts, shuttle, reed and take-up roll
- Say that in the loom, yarn processing includes shedding, picking, battering and taking-up operations

Ask

- Ask what is purpose of loom
3.1.1.1: Parts of the Loom

**Say**
- Tell to know the loom parts with the following picture

![Diagram of a loom with parts labeled: shaft frame, healds, shaft, tension roller, batten, treadle, etc.]

*Fig. 3.1.1.1: Parts of the Loom*

**Elaborate**
- Explain what is heald shaft, shuttle, picker and beam

**Ask**
- Ask what is the function of treadle, temple, slay and reed
UNIT 3.2: The Loom – Types of Looms

Unit Objectives
At the end of this unit, students will be able to:
1. Know various types of looms

Say
- Say to understand the flow chart of various types of loom

![Flow chart of types of looms](image)

3.2.1: Pit Looms

Say
- Tell that a pit loom is one where the weaver sits in a pit and operates the loom and the loom itself is fitted into the pit.
- Tell that a shuttle is a tool designed to neatly and compactly store or a holder that carries thread across the loom weft yarn while weaving.
- Tell to know the other types of pit loom such as fly shuttle pit loom, raised pit loom and fitted with dobby/jacquard attachment.

![Pit loom](image)
3.2.2: Frame Looms

Say
- Tell that an ordinary frame loom is fitted into a frame above the ground
- Tell how frame loom followed basically the same principles as ground or pit looms

3.2.3: Lion Looms

Say
- Tell that Loin looms are largely found in the North-Eastern states of the country
- Tell how this is a simple device where one end of the loom is tied normally to the trunk of a tree or any other fixture like a pole, etc., while the other end is rested at the lion of the weaver, and there is usually a belt tied around the weaver’s waist to keep the frame taut
- Tell how this is a simple device where one end of the loom is tied normally to the trunk of a tree or any other fixture like a pole, etc., while the other end is rested at the loin of the weaver, and there is usually a belt tied around the weaver’s waist to keep the frame taut
- Tell that there is no pedal for the shedding motion, and every weaving motion is done by hand
- Tell how fabrics like shawls, chaddars, and sometimes wall-hangings are produced

3.2.4: Semi-Automatic Looms/Pedal Looms

Say
- Tell that Pedal looms are semi-automatic looms, with the only activity manual being the shedding motion with the use of the pedal
- Tell how the other motions of weaving including the picking (bana) and the beating motion are done automatically
- Tell how simple fabrics are woven on this loom like dhotis, angavastram, etc.
3.2.5: Power Looms

Say

- Tell that Plain loom denotes the loom without any warp or weft stop automatic control mechanisms and it is mechanized with the power.
- Tell that this type of loom is basically the plain loom with additional attachments of automatic electronic/mechanical warp stop as well as weft stop motion along with positive let off motion.
- Say that an automatic loom is basically one that has auto pirn changing mechanism along with all the automatic warp and weft stop motions as well as positive let off motions.
- Tell that Shuttle less loom may be of the type of air jet, water jet, projectile, rapier etc.

Ask

- Ask the difference between pit loom and frame loom.
- Ask the difference between automatic and semi automatic loom.
UNIT 3.3: Introduction to Weaving and Basic Weaves

Unit Objectives

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

1. Understand the weaving and, basic weaves and their derivatives

3.3.1: Weaving

Say

- Tell that Weaving is a process of fabric production in which two distinct sets of yarn are interlaced at right angles to each other to form fabric or cloth.
- Tell to know the selvedge running at edge of fabric length wise.
- Tell to know the yarns lengthwise called the warp yarns and the yarns widthwise called the weft yarns in the fabric.
- Tell to know that Plain weave is the most basic weave structure in which the weft passes over and under successive warp threads and repeat the same pattern with alternate threads in the following row, producing a checkered surface.
- Tell that weaves are Plain weave, Matt weave/Basket weave, Twill weave, Warp and Weft faced twill weave, Waved twill weave, Herringbone twill weave, Satin an Sateen weave etc.

Fig. 3.3.1.1: Plain weave

Fig. 3.3.1.2: Warp and Weft faced twill weave
Do

- Do understand that the cambric, muslin, blanket, canvas, dhoti, saree, shirting, suiting, etc. are made of plain weaves
- Do know that the rib weaves such as warp rib weaves and weft rib weaves are derivatives of plain weave

Ask

- Ask about the basic textile terms of yarn count and yarn count system

Elaborate

- Explain the weaving calculations of reed count, reed width, total number of body dents, total number of body ends, the weight in kg of warp yarn for 100 kg of fabric, the weight in kg of weft/sewedges for 100 kg of fabric etc.
UNIT 3.4: Motions of the Loom

Unit Objectives

At the end of this unit, students will be able to:
1. Understand the primary motion of loom, secondary motion of loom and auxiliary motion of loom

3.4.1: Primary Motions

Say

- Tell that the three Primary motions of loom are Shedding, Picking and Beat up
- Tell that the secondary motions of loom are takeup motion and let off motion
- Tell that the auxiliary motions of loom are warp stop motion, weft stop motion, warp protector motion, weft mixing motion, feeler motion, brake motion and weft replenishment motion

Fig. 3.4.1: Primary motion of loom

Do

- Do understand that shedding is the operation by which the warp is divided into two sheets so that sufficient gaps are created for the uninterrupted passage of the weft from one side of the loom to the other side

Ask

- Ask about picking and beat up motion of loom

Elaborate

- Explain the take up and let off motion of loom
UNIT 3.5: Operating the Handloom

Unit Objectives
At the end of this unit, students will be able to:
1. Understand the basic of handloom, the important parts of a handloom and their functions and, operating handloom and weaving

3.5.1: Hand Loom Basics

Say
- Tell that Loom is machine or device which is used to produce woven fabric and the central point of whole process of cloth production
- Tell that Shedding is done by pressing the treadles pedal and picking and beating is done manually and Hand looms yield less production compared to power loom

Do
- Do know that Initial investment is very low compared to power loom

Ask
- Ask what are the loom types

Elaborate
- Explain the shedding motion

3.5.2: Important Parts of Hand Loom and their Functions

Say
- Tell to know the important parts of hand loom such as warp roller, handle, back beam, heddles, bobbin and shuttle, beater, cloth roller and treadles
3.5.3: Parts of a Loom and their Functions

**Do**
- Do know the function of all important parts of loom
- Do understand that treadles are located at the bottom of the loom and are designed to control warp shed formation by controlling the up and down movement of the heddles and the weaver presses the treadles by their feet for shed formation
- Do understand that heddles is a frame to hold the heald wires with eye at its center through which the warp yarn is threaded
- Do understand that beater is inevitably a combination made up of metallic wires set vertically in a frame and the space between the wires are known as dents and there is a beater which has a reed frame mounted on it and the weaver holds the beater and give beater to and fro motion for beating the last pick to the fell of the cloth

**Ask**
- Ask what is warp roller and cloth roller function

**Say**
- Tell to know the parts of a loom such as heald shaft, shuttle box, picker, slay, lease rod, front rest, and temple

**Do**
- Do understand that picker is a piece of leather or other metal placed in grooves or on a spindle inside a shuttle box
- Do understand that the division of warp yarn into one and one, two and two, and so on is termed as lease and the two rods passed between the two successive divisions of warp yarns are called lease rods

**Ask**
- Ask what is the heald shaft and temple
3.5.4: Operating Hand Loom and Weaving

Say
- Tell that while weaving on the loom the fabric is made as a result of primary weaving functions of the shedding, picking and beating
- Tell to attend the warp and weft breaks while operating the loom along with other activities

Do
- Do know that mending of broken warp end in the sized beams with the threads of the same count from the sized beams, using “weaver’s knots”
- Do know that attend the broken pick by taking it out and carefully do the piecing of the weft yarn with the shuttle yarn (don’t do knotting)

Ask
- Ask to understand other practices while operating loom that are ensuring optimum tension of warp sheet, correcting the fabric defects like wrong drawing, wrong denting etc., cleaning machine and work area, operating the loom without “starting mark or crack”, trimming loose ends, etc.
UNIT 3.6: Woven Fabric Graphical Representation

Unit Objectives

At the end of this unit, students will be able to:
1. Understand the woven fabric structure and method of fabric representation

3.6.1: Woven Fabric

Say

- Tell that woven fabrics are made up of vertical (lengthwise) yarns called warp and horizontal (width wise) yarns called weft
- Tell that these warp and weft threads are interlaced with one another in many different ways and each class of structure forms the design

3.6.2: Woven Fabric

Say

- Tell that body of the fabric is the main portion of the fabric containing the intended fabric design
- Tell that selvedge is the narrow woven edge position of the fabric parallel to the warp made with special strong yarns in a closer construction than the body to prevent unraveling
- Tell that face is the intended front side and back is the intended back side of the fabric
- Tell that woven fabric structure has two types of fabric such as simple structure and compound structure

Do

- Do understand the difference between simple structure and compound structure of the fabric
3.6.3: Method of Fabric Representation

**Say**
- Tell that the interlacement of warp and weft yarns in a fabric is differentiated into two types such as warp over weft at face of fabric and weft over warp at face of fabric.
- Tell to know a simple design that can make a cloth requires two ends and two picks as a repeat of design.
- Tell that the common method used for design depiction is Design Paper (Point paper, Square paper).
- Tell to know that the design paper is ruled in groups of 8x8 and these being separated by bold lines.
- Tell that each vertical space represents warp end and each horizontal space as weft end.
- Tell that a mark in the square grid representing intersection of an end and a pick indicate “warp over weft” (X) and a blank indicated “warp under weft”.

**Do**
- Do know what the blank space is representing in a design paper.

**Ask**
- Ask how is loose floats forming.
4. Achieving Quality in Hand Loom Weaving

Unit 4.1 – Greige Fabric Quality
Unit 4.2 – Product Certification and Quality
Unit 4.3 – Fabric Defects
Unit 4.4 – Finishing and Packing of Fabric
Key Learning Outcomes

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

1. Achieve the quality in Handloom weaving related operations
2. Gain Awareness on Product Quality & Specification
3. Defect mendable / Non-mendable
4. Gain Awareness on Quality Grading System (5-Point Inspection)
5. Learn Finishing (checking/folding/Iron/Calendaring/Washing)
UNIT 4.1: Greige Fabric Quality

Unit Objectives

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

1. Identify and use raw materials as per the specifications provided
2. Identify faulty materials and component parts and get them rectified
3. Identify mendable defects and rework on them
4. Make adjustments promptly to ensure the hand-woven fabric matches the specification
5. Carry out work safely and at a rate which maintains required work flow
6. Carry out quality checks at specified intervals according to the specifications
7. Apply the allowed tolerances
8. Identify materials and components which can cause crease, stain and damage

4.1.1: Greige Inspection and Fabric Defects in Greige Fabric

Say

- Tell that the process of observing and locating different types of faults in grey fabric is known as inspection of grey fabric and types of faults in the fabric are mostly mechanical and mendable
- Tell the following points on which the fabric quality is checked
  - Checking of dimensions—measurement of width/size
  - Measurement of length for fabric pieces
  - Checking specification particulars—Ends per inch & Picks per inch, Weight per sq. mtr. Yarn Count
  - Visual inspection defects like stains, knots etc.
  - Composition of base materials and fibers
  - Colour and dyeing related issues

Ask

- Ask about the importance of Greige fabric inspection
4.1.2: Safety Measures in Store House

Say

- Say to check the safety measures like prohibition of smoking, keeping fire extinguisher at right place, trained persons to use the fire extinguishers properly and not to keep the fabrics near electrical panel in store house.

