

## Qualification Pack



# Jute Products Stitching Operator

QP Code: HCS/Q7403

Version: 4.0

NSQF Level: 3

Handicrafts and Carpet Sector Skill Council || OCF, Plot No. 2, Pocket 9, Sector B, Vasant Kunj  
New Delhi - 110070 || email:project.cen@hcsc.in

## Qualification Pack

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### HCS/Q7403: Jute Products Stitching Operator

#### Brief Job Description

A Jute Products Stitching Operator is skilled in sewing and stitching jute fabric to create various products, such as bags, mats, and home decor items. The operator ensures precise stitching techniques and high-quality finishes for durability and aesthetics.

#### Personal Attributes

A Jute Products Stitching Operator should have excellent attention to detail, a steady hand for precision stitching, and the ability to work efficiently with natural fibres. Strong organisational skills and a passion for craftsmanship are essential for producing high-quality products.

#### Applicable National Occupational Standards (NOS)

##### Compulsory NOS:

1. [HCS/N7422: Machine Operation](#)
2. [HCS/N7423: Stitching Techniques](#)
3. [HCS/N7424: Finishing and Quality Control](#)
4. [HCS/N8513: Entrepreneurship Skills for Jute products stitching operator](#)
5. [HCS/N9908: Working in a Team](#)
6. [HCS/N9912: Maintain Work Area and Tools](#)
7. [HCS/N9945: Maintaining workplace health and safety](#)
8. [DGT/VSQ/N0102: Employability Skills \(60 Hours\)](#)

#### Qualification Pack (QP) Parameters

<b>Sector</b>	Handicrafts and Carpet
<b>Sub-Sector</b>	Weaving (Jute), Processing (Jute)
<b>Occupation</b>	Jute Printing, Dyeing and Weaving
<b>Country</b>	India

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<b>NSQF Level</b>	3
<b>Credits</b>	13
<b>Aligned to NCO/ISCO/ISIC Code</b>	NCO-2015/7318.4000
<b>Minimum Educational Qualification &amp; Experience</b>	10th grade pass with NA of experience OR 8th grade pass with 1 Year of experience Relevant experience OR 5th grade pass with 2.5 years of experience Relevant experience OR Ability to read and write with 5 Years of experience Relevant experience OR Previous relevant Qualification of NSQF Level 2.5 with 1.5 years of experience Relevant experience
<b>Minimum Level of Education for Training in School</b>	
<b>Pre-Requisite License or Training</b>	NA
<b>Minimum Job Entry Age</b>	14 Years
<b>Last Reviewed On</b>	NA
<b>Next Review Date</b>	30/04/2028
<b>NSQF Approval Date</b>	30/04/2025
<b>Version</b>	4.0
<b>Reference code on NQR</b>	QG-03-HC-04009-2025-V2-HCSSC
<b>NQR Version</b>	4

## Qualification Pack

### HCS/N7422: Machine Operation

#### Description

The machine operation unit for a jute products stitching operator focuses on the skills and knowledge required to effectively operate sewing machines and other related equipment in the production of jute items.

#### Scope

The scope covers the following :

- understanding the stitching machine types
- machine setup
- material handling
- automatic machine operation process
- semi-automatic machine operation process

#### Elements and Performance Criteria

##### *Understanding the Stitching Machine Types*

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

- PC1.** automatic machines are highly mechanized, with minimal manual intervention required, automatically control functions such as feeding, cutting and stitching the jute material
- PC2.** semi-automatic machines require more manual handling where the more manual control such as adjusting fabric positions, starting and stopping the machine, or handling special stitching requirements
- PC3.** work with specialized jute stitching machines that are designed to handle thick and coarse jute fabric
- PC4.** use single or double-needle machines, overlock machines, or plain sewing machines base on the type of product being stitch
- PC5.** learn about the components of the machine like the needle, bobbin, presser foot, and thread tension adjustments

##### *Machine Setup*

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

- PC6.** thread the machine correctly with appropriate jute threads and adjusting the bobbin
- PC7.** set the stitch length and tension based on the fabric thickness and product specifications
- PC8.** oil machine and all parts are functional before starting work

##### *Material Handling*

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

- PC9.** select appropriate jute fabric and other materials (like thread and lining) based on product specifications
- PC10.** cut jute fabric to required dimensions, ensuring accurate measurements for proper fit and finish
- PC11.** organize and store materials systematically for easy access during production

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### *Automatic Machine Operation Process*

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

- PC12.** load the jute material into the machine's feed system, which can handle large rolls or sheets of jute fabric
- PC13.** program the machine using a control panel to select stitching patterns, stitch length, and speed
- PC14.** start the machine and monitor the automated stitching process and perform uniform stitching without much manual intervention, ensuring consistency
- PC15.** monitor sensors and alarms to detect any issues such as thread breakage, needle damage, or fabric misalignment

### *Semi-Automatic Machine Operation Process*

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

- PC16.** feed jute fabric into the machine manually, adjusting fabric alignment for precise stitching
- PC17.** use foot pedals or hand controls to regulate machine speed and stitching actions
- PC18.** monitor and manually adjust thread tension, stitch length, and fabric positioning during the stitching process

## Knowledge and Understanding (KU)

The individual on the job needs to know and understand:

- KU1.** various sewing machines, such as automatic and semi-automatic machines, overlock machines, and double-needle machines, which are essential for stitching jute products
- KU2.** components of sewing machines, including the needle, bobbin, presser foot, feed dogs, and tension mechanisms
- KU3.** knowledge of various needle types (size and shape) and thread types (cotton, polyester) is important for ensuring proper stitching
- KU4.** ability to set up and adjust the sewing machine for different jute products, ensuring the right tension, stitch length, and feeding speed for quality stitching
- KU5.** knowledge of regular maintenance tasks, such as oiling moving parts, cleaning lint build-up, and replacing worn-out needles to ensure the machines operate efficiently
- KU6.** read and comprehend machine manuals to troubleshoot problems, perform repairs, and understand the operational features of various sewing machines
- KU7.** awareness of safety procedures while operating stitching machines, including wearing protective gear and understanding emergency shut-off mechanisms
- KU8.** comprehension of the overall production process, including cutting, stitching, and finishing, to optimize workflow and increase productivity
- KU9.** understanding how to make necessary adjustments to machines based on the specific properties of jute fabric, such as thickness and texture

## Generic Skills (GS)

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

- GS1.** managing time effectively to meet production deadlines while maintaining quality

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- GS2.** identify and address problems during the stitching process, such as thread breakage, machine jams, or misalignment of materials
- GS3.** skill in measuring and cutting jute fabric accurately to achieve consistent sizing and design specifications
- GS4.** maintenance skills to ensure machines operate efficiently. This includes routine checks, cleaning, and minor repairs
- GS5.** work well within a team, communicating effectively with supervisors and fellow operators to ensure smooth workflow and coordination
- GS6.** read and interpret sewing patterns and technical drawings to execute stitching tasks correctly
- GS7.** importance of using appropriate PPE, such as gloves or goggles, when working with machinery

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### Assessment Criteria

Assessment Criteria for Outcomes	Theory Marks	Practical Marks	Project Marks	Viva Marks
<i>Understanding the Stitching Machine Types</i>	<b>7</b>	<b>17</b>	-	-
<b>PC1.</b> automatic machines are highly mechanized, with minimal manual intervention required, automatically control functions such as feeding, cutting and stitching the jute material	2	4	-	-
<b>PC2.</b> semi-automatic machines require more manual handling where the more manual control such as adjusting fabric positions, starting and stopping the machine, or handling special stitching requirements	1	3	-	-
<b>PC3.</b> work with specialized jute stitching machines that are designed to handle thick and coarse jute fabric	1	3	-	-
<b>PC4.</b> use single or double-needle machines, overlock machines, or plain sewing machines base on the type of product being stitch	2	4	-	-
<b>PC5.</b> learn about the components of the machine like the needle, bobbin, presser foot, and thread tension adjustments	1	3	-	-
<i>Machine Setup</i>	<b>6</b>	<b>16</b>	-	-
<b>PC6.</b> thread the machine correctly with appropriate jute threads and adjusting the bobbin	2	5	-	-
<b>PC7.</b> set the stitch length and tension based on the fabric thickness and product specifications	2	6	-	-
<b>PC8.</b> oil machine and all parts are functional before starting work	2	5	-	-
<i>Material Handling</i>	<b>3</b>	<b>9</b>	-	-
<b>PC9.</b> select appropriate jute fabric and other materials (like thread and lining) based on product specifications	1	3	-	-
<b>PC10.</b> cut jute fabric to required dimensions, ensuring accurate measurements for proper fit and finish	1	3	-	-