4.1.3: Method of Inspection

Say

- Say that as the fabric reaches its set cut length in the loom, the cloth is cut and the cloth roll is lifted off for inspection.
- Tell that the roll is then unrolled over the inspection table for 100% visual checking against light with preset length per minute and repaired or mended for any small faults like protruding yarn, yarn nepa, slubs, crack, floats, oil stains etc.

4.1.4: Points of Investigation

Say

- Say that some of the following common weaving faults are considered for investigation during inspection of fabric:
  - Stop mark
  - Pick faults, e.g., miss pick and double pick
  - Wrong density/drawing
  - Pattern or design break
  - Selvedge faults, e.g., lashing in, cut selvedge
  - Oil stain
  - Crack, hole
  - Missing ends
  - Slubs
- Tell that as per standards for ease of storage and sorting, the intensity of some of the major and common weaving faults are marked with points (Numerical value) ranging 1 to 6, 6 being the highest point for every faults.
4.1.5: Fabric Inspection Systems

- Say that fabric inspection systems are flow based fabric inspection and point based fabric inspection.
- Tell that point based fabric inspection is further classified as 4 point system and 10 point system.
- Tell to know the parameters in flow based fabric inspection such as minor faults, major faults, selvedge faults, and small faults.
- Tell to understand the 4 point system grading done with the following table and faults are scored with penalty according to size and its significance.

<table>
<thead>
<tr>
<th>Size of Defect</th>
<th>Penalty Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>Up to 3 in</td>
<td>1</td>
</tr>
<tr>
<td>3.1 in to 6 in</td>
<td>2</td>
</tr>
<tr>
<td>6.1 in to 9 in</td>
<td>3</td>
</tr>
<tr>
<td>9 in above</td>
<td>4</td>
</tr>
</tbody>
</table>

- Tell that the following fabric penalty point grading standards are to be used during inspection.
- No more than 4 penalty points may be assigned for any single defect.
- No more than 4 penalty points may be assigned to one linear meter, regardless of the number of defects within that one meter.
- A continuous defect shall be assigned 4 points for each meter in which it occurs.
- Any roll having a running defect through more than three continuous meters shall be rejected regardless of points count.
- No roll shall be accepted that contains a full width defect in the first or last three meters.
- A hole or torn is considered to be a major defect and shall be penalized 4 points.
- No roll shall be accepted as first quality that exhibits a noticeable degree of looseness of tightness or ripples, puckers, folds or creases in the body of the fabric.
- Tell that in 10 point system, faults are scored with penalty of 1, 3, 5 and 10 according to size and significance.

<table>
<thead>
<tr>
<th>Size of Defect</th>
<th>Penalty Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>Up to 1 in</td>
<td>1</td>
</tr>
<tr>
<td>1.1 in to 5 in</td>
<td>3</td>
</tr>
<tr>
<td>5.1 in to 9 in</td>
<td>5</td>
</tr>
<tr>
<td>9.1 in above</td>
<td>10</td>
</tr>
</tbody>
</table>
**Elaborate**

- Following points and defects can be found under a 4 point system with 58 inches length and 60 inches width fabric for inspection

<table>
<thead>
<tr>
<th>Size of defects</th>
<th>Defects</th>
<th>Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>Upto 3 inches</td>
<td>2</td>
<td>2x1=2</td>
</tr>
<tr>
<td>3 to 6 inches</td>
<td>3</td>
<td>3x2=6</td>
</tr>
<tr>
<td>6 to 9 inches</td>
<td>2</td>
<td>2x3=6</td>
</tr>
<tr>
<td>Above 9 inches</td>
<td>1</td>
<td>1x4=4</td>
</tr>
<tr>
<td><strong>Total points earned</strong></td>
<td><strong>18 points</strong></td>
<td></td>
</tr>
</tbody>
</table>

Points per 100 sq.yds = total linear points x 3600

Length in Yards x Fabric width in inches

Points/100sqYds = 18x3600

58x60, therefore Points / 100 Sq. Yards = 18.63

- As per the standard less than 40 points/100 sq. yards is considered First Class

---

**4.1.4: Acceptance and Rejection of Fabric**

- Say that the following points are accepted for fabric quality
- Any piece of fabric with the rating of total 36 points faults per 100 linear meter is allowed to pass as 'A' grade fabric and 36-50 is the point range for 'B' grade fabric
- Any piece having more than 50 points is graded as 'C' which is rejected
- A minimum of 20 meter 'A' grade fabric is allowed to pass with other long pieces and Pieces less than 20 meter is recorded as cut pieces.
- Tell the following any area of the fabric are considered for rejection of fabric
  - Objectionable (too frequent) presence of weaving faults like stop/starting mark and pick faults
  - Oil or grease spot Crack/holes, floats and warp end miss etc. are cut to a separate pieces and recorded as rejected
  - Tell that Any fabric having points more than 50 is graded as “C” and also rejected
UNIT 4.2: Product Certification and Quality

Unit Objectives

At the end of this unit, students will be able to:
1. Understand the product quality, standards and specifications

4.2.1: Product Quality

Say
- Tell that it is normally not possible to assess the quality of the product purchased at its face value, that is, by merely looking at it, touching it or smelling it
- Tell to know the standards used as the basis to assess the quality of product to be purchased
- Tell to know presence of certification marks such as ISI, Agmark, wool mark, etc. on a product that implies the product has been produced according to a specified standards

Ask
- Ask what is the important of product certification

4.2.2: Standards

Say
- Tell that standards are authoritative statements of the criteria necessary to ensure that the material, product or procedure is fit for its intended purpose
- Tell to know the following standards
- Protection of safety and health
- Fitness for purpose (performance)
- Environmental protection
- Ease of use
- Quality and reliability
- Compatibility between products (interoperability)
- Transparency of product information and labelling

Ask
- Ask to tell one of the standards for ensuring its quality
4.2.3: Specification

**Say**
- Tell that the "Handloom Mark Scheme" is not quality related but origin related
- Tell that this scheme verifies and assures the origin of the product if handloom or not
- Tell that in this respect it does not check or verify the quality of the product
- Tell to know the handloom mark logo providing collective identity to the hand woven products thereby facilitating brand building and sale promotion of the same

![Handloom Logo](image)

*Fig. 4.2.3: Handloom mark logo*

**Ask**
- Ask what the hallmark of handloom defines
UNIT 4.3: Fabric Defects

Unit Objectives

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

1. Know the various types of fabric defects

Say

- Tell to know two types of defects appearing in fabric such as warp way defects and weft way defects
- Tell to understand the warp way defects such as warp streaks, crack between stripes, double ends, floats, miss draws, missing ends, ready fabric, stitches and thick ends
- Tell to know the weft way defects such as broken pattern, broken pick, cut weft, Gout, double picks, sloughing off, slub, snarls, starting mark, cracks, thick and thin places, weft bars, weft floating one side, wrong pick density, hole or tear in fabric, smash and temple mark
- Tell to see the pictures of fabric defects to understand the causes and remedies

Fig. 4.3.1: Fabric defects

Contd....
Fig. 4.3.2: Fabric Defects

- Ask what are the causes and remedies for warp streaks and stitches defects
- Ask what are the causes and remedies for broken pick and double pick defects
UNIT 4.4: Finishing and Packing of Fabric

Unit Objectives

At the end of this unit, students will be able to:
1. Know the textile finishes
2. Understand the difference between finished and unfinished fabrics
3. Know the importance of finishes and classification of finishes

4.4.1: Textile Finishes

Say

- Say that certain treatments are applied to improve the look and qualities of textile goods and these treatments are called finishes
- Tell to know the treatment given to a fabric to change its appearance, handling/touch or performance to make the fabric more suitable for its end use
- Tell that a fabric is treated in mills like washing, bleaching, dyeing or printing, starching and ironing etc.
- Tell that a fabric is applied with finishes that is called finished fabric or otherwise it is termed as grey fabric

Do

- Do check the difference between the finished and unfinished fabric

4.4.2: Some Major Difference Between “Unfinished and Finished Fabrics” are as follows

Say

- Say that the unfinished/grey fabric is colour-off white, brown, black, stained, with broken threads, uneven in width, etc.
- Say to know the finished fabric having different tints, shades of colours, prints, free from defects on the surface, even width, free from stains, finishes applied fabric, etc.
4.4.3: Importance of Textile Finishes

Say
- Say to understand the importance of textile finishes with the following reasons
- Improve the appearance of fabric and enhance its looks
- Produce variety in fabrics through dyeing and printing
- Improve the feel or touch of fabric
- Improve the draping ability of lightweight fabrics
- Make fabric suitable for a specific end use

Do
- Do feel the fabric whether the fabric is finished or unfinished

4.4.4: Classification of Finishes

Say
- Say that finished can be classified in several ways depending upon the functions, performance, and nature
- Tell that basic common finished are applied to almost all the fabrics, with an aim to improve their appearance, feel and body
- Tell to improve from the pale white cotton fabric to whiteness, from thin fabric to thick fabric with starching, from ordinary crease fabric to ironed/calendared fabric, etc. for making it aesthetic look
- Tell to understand the classification of finishes with the following chart

```
 Finishes
  Functional  Performance  Chemical and Mechanical
     Basic  Functional  Temporary  Semi  Permanent  Durable  Chemical  Mechanical
         Durable
```

Do
- Do know some fabric treated with special finishes to make it fire proof, water proof, bullet proof and
4.4.5: Chemical and Mechanical Finishes

Say

- Say that chemical finishes are also known as wet finishes to change its appearance or basic properties and examples are fireproof, crease resistance etc.
- Say that mechanical finishes are known as dry finishes as the process consists of application of moisture, pressure and heat or mechanical device to finish a fabric and beating, brushing, calendaring, filling etc. are some of the finishes

Do

- Do find the difference between chemical finished fabric and mechanical finished fabric by its