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Assessment Criteria for Outcomes	Theory Marks	Practical Marks	Project Marks	Viva Marks
<b>PC11.</b> organize and store materials systematically for easy access during production	1	3	-	-
<i>Automatic Machine Operation Process</i>	<b>8</b>	<b>16</b>	-	-
<b>PC12.</b> load the jute material into the machine's feed system, which can handle large rolls or sheets of jute fabric	2	4	-	-
<b>PC13.</b> program the machine using a control panel to select stitching patterns, stitch length, and speed	2	4	-	-
<b>PC14.</b> start the machine and monitor the automated stitching process and perform uniform stitching without much manual intervention, ensuring consistency	2	4	-	-
<b>PC15.</b> monitor sensors and alarms to detect any issues such as thread breakage, needle damage, or fabric misalignment	2	4	-	-
<i>Semi-Automatic Machine Operation Process</i>	<b>6</b>	<b>12</b>	-	-
<b>PC16.</b> feed jute fabric into the machine manually, adjusting fabric alignment for precise stitching	2	4	-	-
<b>PC17.</b> use foot pedals or hand controls to regulate machine speed and stitching actions	2	4	-	-
<b>PC18.</b> monitor and manually adjust thread tension, stitch length, and fabric positioning during the stitching process	2	4	-	-
<b>NOS Total</b>	<b>30</b>	<b>70</b>	-	-

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### National Occupational Standards (NOS) Parameters

<b>NOS Code</b>	HCS/N7422
<b>NOS Name</b>	Machine Operation
<b>Sector</b>	Handicrafts and Carpet
<b>Sub-Sector</b>	
<b>Occupation</b>	Jute Printing, Dyeing and Weaving
<b>NSQF Level</b>	3
<b>Credits</b>	2
<b>Version</b>	1.0
<b>Last Reviewed Date</b>	30/04/2025
<b>Next Review Date</b>	30/04/2028
<b>NSQC Clearance Date</b>	30/04/2025

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### HCS/N7423: Stitching Techniques

#### Description

The unit of stitching techniques in the context of jute products encompasses various methods used in the sewing and assembly of jute materials. Each technique serves a specific purpose and is essential for the functionality and aesthetics of the final product.

#### Scope

The scope covers the following :

- introduction to stitching techniques
- types of stitching techniques
- stitching equipment and tools
- preparation techniques

#### Elements and Performance Criteria

##### *Introduction to Stitching Techniques*

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

- PC1.** refer to the methods used to join pieces of fabric together using a needle and thread
- PC2.** various stitching techniques enhances product quality, ensures durability, and allows for creative designs

##### *Types of Stitching Techniques*

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

- PC3.** straight stitch is a common stitch used in jute products, providing a strong and secure seam. This technique is fundamental for constructing bags, mats, and other items
- PC4.** zigzag stitch use to prevent fraying of the jute fabric edges and to create decorative effects. It's particularly useful in finishing seams
- PC5.** overlock stitch technique prevents the edges from unraveling and is essential for seams that require extra durability
- PC6.** backstitch provides reinforcement at the beginning and end of a seam, enhancing strength, especially in load-bearing products like jute sacks
- PC7.** blind stitch use for hems and finishing edges invisibly, which is important for aesthetically appealing jute items

##### *Stitching Equipment and Tools*

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

- PC8.** types of sewing machines, include industrial machines designed for heavy fabrics, are used. For instance, walking foot machines are effective for handling the bulk of jute
- PC9.** select the right needle size and type (e.g., heavy-duty needles) is important for handling the thickness and coarseness of jute fabric
- PC10.** choose the types of thread, such as polyester or cotton threads, is essential for durability and strength in stitching

##### *Preparation Techniques*

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

**PC11.** prepare jute fabric to enhance its flexibility and prevent shrinkage during stitching

**PC12.** cut the jute pieces and lay them out for efficient stitching, ensuring proper alignment and grain direction

### Knowledge and Understanding (KU)

The individual on the job needs to know and understand:

**KU1.** understand when and how to use straight stitches for basic seams, ensuring strength and durability

**KU2.** properties of jute fiber, such as its strength, flexibility, and how it reacts to different stitching techniques

**KU3.** choose the right type of thread (e.g., cotton, polyester) based on the jute fabric and the intended use of the product

**KU4.** various stitching techniques allows operators to experiment with decorative stitching

**KU5.** understand the basic straight stitch, including its applications and limitations, for assembling jute items efficiently

### Generic Skills (GS)

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

**GS1.** strong understanding of various sewing machines used for jute stitching is crucial. Operators must know how to set up, operate, and troubleshoot machines for different stitching techniques

**GS2.** various stitching methods (e.g., straight, zigzag, overlocking) enables the operator to choose the most suitable technique for each product, ensuring durability and quality

**GS3.** measurement and cutting of jute fabric often require basic mathematical skills

**GS4.** skill involves the ability to handle tools and materials with skillful hand movements

**GS5.** learn new stitching techniques or modify their approach based on customer requests or updates in design trends

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### Assessment Criteria

Assessment Criteria for Outcomes	Theory Marks	Practical Marks	Project Marks	Viva Marks
<i>Introduction to Stitching Techniques</i>	<b>5</b>	<b>10</b>	-	-
<b>PC1.</b> refer to the methods used to join pieces of fabric together using a needle and thread	2	5	-	-
<b>PC2.</b> various stitching techniques enhances product quality, ensures durability, and allows for creative designs	3	5	-	-
<i>Types of Stitching Techniques</i>	<b>14</b>	<b>30</b>	-	-
<b>PC3.</b> straight stitch is a common stitch used in jute products, providing a strong and secure seam. This technique is fundamental for constructing bags, mats, and other items	3	6	-	-
<b>PC4.</b> zigzag stitch use to prevent fraying of the jute fabric edges and to create decorative effects. It's particularly useful in finishing seams	3	6	-	-
<b>PC5.</b> overlock stitch technique prevents the edges from unraveling and is essential for seams that require extra durability	2	6	-	-
<b>PC6.</b> backstitch provides reinforcement at the beginning and end of a seam, enhancing strength, especially in load-bearing products like jute sacks	3	6	-	-
<b>PC7.</b> blind stitch use for hems and finishing edges invisibly, which is important for aesthetically appealing jute items	3	6	-	-
<i>Stitching Equipment and Tools</i>	<b>6</b>	<b>18</b>	-	-
<b>PC8.</b> types of sewing machines, include industrial machines designed for heavy fabrics, are used. For instance, walking foot machines are effective for handling the bulk of jute	2	6	-	-
<b>PC9.</b> select the right needle size and type (e.g., heavy-duty needles) is important for handling the thickness and coarseness of jute fabric	2	6	-	-

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Assessment Criteria for Outcomes	Theory Marks	Practical Marks	Project Marks	Viva Marks
<b>PC10.</b> choose the types of thread, such as polyester or cotton threads, is essential for durability and strength in stitching	2	6	-	-
<i>Preparation Techniques</i>	<b>5</b>	<b>12</b>	-	-
<b>PC11.</b> prepare jute fabric to enhance its flexibility and prevent shrinkage during stitching	3	6	-	-
<b>PC12.</b> cut the jute pieces and lay them out for efficient stitching, ensuring proper alignment and grain direction	2	6	-	-
<b>NOS Total</b>	<b>30</b>	<b>70</b>	-	-

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### National Occupational Standards (NOS) Parameters