4.4.6: Basic Finishes and their Types

Say

- Say that once the fabric is woven, the presence of these additives like oil, starch, wax etc. hinders further finishing processes such as bleaching, dyeing, printing etc. and therefore need to be removed before sending the fabric for further processing
- Tell that the method of washing a fabric is chosen according to the nature of fibre and cottons are boiled in soap solution for cleaning and silks are boiled to remove silk gum while wool fibres are boiled with soap solution to remove grease and oils
- Tell that after cleaning, the fabric becomes smooth, neat and more absorbent with bleaching the fabric to remove paleness or colour and make them white, starching/stiffening the fabric to add shine and smoothness to the fabric and calendaring the fabric to remove the wrinkles for better finished fabric
- Tell that conservation folding for textiles for packing is essential to pack the fabric free from soil with clean hand using a large table in clean box with necessary precautions

Do

- Do check the difference between bleached and stiffening fabric by feeling and appearance
Elaborate

- Explain about the conservation folding for textiles for packing
- Explain the necessity of calendaring process in the industry
5. Maintain Work Area and Tools in Handloom Sector

Unit 5.1 – Cleaning the Work Station
Unit 5.2 – Maintenance of Loom and Tools
Unit 5.3 – Maintenance of the Loom
Key Learning Outcomes

At the end of this module, student will be able to:
1. Organize/maintain work area and activities
2. Ensure the maintenance of tools used for warping as per norms
3. Maintain the Loom
UNIT 5.1: Cleaning the Work Station

Unit Objectives

At the end of this unit, students will be able to:
1. Handle materials and tools safely and correctly
2. Use correct lifting and handling procedures
3. Use materials in a manner to minimize waste
4. Maintain a clean and hazard free working area
5. Maintain the tools and equipment used for warping
6. Carry out maintenance and/or cleaning within one’s responsibility
7. Identify damaged tools and materials and take action according to the standards followed
8. Ensure that the correct tools and yarn required are in place
9. Work with the correct posture
10. Use cleaning equipment and methods appropriate for the work to be carried out
11. Dispose of waste safely in the designated location

Say

- Say that each worker is responsible for his or her work space and should keep it clean and clutter free at all times and a messy work space can cause health and safety hazards
- Tell to keep the following some points in mind
  - One should verify that the proper cleaning products are used while cleaning
  - If the wrong product is used, a component may be damaged or rendered unusable
  - The drawers should not be used to store food
  - Cleaning products should be used to wipe down drawers that have accumulated dust, dirt, or other residue
  - Paperwork should be kept off the loom area and stored in files and folders
  - Work area should have bins for paper, bottles, and cans under their desk and empty these into office recycling bins each day
- Say to consider our work places what is known as ‘second home’ and to maintain in clean work station
- Say to know the following cleaning tips
  - Keep your papers and threads well-organized
  - Knick-knacks are the last thing that you need
  - Don’t treat your desk like a cafeteria
  - Limit the number of pens
  - Clean out your drawers and cabinets
  - Uphold a cleaning routine
  - Steer Clear of Wires
UNIT 5.2: Loom Care and Maintenance

Unit Objectives

At the end of this unit, students will be able to:
1. Know the guidelines for loom maintenance
2. Know the weaver tools and its maintenance

Say

- Say to maintain and clean your loom and to keep it in good running order
- Tell to follow instructions for loom maintenance
- Say to keep in mind the following guidelines for loom maintenance
  - Metal parts of the loom should be cleaned with a cloth and oiled using sewing machine oil
  - Rust can be cleaned from reeds with powdered pumice and use a stiff brush and pumice, scrub the reed to strip the rust off
  - Tighten all bolts and screws securely
  - In warm or changing climates, it is especially important to clean and wax or oil hardwood regularly to prevent drying and cracking of wood
  - If using loom tie cords coating them with bees wax can protect them from drying out
  - Check consistently for right angles, the parts like beams and frames are to set in perfect right angles, any gap in joints and crookedness in alignment will affect the fabric as well as the loom
- Tell to keep the tools in the weaver’s tools box like Screw drivers, Wrenches and Pliers, Hammers, Lubricants and Measuring Tapes

Do

- Do understand the using of proper oil having no stickiness for metal parts of the loom

Ask

- Ask what happen in loom if the bolts are in loose condition
- Ask how to prevent cracking and drying of wood in loom
UNIT 5.3: Maintenance of the Loom

Unit Objectives

At the end of this unit, students will be able to:
1. know how to keep the loom in good condition
2. Check loom parts for corrosion and breakages

Say

- Say to know the tools being used with hand to achieve the task
- Say to know the equipment being used for performing a task with its help
- Tell that it is extremely important to perform the proper maintenance on them in order to ensure their longevity
- Tell that maintenance includes greasing of moving parts, oiling or internal moving components and visual inspection of all part movement in action to avoid extreme damage or break down
- Tell that the sharpness of a machine part is important because you need to make sure that cut materials are shaped correctly and accurately and this could include checking the sharpness of tools like end mills, drill bits, lathe tools and precision cutters
- Tell that to determine if your machine tool is properly aligned, simply perform a few test jobs and measure the resulting parts to inspect how the equipment is currently working
- Tell that by cleaning various pieces of equipment either daily or weekly, you will ensure that a machine is running at maximum capacity
- Tell that Use all of your senses to detect potential problems
- Tell that an odd sound, a strange smell or unordinary vibration can mean trouble that to be detected early and carefully logging all maintenance performed will optimize this process

Do

- Do check alignments specification since misalignment affects working performance in a negative way

Ask

- Ask to perform routine maintenance checks on all of your components and accessories
6. Working in a Team in Handloom Sector

Unit 6.1 – Interpersonal Skills and Communication
Unit 6.2 – Skills
Unit 6.3 – Cooperative Society and NGO
Key Learning Outcomes

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

1. Have insight into communication Skills, adaptability and creative freedom
2. Understand the basics of work ethics
3. Learn skills and knowledge based approach
UNIT 6.1: Interpersonal Skills and Communication

Unit Objectives

At the end of this unit, students will be able to:
1. Be accountable to one’s own role in the whole process and perform all roles with full responsibility
2. Be effective and efficient at workplace properly communicate about workplace policies
3. Talk politely with other team members and colleagues
4. Adjust in different work situations
5. Give due importance to others’ point of view and avoid conflicting situations
6. Improve upon the existing techniques to increase process efficiency
7. Standard Operating Procedures (SOP) and regulations in the Cooperative Society/NGO/SHG
8. Importance of commitment and trust, proper communication, adaptability and creative freedom

6.1.1: Definition – Interpersonal Skills

Say

- Say that Interpersonal skills are personal attributes that describe an individual’s ability to interact with others
- Say that soft skills also known as people skills complement hard skills to enhance an individual’s relationships, job performance and career prospects
- Say that soft skills need to get job and keep that job
- Tell to know the elements contributing to soft skills that are effective communication, interpersonal skills and team work, decision making skills, problem solving skills, strong leadership and time management
- Tell to understand written, oral and non-verbal communication for effective communication
- Tell to know the effective communication built upon the following factors
  - Objective approach to conversations
  - Openness to learning from each other
  - Sensitivity to diversity, and conscious effort to be courteous and considerate of other’s culture and custom
  - Active listening to build strong rapport
- Tell that interpersonal skills and team work is important to build healthy friendships with peers, supervisors, clients, and business partners and learn to manage conflict in a healthy way
- Tell that decision making based on factual data is key to moving forward in business with unbiased practical thinking, managing multiple opinion and options
- Tell that the leader sets an example for others by displaying a positive attitude in difficult situations and remain calm in moment of crisis
Do

- Do to follow the time management by prioritizing time and workload so that the job is done on time

Ask

- Ask what is soft skills

6.1.2: Soft Skills and Customer Management

Say

- Say that Soft skills are essential to the person interacting with the customer in an organization to maintain good customer relation and customer service
- The following point are important to improve the soft skills dramatically
  - Active listening requires to understand the customer’s requirement for effective communication
  - Paying attention to provide relevant solutions to the customer
  - Clear communication and positive language for good customer service etiquette and ensure active conflict solution
  - Understanding human psychology helps to maintain patience and self control for passing right communication to the customer
  - Flexibility and accountability helps to think quickly and approach the customers for delivering personalized experience
  - Time Management is important to be able to distribute resources effectively
  - Leadership skills helps to take full responsibility of ensuring that a customer’s problem is resolved quickly and efficiently
  - Decision making helps to empower the employer to trust the customer services staff to address problems efficiently
  - Team work requires to work together towards a solution increasing productivity with problem solving techniques

Do

- Do interact with the colleagues to work as a team in solving customer’s problem
6.1.3: Commitment and Trust

Say
- Say that 100 percent commitment helps to achieve long term success in your business
- Say to not just put in long hours, but also steer the right resources to your business
- Say to determine important aspects of your business for focusing on long term benefits with your time and efforts in a progressing way

Do
- Do know the benefits of commitment and the loss of business with no commitment

Ask
- Ask whether the commitment in business requires focus or not

Elaborate
- Explain the commitment in dealing with customer for long term business

6.1.4: Communication and Adaptability

Say
- Say that effective communication means to communicate clearly through written, oral and non-verbal communication
- Interpersonal skills are personal attributes describe an individual’s ability to interact with others
- Talk politely with team members and colleagues for easy adaptability
Do
- Do know the following points for easy adaptability
- Adjust in different working situations
- Give due importance to other’s point of view
- Avoid conflicting situation

Ask
- Ask whether the organization needs to adopt to the changing customer requirements, job roles and technological capabilities

6.1.5: Creative Freedom

Say
- Say that a person running a business of any kind keeps up to date on current research and technology in the industry
- Say to apply original thinking in approach to job responsibility and to improve existing process, method, systems, and services
- Say to review, selection and dissemination of information regarding key technologies, best practices, and tools to others in the group is equally important

Do
- Do find new approach to solve the problems and accept suggestions from others
UNIT 6.2: Skills

Unit Objectives

At the end of this unit, students will be able to:
1. Know the essential qualities of core skills

6.2.1: Core Skills

Say

- Say to understand the writing skills, reading skills, mathematical skills, oral communication, decision making, planning and organizing, problem solving skills, customer centricity, analytical thinking and critical thinking
- To read and comprehend written instruction, to analyze the numerical data to derive right conclusion and decision and to listen effectively to pass the oral communication accurately
- To gather the necessary data, explore the rational/intuitive aspects with all stakeholder before making a decision
- Tell that an efficient business can be run if the basic structures of its finance and operations are planned well and developing and using systems to organize and keep track of information
- Tell to pay close attention to behavioral conflicts within team members and devise amicable solution and build a logical approach to address problems or opportunities or manage the situation
- Tell to develop soft skills to deal with the customers so as to maintain customer centricity
- Tell that analytical thinking is the ability to break down raw information and undefined problems into specific, workable components that in-turn clearly identify the issues at hand
- Tell that smart enterprises are dependent upon active critical thinkers in order to develop, produce

Do

- Do understand the creative thinking required for the managers in an organization for developing creative change within the organization to teach the colleagues