<b>NOS Code</b>	HCS/N7423
<b>NOS Name</b>	Stitching Techniques
<b>Sector</b>	Handicrafts and Carpet
<b>Sub-Sector</b>	
<b>Occupation</b>	Jute Printing, Dyeing and Weaving
<b>NSQF Level</b>	3
<b>Credits</b>	3
<b>Version</b>	1.0
<b>Last Reviewed Date</b>	30/04/2025
<b>Next Review Date</b>	30/04/2028
<b>NSQC Clearance Date</b>	30/04/2025

## Qualification Pack

### HCS/N7424: Finishing and Quality Control

#### Description

This unit focuses on the essential processes of finishing and quality control that a jute products stitching operator must perform to ensure that finished goods meet specified standards

#### Scope

The scope covers the following :

- understanding finishing process
- quality control procedures
- common defects and corrections
- documentation and reporting

#### Elements and Performance Criteria

##### *Understanding Finishing Process*

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

- PC1.** trim any loose threads or extra fabric to give the product a neat appearance
- PC2.** iron or press the jute products to eliminate wrinkles and achieve a uniform shape
- PC3.** fold the jute products like bags or mats neatly to ensure they hold their shape and look professional
- PC4.** attach zippers, buttons, straps or other accessories
- PC5.** proper package finished products to protect them during transport and ensure they arrive in good condition
- PC6.** attach labels, tags, or branding elements as per the product specifications

##### *Quality Control procedures*

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

- PC7.** examine the product for defects like uneven stitching, holes, weak seams, or inconsistent finishes
- PC8.** examine the strength of the stitching, ensuring it can bear the required load, especially for jute bags, sacks, and other carrying products
- PC9.** check the dimensions of the product to make sure they conform to the design specifications
- PC10.** check for defects like holes, tears, stains, or color discrepancies in the jute material
- PC11.** check added features like buttons, zipper or straps to ensure they function properly and are securely attached
- PC12.** conduct tests (e.g., strength, durability) on finished products to ensure they meet quality benchmarks
- PC13.** check the proper labelling of the product information
- PC14.** check the products are folded neatly and packaged

##### *Common Defects and Corrections*

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

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**PC15.** identify issues such as skipped stitches, uneven tension, and improper seam alignment

**PC16.** recognize flaws in the jute fabric itself, such as tears, discoloration, or inconsistent weave

**PC17.** address defects and implementing corrective measures effectively

### *Documentation and Reporting*

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

**PC18.** keep accurate records of inspections, defects found, and actions taken

**PC19.** establish channels for providing feedback on quality issues to supervisors and team members for improvement

**PC20.** utilize quality control data to identify trends and areas for improvement in production processes

## Knowledge and Understanding (KU)

The individual on the job needs to know and understand:

**KU1.** knowledge of finishing processes, such as trimming excess jute fabric and edging the jute product

**KU2.** proper iron or press finished products to remove creases and enhance the overall presentation

**KU3.** familiarity with decorative finishes, such as dyeing, printing, or adding embellishments, can enhance the product's market appeal

**KU4.** understand the specifications of different products (like bags, carpets, or decorative items) is essential for achieving the desired finish

**KU5.** aware of industry quality standards and customer expectations for jute products

**KU6.** familiarity with standards related to strength, durability, and aesthetics ensures that the final products meet regulatory and market demands

**KU7.** conduct visual inspections of finished products to identify defects such as loose threads, uneven stitching, or colour inconsistencies

**KU8.** understand the common defects associated with jute products, such as wear and tear or discoloration

**KU9.** test the strength and durability of stitched seams or how to assess colorfastness in dyed jute products

**KU10.** identify and resolve production issues that could affect quality, such as machine malfunctions or material inconsistencies

**KU11.** provide and receive the feedback on quality issues helps improve processes and outcomes

## Generic Skills (GS)

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

**GS1.** identify defects, inconsistencies, or flaws in the jute fabric and stitching

**GS2.** inspect seams, edges, and overall construction of the jute products to ensure they are free from defects

**GS3.** sewing techniques and machinery is essential for effective finishing and quality control

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- GS4.** operate stitch types, and making adjustments to the machine setting as needed for different products
- GS5.** identify the problems such as thread breaks, misaligned fabric, or machine malfunctions and resolving them quickly
- GS6.** effective communication with team members, supervisors, and quality control personnel is essential for smooth operations