Ask

- Ask about the importance of analytical thinking
UNIT 6.3: Cooperative Society and NGOs

Unit Objectives

At the end of this unit, students will be able to:
1. Understand the overview of cooperative society organization, characteristics of cooperative society and advantages of cooperative society
2. Know NGOs structures and roles

6.3.1: Overview of Cooperative Society Organization

Say

- Say that a co-operative society is a voluntary association started with the aim of service of its members
- Tell that a cooperative society is formed for producing and supplying goods in accordance with the needs and requirements of the member who compose it
- It is formed for the purpose of achieving economic, social and educative benefits
- Profit making is not the main aim of such organizations and its aim is to eliminate the services of middle men
- The objectives of cooperative society are as follows
  - To render service to its members instead of making profits
  - It encourages a state mutual help in the place of competition
  - It assures a state of self-help in the place of dependence
  - It develops a state of moral solidarity in the place of unfair business activities

Do

- Do know the services rendered by cooperative society

Ask

- Ask whether cooperative society prevents unfair business activities
6.3.2: Characteristics of Cooperative Society

**Say**
- Say to know the characteristics of cooperative society with the following main features
- Its main aim is to give mutual benefits to the members of society through producing and supplying goods
- It collects capital from members as share to run society
- At least 15 members who have attained maturity are required for forming a cooperative society
- Each member has the democratic right to vote and voice their concern
- Member can transfer his/her share to other members, not non-member
- Though it is not formed for profit making, the profit obtained in the trading is distributed among the members based on their trading
- It is an entity independent of members

**Do**
- Do understand membership eligibility and know how many members are required for a cooperative society

**Ask**
- Ask whether each member in the cooperative society has the right to vote or not

6.3.3: Advantages of Cooperative Society

**Say**
- Say to know the advantages of cooperative society with the following
- Certain economies can be enjoyed by the members of cooperative society in the field of production and distribution and middle man is avoided in the trading
- It sells goods at cheaper rate by attracting the customers
- No need to have surplus stock in hand as it has regular customers
- Sometime members render free service without any remuneration
- Members learn how to share benefits with others and social and economic life from members
- People can accumulate and invest their small income in society to lead better life
- It develops self confident and self reliance and solves unemployment problem
6.3.4: NGOs Structures and Roles

Say

- Say that People and policy makers are agreed on one thing that NGOs play a very important role in development
- Tell that role of NGOs are complementary but vary according to policies of government
- Basically, NGOs role is to prepare people for change and they empower the people to overcome psychological problem and opposition of oppress
- The major development roles ascribed to NGOs are to act as:
  - Planner and implementer of development programmers
  - Mobiliser of local resources and initiative
  - Catalyst, enabler and innovator
  - Builder of self reliant sustainable society
  - Mediator of people and government
  - Supporter and partner of government programme in activating delivery system implementing rural development programmes, etc.
  - Agents of information
  - Factor of improvement of the poor
  - Facilitator of development education, training, professionalization, etc
- It is mentioned that there may be 3.3 million NGOs in India

Do

- Do know NGOs activities in taking responsibility like government in policies

Ask

- Ask whether NGOs are helping in nation building
7. Health, Safety and Security at Work Place in Handloom Sector

Unit 7.1 – Safety at Work Place
Unit 7.2 – Basic Hygiene
Unit 7.3 – Health
Key Learning Outcomes

At the end of this module, student will be able to:
1. Know about the hygiene health & Cleanliness
2. Understand safety parameters at workspace
UNIT 7.1: Safety at Work Place

Unit Objectives

At the end of this unit, students will be able to:
1. Comply with health and safety related instructions applicable to the workplace
2. Use and maintain personal protective equipment as per protocol
3. Carry out own activities in line with approved guidelines and procedures
4. Maintain a healthy lifestyle and guard against dependency on intoxicants
5. Follow environment management system related procedures
6. Store materials and tools in line with manufacturer's and Cooperative Society/NGO/SHG requirements
7. Safely handle and move waste and debris
8. Minimize health and safety risks to self and others due to own actions
9. Monitor the workplace and work processes for potential risks and threats
10. Carry out periodic walk-through to keep work area free from hazards and obstructions, if assigned
11. Participate in mock drills/evacuation procedures organized at the workplace
12. Undertake first aid, fire-fighting and emergency response training, if asked to do so
13. Take action based on instructions in the event of fire, emergencies or accidents
14. Follow Cooperative Society/NGO/SHG procedures for evacuation when required
15. Identify different kinds of possible hazards (environmental, personal, ergonomic and chemical) of the industry. Recognize other possible security issues existing in the workplace
16. Plan the safety techniques
17. Recognize different measures to curb the hazards
18. Communicate the safety plans to everyone

7.1.1: Types of Hazards

Say

- Tell that workplace hazards are any conditions that are unsafe and can cause injury or illness
- The following are the main categories of hazards that can cause accidents and loss of material
- Unsafe working conditions like spills that can cause slipping, uneven surfaces, electrical hazards constitute safety hazards
- Physical hazards can harm the body without necessarily touching it like prolonged exposure to the sun, to loud noise, to radiation, etc.
- In textile sector, transport in the workplace, dangerous large equipment and plant etc. can cause injury to workers. Including risk of slips from wet working area
- Psychological issues like work-related stress can cause health hazards when the demand of work does not cope with their ability
Do

- Do check the risks to fire and explosions in textile sector

Ask

- Ask about the repetitive and fast paced work in textile sector where workers have no control over how the job is performed in machine

7.1.2: Hazards and Risks in the Textile Sector

Say

- Tell that the textiles sector contains many hazards and risks to workers, ranging from exposure to noise and dangerous substances, to manual handling and working with dangerous machinery
- Some of the hazards and risks are listed below prevalent in textile sector
  - Exposure to chemical agents causes health hazards and respiratory and skin sensitizers can be found in the textile industry, for example textile fibres, reactive dyes, synthetic fibres and formaldehyde, etc.
  - Many different groups of chemical substances are used in the textiles sector, including dyes, solvents, optical brighteners, crease resistance agents, flame retardants, heavy metals, pesticides and anti microbial agents that are all causing health hazards
  - Exposure to dusts and fibres: The exposure of workers to dusts from material such as silk, cotton, wool, flax, hemp, sisal, and jute can occur during weaving, spinning, cutting, ginning, and packaging
  - Exposure to biological agents: In some activities, such as carding and willowing, workers may be exposed to biological agents such as anthrax, clostridium tetani (the causative agent for tetanus), and coxiella burnetii (which causes Q fever)
  - Exposure to physical agents: Workers may be exposed to noise and vibrations, for example during weaving, spinning, sewing, twisting, and cutting
  - Ergonomic Hazards: These occur when the type of work, body positions and working conditions put a strain on your body
  - Chemical Hazards: Harmful chemical compounds in the form of solids, liquids, gases, mists, dusts, fumes and vapors exert toxic effects through inhalation, direct contact with the skin or ingestion
Do

- Do check the various exposure in the textile sector

Ask

- Ask what is understood from ergonomic hazards in workplace

7.1.3: Means of Control

Say

- Tell that the first step in this process leading to evaluation and control is inspection and entails the identification of materials and processes that have the potential to cause harm to workers.
- Inspection of the workplace is the best source of collecting directly relevant data about health hazards.
- A key step in managing any dangerous situations at work is to identify if there are any unsafe objects or occurrences such as electrical wiring problems, fire smoke, abnormal noise and sound produced by machine, damaged equipment, damaged floor surface, damaged in the workplace.
- Tell that identifying hazards and their risk should be taken by worker in responsible manner irrespective of his industry or any other industry.
- Using workers' knowledge helps to ensure hazards are spotted and workable solutions implemented.
- Consultation encourages workers to commit themselves to health and safety procedures and improvements.
- Tell that evaluating and prioritizing the risks is helping to evolve the control measures and its suitability.
- The focus for cost-effective and sustainable risk managements should be on collective protection and preventive measure.
- Tell that deciding on preventive action is needed in order of priority, then take action, involving the workers and their representatives in the process.
- Tell that action is put in place the preventive and protective measures through a prioritization plan and specify who does what and when, when a task is to be completed, and the means allocated to implement the measures.
- Tell that the assessment should be reviewed at regular intervals to ensure it remains up to date.
- Tell to Check lists can be useful tools as part of the risk assessment process, when they can be used to identify hazards.
**Do**

- Do review the assessment of hazards/risks according to the change in organization

**Ask**

- Ask to prepare checklist with the latest information in web pages of national safety and health authorities and inspectorates

**Elaborate**

- Explain the means of control hazards by inspection, identification, prioritization, prevention, action, monitor and review
UNIT 7.2: Basic Hygiene

Unit Objectives

At the end of this unit, students will be able to:
1. Understand the importance of hygiene
2. Know about personal hygiene, food hygiene, public sanitation and medical hygiene

7.2.1: Personal Hygiene

Say

- Say to wash the hands with soap water before and after eating the food and after sneezing or coughing
- Tell to keep clean the toilet and bathrooms and to dispose excreta to avoid spreading of diseases
- Tell to wash the clothes to remove germs produced by sweating

7.2.2: Food Hygiene

Say

- Say to wash the raw food and cook at appropriate time and temperature to remove pathogens
- Tell to drink non-contaminated water and clear or boil it to kill the germs

7.2.3: Public sanitation

Say

- Say to collect the garbage and dispose it to avoid attracting of insects and germs, and also to avoid odor and health hazards
- Tell not to spit and urinate in public places as it affects pleasant environment
7.2.4: Medical Hygiene

Say

- Say that medical hygiene pertains to the hygiene practices that prevent or minimize diseases and the spreading of diseases in relation to administering medical care to those who are infected or who are more “at risk” of infection.
- Antiseptics may be applied to cuts, wounds and abrasions of the skin to prevent the entry of harmful bacteria that can cause sepsis.

Fig. 7.2.4: Medical hygiene - washing the wound, pressing the bleeding, applying ointment, cover with bandage and take pills if pain
UNIT 7.3: Health

Unit Objectives

At the end of this unit, students will be able to:
1. Understand the meaning of health
2. Know about physical health and mental health

7.3.1: Factors that Impact on Our Health and Types of Diseases

Say

- Say that Health is a state of complete physical, mental and social well-being and not merely the absence of disease or infirmity
- Physical health means good health maintained with good nutrition, proper exercise and adequate rest whereas mental health means mental and emotional well being
- Tell that the following factors are affecting the health
  - Where we live
  - The state of our environment
  - Income
  - Education level
  - Genetics
  - Relationship with friends & family

Do

- Do find your status of physical and mental health

Ask

- Ask about the factors affecting health and its impact on diseases
7.3.2: Water Born Diseases

Say
- Say that water-borne diseases are infectious diseases spread primarily through contaminated water.
- Common water born diseases are cholera, diarrhea and typhoid.
- Tell that these diseases are caused by bacteria, viruses and other microorganisms which are transmitted from one person to other through contaminated water.
- The symptoms due to water born diseases are loose motions, vomiting, abdominal pain, jaundice, dehydration and fever.
- To prevent the water born diseases, drink clean water or boiled water and wash hands before and after eating food, clean toilet and bathroom, wash hands after toilet, wash vegetables before cooking etc.
- To get remedy for vomiting/loose motion, take plenty of oral fluids like water, coconut water, juices, daal kapaani, nimbupani etc. and ORS. ORS means oral rehydration solution.

Do
- Do use clean water to avoid water born diseases.

Ask
- Ask about the water born diseases and its prevention.

7.3.3: Mosquito Born Diseases

Say
- Say that Mosquito-borne diseases are the diseases which are spread by mosquitoes and involve the transmission of viruses and parasites from animal-to-animal, animal-to-person, or person-to-person, without afflicting the insect vectors with symptoms of disease.
- Tell that the common diseases are common diseases are dengue, malaria and chikangunia.
- Tell that water should not be allowed to collect in spare tyres, buckets etc. and use repellent, coil, wire mesh on window, wear full sleeves etc. to prevent the diseases.

Do
- Do check the water collection in spare tyres, buckets etc. to prevent diseases.
7.3.4: Consumption of Tobacco and Alcohol

Say
- Say that both smoking and consumption of tobacco are dangerous in its own way
- They cause harmful diseases and lead to congestion and reduce the health of a smoker in general
- Smoking or chewing tobacco can cause lung and oral cancer respectively
- Smoking increase the risk of infertility, preterm delivery and still birth
- Tell that cigarette smoking causes reduced circulation by narrowing the blood vessels (arteries) and puts smokers at risk of developing peripheral vascular disease
- Tell that alcohol consumption can cause major health problems, including cirrhosis of the liver and injuries sustained in automobile accidents
- Tell that alcohol leads to anemia, cirrhosis, cancer and depression

Do
- Do understand the seriousness of smoking and consumption of alcohol

Ask
- Ask about the diseases caused due to tobacco consumption

7.3.5: Sexually Transmitted Diseases

Say
- Say that Sexually Transmitted Diseases (STDs) are illness transmitted to humans by means of human sexual behavior, including vaginal intercourse, oral sex and anal sex
- The common diseases are HIV- AIDS
- Tell to prevent the sexually transmitted diseases by
- Safe sex
- Use of latex condoms during a sexual intercourse
- Avoid sharing towels or underclothing
- Wash before and after intercourse
- Get tested for HIV
**Do**
- Do know the symptoms of sexually transmitted diseases with the following
  - Rapid Weight Loss
  - Recurring fever
  - Extreme tiredness
  - Swelling of lymph glands (armpits, groin or neck)
  - Pneumonia
  - Memory loss and depression

**Ask**
- Ask how to prevent the sexually transmitted diseases

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**7.3.6: Vaccination**

**Say**
- Say that Vaccination is a process of stimulating an individual’s immune system to develop adaptive immunity
- Vaccination can prevent one from all sorts of diseases and illnesses
- Tell to know the common vaccinations such as Hepatitis, Polio, and Tuberculosis
- Tell that Hepatitis is a condition of inflammation of the liver and characterized by inflammatory cells in the tissue of the organ
- Tell that Polio is a crippling and potentially fatal infectious disease and
- Say that Tuberculosis or TB is a common, and in many cases lethal, infectious disease caused by various strains of mycobacterium

**Do**
- Do know that the strategy to eradicate polio is based on preventing infection by immunizing every child to stop transmission
- Do know that there are two types of vaccine that protect against polio: inactivated polio vaccine (IPV) and oral polio vaccine (OPV). Children get 4 doses of IPV, at these ages: 2 months, 4 months, 6-18 months, and booster dose at 4-6 years
Ask

- Ask what are the government aids available to prevent polio

Notes for Facilitation

- Ensure that everyone understands the importance of vaccination to prevent Hepatitis, Tuberculosis and Polio
8. Comply with Work Place Requirements

Unit 8.1 – Managerial and Organizational Knowledge
Unit 8.2 – Marketing and Selling
Unit 8.3 – Team Work and Cluster Organization
At the end of this module, student will be able to:
1. Understand basics of financial management
2. Discuss operations, logistics and marketing functions required for a business
3. Discuss various roles and responsibilities related to financial management and business operations
4. Understand the processes and means of fund raising
5. Plan personal savings and investments
UNIT 8.1: Managerial and Organizational Knowledge

Unit Objectives

At the end of this unit, students will be able to:
1. Perform own duties effectively
2. Take responsibility for own actions
3. Be accountable towards the job role and assigned duties
4. Take initiative and innovate the existing methods
5. Focus on self-learning and improvement
6. Co-ordinate with all team members and colleagues
7. Know the organizational standards and implement them in your performance also motivate other to follow them
8. Standard Operating Procedures (SOP) and processes in various functions.
9. Importance of understanding and complying with organizational standards
10. The practices that supplement the production work to make it accessible to customers
11. Overall understanding of banking and financial planning
12. Website links of some key resources in terms of logistics and banking
13. Overview of the possible channels for selling products
14. Approach to cluster development

8.1.1: Professional Practices

Say

- Say that professional practices module comprises an end to end product and resources management process
- Say that the artisan under professional practices will be trained to perform the operations, logistics and marketing functions required for a business to run smoothly
- The objective is to enhance the artisan’s skill technically, through design based interventions and also impart business acumen which will render them to be independent, boosting their income earning capacity and livelihoods

Do

- Do understand the necessity of artisan to perform the operations, logistics and marketing functions to run business smoothly
8.1.2: Logistics

Say

- Say that Connectivity, means of transport, service providers
- Say that the producer need to organize for the transfer of goods from one stake holder to another while ensuring that the right products are delivered to the right location on time
- Logistically sound implies ensuring frequent and timely delivery of goods to scattered and remote locations at an optimum cost
- Transport logistics depends on the following factors
  - Location and connectivity determines different modes available to a producer for transport by road, railways, airways and or water ways
  - Nature of product and safety: While rail transport is suitable for carrying cheap, bulk and heavy goods, perishable goods that require faster delivery may be carried through motor transport or air transport depending on the cost and distance
  - Cost of services: For very large consignments that need to be sent over long distances, water transport is the cheapest mode of transport and Motor transport is an economical alternative to transport small consignments over short distances
  - Speed of transport: Air transport is the quickest mode of transport, however, it is also the costliest of all and motor transport is quicker than railway transport and water transport is always slow with heavy volume
  - Service providers: India Post provides many services and discounts to incentivise long term business relationships with enterprises and customers and other logistics support service providers are DHL, Blue dart, DTDC, Gati, Fedex etc.
  - Transport subsidies: The details of the various benefits that the producers can avail under transport subsidies scheme are available on the webpage of the Department of Industrial Policy and Promotion
  - Budgeting - Cost Planning and Price Management: Costs of transportation activities depend importantly on the analytical treatment of capacity utilization and transport distance and transport costs generally vary proportionally with distance, reflecting economies of size and one-time costs of loading

Do

- Do know how to transport the goods to long distance under logistic control

Ask

- Ask about what means of transport suitable for carrying perishable, light and valuable goods
8.1.3: Finance

Say
- Say that from opening the right type of bank account to determining how much you will invest and charge per product, these tasks will all contribute to your business’s success, in the beginning and as it grows.
- Tell that opening a bank account helps one keep track of all monetary transactions that take place and also allows the account holder systematically save for planned future expenses.
- Efficient book keeping simplifies processes of cost calculation, inventory management, receivable and payable accounts, cash flow and tax related decisions.
- Tell that finance knowledge is divided into two segments such as load and fund raising for business, and personal saving and investment.
- Government schemes: Identification of various finance operations through various Government Schemes, e.g. the Revival, Reform & Restructuring (ARR) package for the Handloom sector.
- Implemented by NABARD, this initiative of the Ministry of Textiles, has provisions for recapitalization assistance, waiver of overdue loans, Strengthening of Weaver Coop. Societies by Capacity Building, Interest Subvention and Credit Guarantee.
- Bank Schemes: Appropriate bank schemes are also available to artisans like the weaver’s credit card scheme which provides the artisans with margin money support.
- The Swaranjali Credit Card aims at providing adequate and timely credit, the Micro, Small and Medium Enterprises Development (MSMED) Act, 2006 – addresses and streamlines the entire framework along with key governance & operational issues being faced by the SMEs and Producers Organization Development Fund (PODF) by NABARD is another initiative for supporting producer organizations, adopting a flexible approach to meet their needs through credit support.
- Micro Financing, Business Information Counseling, and Alternative Sources of Funding Voluntary organizations such as NGO’s play a major part in the development of society and economy at the grass root level.
- Tell that personal saving and investment: It is important for all business enterprises to understand the various means of managing finances such as post office saving, small saving schemes in bank, insurance for health and material etc.

Do
- Do know the micro finance institutions such as credit unions, commercial banks, NGOs (Non-governmental Organizations), cooperatives, and sectors of government banks.

Ask
- Ask about various bank schemes.
UNIT 8.2: Selling and Marketing

Unit Objectives

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

1. Aware of marketing intelligence
2. Know about online and offline channels for marketing

Say

• Say that linking the artisans to the market is the most crucial element in this process
• Say that the marketing can be done through online and offline channels with the following
• Online portals: Many online portals allow small scale producers to list their products to sell online and they are Amazon, Flipkart, Snapdeal, Ebay, Craftsvilla, The India Craft House, Etsy
• Social Marketplaces: Options like GoCoop, India mart etc. also allow Handloom and Handicraft Cooperatives and artisans to market their produce by connecting directly to wide spread customers and buyers
• Trade fairs and Exhibitions: Artisans can connect with various organizations that arrange exhibitions in India and abroad, for exclusive display of products and handicrafts
• Marketing and Support Service Schemes: There are government initiatives like the Marketing and Support Service Schemes that aim to provide direct marketing outlets to the craftpersons for participation in various marketing events for augmenting their sales
• Cooperative Societies: A co-operative society is defined as a society which has its objective the promotion of economic interest of its members in accordance with co-operative principles. It is a form of business where individuals belonging to the same group get together for promotion of their common goals
• Consistent small scale orders for business development awareness about supplying to small businesses as a vendor for consistent order quantities

Do

• Do know that National Craft & Design Fair, Dastkaar, SARAS mela, IHGF fairs, Delhi Haat, Kala Ghoda are a few of these platforms which provide ample exposure to the artisans
• Do know that: Product ranges can also be developed for Govt Emporia in different regions

Ask

• Ask how marketing cooperatives helps to the artisan
UNIT 8.3: Team Work and Cluster Organization

Unit Objectives

At the end of this unit, students will be able to:
1. Understand the definition of cluster
2. Know cluster development

8.3.1: Definition of Cluster

Say
- Say that the Handloom cluster may be defined as a place where there is a large concentration of Handloom weavers producing Handloom fabrics
- Tell that in many clusters across the country, the actual number of Handlooms is usually much higher but for purpose of the standardizing it for eligibility to avail various schemes from the government the size of cluster is restricted to 300-500 Handlooms

Do
- Do know that in smaller & hilly states, where the village/sub-division are smaller size, number of villages or sub-divisions may be increased to ensure the minimum critical size of cluster

Ask
- Ask what is the minimum size of handloom cluster determined by government
8.3.1: Cluster Development

Say

- Say that cluster development processes must aim to achieve all-round artisan livelihood development through combining the complimenting strengths of the artisan's skill and the market potential for quality handcrafted products.
- Say that the following comprehensive process that require focused intervention for robust growth of a cluster:
  - Upskilling and strengthening supply chain processes
  - The following existing product-related skill gaps in the clusters need to be identified and addressed with specific interventions:
    - Design and Technology
    - Tools and Equipment
    - Raw Materials
    - Production Processes
    - Finishing
    - Marketing and Logistics
  - Bridge the gap between business idea and business investment and execution by supporting linkage with suitable financial service providers
  - Linking the artisans with correct partners and service providers for logistics and transport
  - Quality control and warehousing
  - Marketing, accounting and costing
  - Enabling people to be entrepreneurs
  - Environmental, social, economic and cultural sustainability

Ask

- Ask what are the focused interventions for comprehensive programs for cluster development.
9. Employability and Entrepreneurship Skills

Unit 9.1 – Personal Strengths and Value System
Unit 9.2 – Digital Literacy: A Recap
Unit 9.3 – Money Matters
Unit 9.4 – Preparing for Employment and Self Employment
Unit 9.5 – Understanding Entrepreneurship
Unit 9.6 – Preparing to be an Entrepreneur
Key Learning Outcomes

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. List the benefits of e-commerce for retailers and customers
41. Discuss how the Digital India campaign will help boost e-commerce in India
42. Explain how you will sell a product or service on an e-commerce platform
43. Discuss the importance of saving money
44. Discuss the main types of bank accounts
45. Describe the process of opening a bank account
46. Differentiate between fixed and variable costs
47. Describe the main types of investment options
48. Describe the different types of insurance products
49. Describe the different types of taxes
50. Discuss the uses of online banking
51. Discuss the main types of electronic funds transfers
52. Discuss the steps to prepare for an interview
53. Discuss the steps to create an effective Resume
54. Discuss the most frequently asked interview questions
55. Discuss how to answer the most frequently asked interview questions
56. Discuss basic workplace terminology
57. Discuss the concept of entrepreneurship
58. Discuss the importance of entrepreneurship
59. Describe the characteristics of an entrepreneur
60. Describe the different types of enterprises
61. List the qualities of an effective leader
62. Discuss the benefits of effective leadership
63. List the traits of an effective team
64. Discuss the importance of listening effectively
65. 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 9.1: 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
91.1: 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.

9.1.2: 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.
9.1.3: 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 weakness and strength.

9.1.4: 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.
9.1.5: Creativity and Innovation: What is Creativity?

Say

- 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.

9.1.6: Time Management: What is Time Management?

Say

- 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.
9.1.7: 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 taking 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.

9.1.8: Stress Management: What is Stress?

Say

- Say that anything which challenges or threatens our well-being can be defined as 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 9.2: 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

9.2.1: 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
9.2.2: 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.

9.2.3: 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 9.3: 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

9.3.1: Personal Finance - Why to Save:

Say

- Say to know that saving is important to meet the emergency requirement in future so as to give the peace of mind at present
- Tell to know that inculcating the habit of saving is giving financial independent, 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
9.3.2: 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

9.3.3: 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?
9.3.4: 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.

9.3.5: 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 9.4: 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

9.4.1: 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.

9.4.2: 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

9.4.3: 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

9.4.4: 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 9.5: 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
9.5.1: 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.

9.5.2: 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 team work 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 skill etc.
9.5.3: 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.

9.5.4: 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 problem solved.
- Tell that some traits of solving the problem are being open minded, not panicking, being proactive, having positive attitude focusing on right problem 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.

9.5.5: Business Opportunities Identification: Entrepreneur and Opportunities

Say

- Say that the ability to identify 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.
9.5.6: 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
9.5.7: 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 level 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.
9.5.8: 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 9.6: 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 4Ps 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

9.6.1: 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 4Ps 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
9.6.3: 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

9.6.4: 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

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

Say

- Say that banks are one of the 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
9.6.6: 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
9.6.7: 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
10. Annexures

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

<table>
<thead>
<tr>
<th>Program Name</th>
<th>Two Shaft Handloom Weaver</th>
</tr>
</thead>
<tbody>
<tr>
<td>Qualification Pack Name &amp; Ref.ID</td>
<td>Two Shaft Handloom Weaver - TSC/Q 7303</td>
</tr>
<tr>
<td>Version No</td>
<td>1.0</td>
</tr>
<tr>
<td>Version Update Date</td>
<td>14.09.15</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>
</tr>
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</table>
| Training Outcomes         | By the end of this program, the participants will be able to:  
  - Pre-Weaving Processes  
  - Analysis of Weave Design—Drafting/Peg plan/Denting  
  - Warping—Warp planning/Material Planning and Beam Mounting  
  - Warp Setting—Drafting and Denting  
  - Piri Making—Winding  
  - Carry out the weaving activity properly  
  - Operate the loom-Tools/Material-Take-up & Let-off  
  - Ensure that the correct fabric is woven without defect  
  - Avoid delays due to machine issues  
  - Use of design specifications sheet correctly and follow the shaft lifting order correctly  
  - Achieve the quality in Hand loom weaving related operations  
  - Gain awareness on product quality & specification  
  - Defect mendable / Non-mendable  
  - Gain awareness on quality grading system (S-Point Inspection)  
  - Learn Finishing (checking/folding/iron/Calendaring/Washing)  
  - Organizing and cleaning the work space well  
  - Maintenance of the Loom  
  - Insight into communication Skills, adaptability and creative freedom  
  - Understand the basics of work ethics  
  - Skills and knowledge based approach  
  - Know about the hygiene health & Cleanliness  
  - Understand safety parameters at workspace  
  - Understand basics of financial management  
  - Discuss operations, logistics and marketing functions required for business  
  - Discuss various roles and responsibilities related to financial management and business operations  
  - Understand the processes and means of fundraising  
  - Plan personal savings and investments |
<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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</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/N7305 Carry out pre weaving activities | Checking and ensuring the pre-looms activities Day 1, 2, 3, 5, 6, 8 & 9 | • Gait the warp sheet properly and keep the warp sheet in proper tension  
• Check the shedding, picking and beating mechanisms  
• Check the let-off and take-up mechanisms  
• Check the condition of the warp beam, for cross ends, ends pulling out particularly at the selvedge  
• Check the cleanliness of the machines and other work areas  
• Check whether any spare/raw material/tool/fabric/any other material are thrown under the machines or in the other work areas.  
• Ensure that the attached warp is drafted and denting as per the instructions and design specifications provided | PC 1 to PC 11 | Demonstration, Practical | Classroom, Two shaft handloom weaving machine | Theory Duration (hh:mm) 21:54  
Practical Duration (hh:mm) 39:54 |
<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>
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<th>Training Tools/Aids</th>
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<tbody>
<tr>
<td></td>
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<td></td>
<td>Keep the number of shuttles required ready and its loading with proper colour of pirns</td>
<td></td>
<td>Demonstration, Practical, compare with colour code chart</td>
<td>Two shaft handloom weaving, shuttles, colour code chart</td>
<td></td>
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<td></td>
<td>Check the availability of the filled pirns and the condition of the same</td>
<td></td>
<td>Demonstration, Practical</td>
<td>Two shaft handloom weaving, pirns</td>
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<td></td>
<td></td>
<td></td>
<td>Check the tip of the shuttle</td>
<td></td>
<td>Demonstration, Practical</td>
<td>Two shaft handloom weaving, shuttles</td>
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<td></td>
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<td></td>
<td>Attach the free end of warp with cloth beam properly</td>
<td></td>
<td>Demonstration, Practical</td>
<td>Two shaft handloom weaving, cloth beam</td>
<td></td>
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<tr>
<td>3</td>
<td>TSC/N7306</td>
<td>Analyze the weave design and place the pirns Day 9,10,11&amp;12</td>
<td>• Read the given design • Analyze and interpret the given design (plain or its variations) which needs to be woven • Place the filled pirns in the shuttle properly</td>
<td>PC12 to PC14</td>
<td>Demonstration</td>
<td>Class room</td>
<td>Theory Duration (hh:mm) 08:06 Practical Duration (hh:mm) 15:54</td>
</tr>
<tr>
<td></td>
<td>Operate the loom Day 12,13,15,16, 17,18,19,20 &amp;22</td>
<td>• Carry-out the primary weaving operations: • Shedding • Picking • Beating • Carry-out the secondary weaving operations: • Take-up • Let-off</td>
<td></td>
<td>PC1 to PC7</td>
<td>Demonstration with photo/video, Practical</td>
<td>Class room</td>
<td>Theory Duration (hh:mm) 21:24 Practical Duration (hh:mm) 44:36</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>Carry out the auxiliary weaving operations:</td>
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<td>Demonstration with photo/video, Practical</td>
<td>Classroom, Two shaft handloom weaving machine</td>
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<td></td>
<td></td>
<td></td>
<td>• Temple motion</td>
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<td>Two shaft handloom weaving machine</td>
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<td></td>
<td></td>
<td></td>
<td>• Shuttle changing</td>
<td></td>
<td></td>
<td>Tools</td>
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<td></td>
<td>Refer and follow the specifications in case of any doubt</td>
<td>Demonstration, Practical</td>
<td></td>
<td>Two shaft handloom weaving machine</td>
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<td></td>
<td></td>
<td></td>
<td>Use the correct tools and materials</td>
<td>Demonstration with photo/video, Practical</td>
<td></td>
<td>Tools</td>
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<td></td>
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<td></td>
<td>Ensure that proper tension on warp is maintained</td>
<td>Demonstration Practical</td>
<td></td>
<td>Two shaft handloom weaving machine</td>
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<td>Check that the materials to be used are free from faults, in case of any, repair fault</td>
<td>Demonstration with photo/video, Practical</td>
<td></td>
<td>Two shaft handloom weaving machine, sample defective fabrics</td>
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<tr>
<td>5</td>
<td>Ensure the specified quality Day 23, 24, 25</td>
<td></td>
<td>Conform to the specified quality standards of weaving</td>
<td>PC8 to PC10</td>
<td>Demonstration with photo/video, Practical</td>
<td>Classroom, Two shaft handloom weaving machine, Sample fabric, comparison chart</td>
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<td></td>
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<td></td>
<td>Identify any damaged work and rectify it</td>
<td>Demonstration, Practical</td>
<td></td>
<td>Two shaft handloom weaving machine, tools for damage rectification</td>
<td></td>
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<tr>
<td>S. No</td>
<td>Module Name</td>
<td>Session Name</td>
<td>Session Objective</td>
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<td>Methodology</td>
<td>Training Tools/Aids</td>
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</table>
| 6     | TSC/N7303   | Contribute to achieving the quality in handloom weaving related operations Day 25,26,27 & 29 | - Leave the work area safe and secure when work is complete free from hazards  
- Identify and use raw materials as per the specifications provided  
- Identify faulty materials and component parts and get them rectified  
- Identify mendable defects and rework on them  
- Make adjustments promptly to ensure the hand-woven fabric matches the specification  
- Carry out work safely and at a rate which maintains required workflow  
- Carry out quality checks at specified intervals according to the specifications | PC1 to PC8 | Demonstration, Practical | Classroom, Two shaft handloom weaving machine, raw material, specification chart, fault materials, correction tools | Theory Duration (hh:mm) 06:20  
Practical Duration (hh:mm) 15:24 |
<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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</table>
| 7     | TSC/N0005 Maintain work area, tools and machines Day 29,30,31 | Maintain the work area, tools and machines Day 29,30,31 | - Apply the allowed tolerances  
- Identify materials and components which can cause crease, stain and damage  
- Handle materials and tools safely and correctly  
- Use correct lifting and handling procedures  
- Use materials in a manner to minimize waste  
- Maintain a clean and hazard free working area  
- Maintain the tools and equipment used for warping  
- Carry out maintenance and/or cleaning within one's responsibility | Demonstration, Practical | Two shaft handloom weaving machine, Standard chart | Two shaft handloom weaving machine, specimen samples of damage fabrics | Theory Duration (hh:mm) 08:06
Practical Duration (hh:mm) 13:18 |
<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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<tr>
<td></td>
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<td>- Identify damaged tools and materials and take action according to the standards followed</td>
<td>Demonstration with photo/video, practical</td>
<td>Class room, Two shaft handloom weaving machine, damage tools</td>
<td>Two shaft handloom weaving machine</td>
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<td></td>
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<td></td>
<td>- Ensure that the correct tools and yarn required are in place</td>
<td>Demonstration and Practical</td>
<td>Two shaft handloom weaving machine</td>
<td>Two shaft handloom weaving machine</td>
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<td></td>
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<td>- Work with the correct posture</td>
<td>Demonstration with photo/video, practical</td>
<td>Class room, Two shaft handloom weaving machine</td>
<td>Two shaft handloom weaving machine, cleaning tools</td>
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<td>- Use cleaning equipment and methods appropriate for the work to be carried out</td>
<td>Demonstration and Practical</td>
<td>Class room, Two shaft handloom weaving machine</td>
<td>Two shaft handloom weaving machine, cleaning tools</td>
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<tr>
<td></td>
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<td>- Dispose of waste safely in the designated location</td>
<td>Demonstration and Practical</td>
<td>Two shaft handloom weaving machine, waste, disposing location</td>
<td>Class room, Two shaft handloom weaving machine, cleaning tools</td>
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<td></td>
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<td></td>
<td>- Store cleaning equipment safely after use</td>
<td>Demonstration with photo/video, practical</td>
<td>Class room, Two shaft handloom weaving machine</td>
<td>Two shaft handloom weaving machine, cleaning schedule</td>
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<td></td>
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<td>- Carry out cleaning according to schedule and limits of responsibility</td>
<td>Demonstration and Practical</td>
<td>Two shaft handloom weaving machine, cleaning schedule</td>
<td>Two shaft handloom weaving machine, cleaning schedule</td>
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<tr>
<td>S. No</td>
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<td>Session Name</td>
<td>Session Objective</td>
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</table>
| 8     | TSC/N9006 Working in a team in handloom sector | Commitment and trust Day 32 | • 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 (h:mm) 02:06  
Practical Duration (h:mm) 04:18 |
| 9     | Communication Day 32 & 33 | | • Properly communicate about company policies  
• Talk politely with other team members and colleagues  
• Submit daily report of own performance | PC4 to PC6 | Demonstration with company policy chart | Class room | Theory Duration (h:mm) 02:36  
Practical Duration (h:mm) 04:18 |
| 10    | Adaptability Day 33 & 34 | | • Adjust in different work situations  
• Give due importance to others point of view  
• Avoid conflicting situations | PC7 to PC9 | Demonstration | Class room | Theory Duration (h:mm) 02:36  
Practical Duration (h:mm) 03:54 |
| 11    | Creative freedom Day 34 | | • Improve upon the existing techniques to increase process efficiency | PC10 | Demonstration | Class room | Theory Duration (h:mm) 03:54  
Practical Duration (h:mm) 09:54 |
| 12    | TSC/N9007 Maintain health, safety and security at work place in handloom sector | Comply with health, Safety and security requirements at work  
• Comply with health and safety related instructions applicable to the workplace  
• Use and maintain personal protective equipment as per protocol | PC1 to PC14 | Demonstration with photo/videos | Class room PPE | Theory Duration (h:mm) 10:18  
Practical Duration (h:mm) |
<p>| | | | | | | | |
|       |                                     |                              |                                                                                 |               |                           |                     |                     |</p>
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<th>S. No</th>
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<th>Training Tools/Aids</th>
<th>Duration</th>
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<tbody>
<tr>
<td></td>
<td>Day 34,36,37,38 &amp; 39</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>Class room and guideline</td>
<td>19:42</td>
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<td></td>
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<td>- Maintain a healthy lifestyle and guard against dependency on intoxicants</td>
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<td>Demonstration with photo/videos</td>
<td>Class room</td>
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<td></td>
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<td></td>
<td>- Follow environment management system related procedures</td>
<td></td>
<td>Demonstration with photo/videos</td>
<td>Class room</td>
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<td></td>
<td>- Store materials and tools in line with manufacturer’s and Cooperative Society/NGO/SHG requirements</td>
<td></td>
<td>Demonstration with photo/videos and practical</td>
<td>Class room, Two shaft handloom weaving machine</td>
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<td>- Safely handle and remove waste and debris</td>
<td></td>
<td>Demonstration with photo/videos</td>
<td>Class room, Two shaft handloom weaving machine</td>
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<td></td>
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<td></td>
<td>- Minimize health and safety risks to self and others due to own actions</td>
<td></td>
<td>Demonstration</td>
<td>Class room, Two shaft handloom weaving machine</td>
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<td></td>
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<td></td>
<td>- Monitor the workplace and work processes for potential risks and threat</td>
<td></td>
<td>Demonstration with photo/videos and practical</td>
<td>Class room, mock drills</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></td>
<td>Demonstration with photo/videos</td>
<td>Class room, Two shaft handloom weaving machine</td>
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<tr>
<td></td>
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<td></td>
<td>- Participate in mock drills/evacuation procedures organized at the workplace</td>
<td></td>
<td>Demonstration with photo/videos and Practical</td>
<td>Class room, mock drills</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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</tbody>
</table>
| 13    | Recognizing and addressing the hazards Day 39,40 & 41 | - Undertake first aid, fire-fighting and emergency response training, if asked to do so  
- Take action based on instructions in the event of fire, emergencies or accidents  
- Follow Cooperative Society/NGO/SHG procedures for evacuation when required  
- Identify different kinds of possible hazards (environmental, personal, ergonomic and chemical) of the industry  
- Recognize other possible security issues existing in the workplace  
- Plan the safety techniques  
- Recognize different measures to curb the hazards  
- Implement the programs  
- Communicate the safety plans to everyone | Demonstration with photos/videos  
Demonstration  
Demonstration, Practical | Class room, first Aid and fire fighting equipments  
Class room, Emergency evacuation chart  
Class room, evacuation procedure | Theory Duration (hh:mm) 03:54  
Practical Duration (hh:mm) 09:00 |
<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>14</td>
<td>TSC/N9008</td>
<td>Self development Day 41&amp;43</td>
<td>• Attach disciplinary rules with the implementation</td>
<td>Demonstration</td>
<td>Class room, disciplinary rules</td>
<td>Theory Duration (hh:mm) 03:54 Practical Duration (hh:mm) 06:00</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Comply with work place requirements in handloom sector</td>
<td></td>
<td>• Perform own duties effectively</td>
<td>PC1 to PC5</td>
<td>Demonstration</td>
<td>Class room</td>
<td></td>
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<tr>
<td></td>
<td></td>
<td></td>
<td>• Take responsibility for own actions</td>
<td>Demonstration</td>
<td>Class room</td>
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<td></td>
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<td></td>
<td>• Be accountable towards the job role and assigned duties</td>
<td>Demonstration</td>
<td>Class room</td>
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<td></td>
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<td></td>
<td>• Take initiative and innovate the existing methods</td>
<td>Demonstration</td>
<td>Class room</td>
<td></td>
<td></td>
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<tr>
<td></td>
<td></td>
<td></td>
<td>• Focus on self-learning and improvement</td>
<td>Demonstration</td>
<td>Class room</td>
<td></td>
<td></td>
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<tr>
<td>15</td>
<td>Team work</td>
<td>Day 43&amp; 44</td>
<td>• Co-ordinate with all the team members and colleagues</td>
<td>PC 5 to PC8</td>
<td>Demonstration with photo/videos</td>
<td>Theory Duration (hh:mm) 02:36 Practical Duration (hh:mm) 03:54</td>
<td></td>
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<tr>
<td></td>
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<td></td>
<td>• Communicate politely</td>
<td>Demonstration with photo/videos</td>
<td>Class room</td>
<td></td>
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<td></td>
<td></td>
<td></td>
<td>• Avoid conflicts and miscommunication</td>
<td>Demonstration with photo/videos</td>
<td>Class room</td>
<td></td>
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</tr>
<tr>
<td>16</td>
<td>Organizational standards</td>
<td>Day 44</td>
<td>• Know the organizational standards</td>
<td>PC 9 to PC11</td>
<td>Demonstration with photo/videos</td>
<td>Theory Duration (hh:mm) 02:06 Practical Duration (hh:mm) 03:00</td>
<td></td>
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<td></td>
<td></td>
<td></td>
<td>• Implement them in your performance</td>
<td>Demonstration with photo/videos</td>
<td>Class room</td>
<td></td>
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<tr>
<td></td>
<td></td>
<td></td>
<td>• Motivate others to follow them</td>
<td>Demonstration with photo/videos</td>
<td>Class room</td>
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<tr>
<td>Total Duration:</td>
<td>Unique Equipment Required:</td>
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<tr>
<td>Theory Duration (hh:mm)</td>
<td>Apron, head cap, nose mask, earplug, shoe, hip bag</td>
<td></td>
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<td></td>
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<td></td>
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<td>103:18</td>
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<tr>
<td>Practical Duration (hh:mm)</td>
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<td>196:42</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)
**Key Learning Outcomes**

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

1) About the Assessment methodology  
2) NOS wise Marks allotment  
3) Assessment Method wise Mark Allocation  
4) The Minimum Marks to Pass in the Assessment  
5) How to face the assessment comfortably

---

**Unit 10.1: 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

---

**10.1.1 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’s, the trainee is eligible to take subsequent assessment on the balance NOS’s to pass the Qualification Pack</td>
</tr>
<tr>
<td>Assessable Outcomes</td>
<td>Assessment Criteria</td>
</tr>
<tr>
<td>---------------------</td>
<td>--------------------------------------------------------------------------------------</td>
</tr>
<tr>
<td>TSC/N7305 (Carry out pre weaving activities)</td>
<td>PC1. Gait the warp sheet properly and keep the warp sheet in proper tension</td>
</tr>
<tr>
<td></td>
<td>PC2. Check the shedding, picking and beating mechanisms</td>
</tr>
<tr>
<td></td>
<td>PC3. Check the let-off and take-up mechanisms</td>
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<tr>
<td></td>
<td>PC4. Check the condition of the warp beam, for cross ends, ends pulling out particularly at the selvedge</td>
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<tr>
<td></td>
<td>PC5. Check the cleanliness of the machines and other work areas</td>
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<td></td>
<td>PC6. Check whether any spare/raw material/tool/fabric/any other material are thrown under the machines or in the other work areas</td>
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<tr>
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<td>PC7. Ensure that the attached warp is drafted and dented as per the instructions and design specifications provided</td>
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<tr>
<td></td>
<td>PC8. Keep the number of shuttles required ready and its loading with proper color of pins</td>
</tr>
<tr>
<td></td>
<td>PC9. Check the availability of the filled pins and the condition of the same</td>
</tr>
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<td></td>
<td>PC10. Check the tip of shuttle</td>
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<td></td>
<td>PC11. Attach the free end of warp with cloth beam properly</td>
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<td></td>
<td>PC12. Read the given design</td>
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<tr>
<td></td>
<td>PC13. Analyze and interpret the given design (plain or its variations) which needs to be woven</td>
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<td></td>
<td>PC14. Place the filled pins in the shuttle properly</td>
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<td><strong>Total</strong></td>
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<td><strong>Weightage %</strong></td>
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| TSC/N7306 (Operate the loom) | PC1. Carry-out the primary weaving operations:                                        | 200         | 28     | 6      | 22                    |
|                             | o Shading                                                                             |             |        |        |                       |
|                             | o Picking                                                                             |             |        |        |                       |
|                             | o Beating                                                                             |             |        |        |                       |
|                             | PC2. Carry-out the secondary weaving operations:                                       |             | 27     | 10     | 17                    |
|                             | o Take-up                                                                             |             |        |        |                       |
|                             | o Let-off                                                                             |             |        |        |                       |
|                             | PC3. Carry-out the auxiliary weaving operations:                                       |             | 28     | 8      | 20                    |
|                             | o Temple motion                                                                      |             |        |        |                       |
|                             | o Shuttle changing                                                                    |             |        |        |                       |
|                             | PC4. Refer and follow the specifications in case of any doubt                          |             | 15     | 6      | 9                     |
|                             | PC5. Use the correct tools and materials                                              |             | 18     | 7      | 11                    |
|                             | PC6. Ensure that proper tension on warp is maintained                                  |             | 20     | 8      | 12                    |
### PC7. Check that the materials to be used are free from faults, in case of any, repair faults
<p>| | | |</p>
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<tbody>
<tr>
<td>18</td>
<td>5</td>
<td>13</td>
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### PC8. Conform to the specified quality standards of weaving
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<tbody>
<tr>
<td>16</td>
<td>8</td>
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### PC9. Identify any damaged work and rectify it
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<tbody>
<tr>
<td>20</td>
<td>4</td>
<td>16</td>
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### PC10. Leave the work area safe and secure when work is complete free from hazards
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<tbody>
<tr>
<td>10</td>
<td>4</td>
<td>6</td>
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</tbody>
</table>

Total: 200

Weightage:
- 100%
- 33%
- 67%

### TSC/N 7307
(Contribute to achieve quality in handloom weaving)

| PC1. Identify and use raw materials as per the specifications provided | 50 | 8 | 6 |
| PC2. Identify faulty materials and component parts and get it rectified | 8 | 2 | 6 |
| PC3. Identify mendable defects and rework on them | 8 | 2 | 6 |
| PC4. Make adjustments promptly to ensure the hand-woven fabric matches the specification | 4 | 1 | 3 |
| PC5. Carry out work safely and at a rate which maintains required work flow | 4 | 1 | 3 |
| PC6. Carry out quality checks at specified intervals according to specifications | 8 | 3 | 5 |
| PC7. Apply the allowed tolerances | 6 | 2 | 4 |

Total: 50

Weightage:
- 100%
- 28%
- 72%

### TSC/N 9005
(Maintain handloom sector) work area and tools in

| PC1. Handle materials and tools safely and correctly | 50 | 5 | 3 |
| PC2. Use correct lifting and handling procedures | 3 | 1 | 2 |
| PC3. Use materials in a manner to minimize waste | 3 | 1 | 2 |
| PC4. Maintain a clean and hazard free working area | 3 | 1 | 2 |
| PC5. Maintain the tools and equipment used | 5 | 2 | 3 |
| PC6. Carry out maintenance and/or cleaning | 5 | 2 | 3 |
| PC7. Identify damaged tools and materials and take action according to the standards followed | 5 | 2 | 3 |
| PC8. Ensure that the correct tools and yarn required are in place | 3 | 1 | 2 |
| PC9. Work with the correct posture | 3 | 1 | 2 |
| PC10. Use cleaning equipment and methods appropriate for the work to be carried out | 3 | 1 | 2 |
| PC11. Dispose of waste safely in the designated location | 4 | 2 | 2 |
| PC12. Store cleaning equipment safely after use | 3 | 1 | 2 |
| TSC/N 9006  | PC1. Be accountable to the own role in whole process | 50 | 6 | 2 | 4 |
| TSC/N 9006  | PC2. Perform all roles with full responsibility | 5 | 1 | 4 |
| TSC/N 9006  | PC3. Be effective and efficient at workplace | 4 | 2 | 2 |
| TSC/N 9006  | PC4. Properly communicate about workplace policies | 5 | 2 | 3 |
| TSC/N 9006  | PC5. Talk politely with other team members and | 5 | 2 | 3 |
| TSC/N 9006  | PC6. Submit daily report of own performance | 6 | 2 | 4 |
| TSC/N 9006  | PC7. Adjust in different work situations | 5 | 2 | 3 |
| TSC/N 9006  | PC8. Give due importance to others’ point of view | 5 | 2 | 3 |
| TSC/N 9006  | PC9. Avoid conflicting situations | 5 | 2 | 3 |
| TSC/N 9006  | PC10. Improve upon the existing techniques to increase process efficiency | 4 | 2 | 2 |
| TSC/N 9006  | Total | 50 | 50 | 19 | 31 |
| TSC/N 9006  | Weightage % | 100% | 38% | 62% |

| TSC/N 9007  | PC1. Comply with health and safety related instructions applicable to the workplace | 100 | 6 | 2 | 4 |
| TSC/N 9007  | PC2. Use and maintain personal protective equipment as per protocol | 6 | 2 | 4 |
| TSC/N 9007  | PC3. Carry out own activities in line with approved guidelines and procedures | 4 | 1 | 3 |
| TSC/N 9007  | PC4. Maintain a healthy lifestyle and guard against dependency on intoxicants | 4 | 1 | 3 |
| TSC/N 9007  | PC5. Follow environment management system related procedures | 4 | 1 | 3 |
| TSC/N 9007  | PC6. Store materials and tools in line with manufacturer’s and Cooperative Society/NGO/SHG requirements | 4 | 2 | 2 |
| TSC/N 9007  | PC7. Safely handle and move waste and debris | 4 | 2 | 2 |
| TSC/N 9007  | PC8. Minimize health and safety risks to self and others due to own actions | 6 | 2 | 4 |
| TSC/N 9007  | PC9. Monitor the work place and work processes for potential risks and threats | 6 | 2 | 4 |
| TSC/N 9007  | PC10. Carry out periodic walk—through to keep work area free from hazards and obstructions, if assigned | 6 | 2 | 4 |
| TSC/N 9007  | PC11. Participate in mock drills/ evacuation procedures organized at the workplace | 4 | 2 | 2 |
| TSC/N 9007  | PC12. Undertake first aid, fire-fighting and emergency response training, if asked to do so | 6 | 2 | 4 |
| TSC/N 9007  | PC13. Take action based on instructions in the event of fire, emergencies or accidents | 6 | 2 | 4 |
| PC14. Follow Cooperative Society/NGO/SHG procedures for evacuation when required | 4 | 1 | 3 |
| PC15. Identify different kinds of possible hazards (environmental, personal, ergonomic, and chemical) of the industry | 4 | 1 | 3 |
| PC16. Recognise other possible security issues existing in the workplace | 4 | 1 | 3 |
| PC17. Plan the safety techniques | 5 | 2 | 3 |
| PC18. Recognise different measures to curb the hazards | 4 | 1 | 3 |
| PC19. Implement the programs | 5 | 2 | 3 |
| PC20. Communicate the safety plan to everyone | 4 | 1 | 3 |
| PC21. Attach disciplinary rules with the implementation | 4 | 1 | 3 |
| **Total** | **100** | **100** | **33** | **67** |
| **Weightage%** | **100%** | **33%** | **67%** |

| TSC/N9008 (Comply with workplace requirements in handloom sector) | 50 | 5 | 2 | 3 |
| PC1. Perform own duties effectively | | 5 | 2 | 3 |
| PC2. Take responsibility for own actions | | 5 | 2 | 3 |
| PC3. Be accountable towards the job role and assigned duties | | 5 | 2 | 3 |
| PC4. Take initiative and innovate the existing methods | | 3 | 1 | 2 |
| PC5. Focus on self-learning and improvement | | 5 | 2 | 3 |
| PC6. Co-ordinate with all the team members and colleagues | | 5 | 2 | 3 |
| PC7. Communicate politely | | 5 | 2 | 3 |
| PC8. Avoid conflicts and miscommunication | | 5 | 2 | 3 |
| PC9. Know the organisational standards | | 5 | 2 | 3 |
| PC10. Implement them in your performance | | 5 | 2 | 3 |
| PC11. Motivate others to follow them | | 2 | 1 | 1 |
| **Total** | **50** | **50** | **20** | **30** |
| **Weightage%** | **100%** | **40%** | **60%** |

**Grand Total**

| 700 | 700 | 241 | 459 |