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### Assessment Criteria

Assessment Criteria for Outcomes	Theory Marks	Practical Marks	Project Marks	Viva Marks
<i>Understanding Finishing Process</i>	<b>6</b>	<b>24</b>	-	-
<b>PC1.</b> trim any loose threads or extra fabric to give the product a neat appearance	1	4	-	-
<b>PC2.</b> iron or press the jute products to eliminate wrinkles and achieve a uniform shape	1	4	-	-
<b>PC3.</b> fold the jute products like bags or mats neatly to ensure they hold their shape and look professional	1	4	-	-
<b>PC4.</b> attach zippers, buttons, straps or other accessories	1	4	-	-
<b>PC5.</b> proper package finished products to protect them during transport and ensure they arrive in good condition	1	4	-	-
<b>PC6.</b> attach labels, tags, or branding elements as per the product specifications	1	4	-	-
<i>Quality Control procedures</i>	<b>8</b>	<b>32</b>	-	-
<b>PC7.</b> examine the product for defects like uneven stitching, holes, weak seams, or inconsistent finishes	1	4	-	-
<b>PC8.</b> examine the strength of the stitching, ensuring it can bear the required load, especially for jute bags, sacks, and other carrying products	1	4	-	-
<b>PC9.</b> check the dimensions of the product to make sure they conform to the design specifications	1	4	-	-
<b>PC10.</b> check for defects like holes, tears, stains, or color discrepancies in the jute material	1	4	-	-
<b>PC11.</b> check added features like buttons, zipper or straps to ensure they function properly and are securely attached	1	4	-	-

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Assessment Criteria for Outcomes	Theory Marks	Practical Marks	Project Marks	Viva Marks
<b>PC12.</b> conduct tests (e.g., strength, durability) on finished products to ensure they meet quality benchmarks	1	4	-	-
<b>PC13.</b> check the proper labelling of the product information	1	4	-	-
<b>PC14.</b> check the products are folded neatly and packaged	1	4	-	-
<i>Common Defects and Corrections</i>	<b>3</b>	<b>12</b>	-	-
<b>PC15.</b> identify issues such as skipped stitches, uneven tension, and improper seam alignment	1	4	-	-
<b>PC16.</b> recognize flaws in the jute fabric itself, such as tears, discoloration, or inconsistent weave	1	4	-	-
<b>PC17.</b> address defects and implementing corrective measures effectively	1	4	-	-
<i>Documentation and Reporting</i>	<b>3</b>	<b>12</b>	-	-
<b>PC18.</b> keep accurate records of inspections, defects found, and actions taken	1	4	-	-
<b>PC19.</b> establish channels for providing feedback on quality issues to supervisors and team members for improvement	1	4	-	-
<b>PC20.</b> utilize quality control data to identify trends and areas for improvement in production processes	1	4	-	-
<b>NOS Total</b>	<b>20</b>	<b>80</b>	-	-

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### National Occupational Standards (NOS) Parameters

<b>NOS Code</b>	HCS/N7424
<b>NOS Name</b>	Finishing and Quality Control
<b>Sector</b>	Handicrafts and Carpet
<b>Sub-Sector</b>	
<b>Occupation</b>	Jute Printing, Dyeing and Weaving
<b>NSQF Level</b>	3
<b>Credits</b>	2
<b>Version</b>	1.0
<b>Last Reviewed Date</b>	30/04/2025
<b>Next Review Date</b>	30/04/2028
<b>NSQC Clearance Date</b>	30/04/2025

## Qualification Pack

### HCS/N8513: Entrepreneurship Skills for Jute products stitching operator

#### Description

This unit focuses on to develop an entrepreneurial mindset and understand the basics of starting and managing a business in the jute industry and to identify market trends and customer need related to jute products.

#### Scope

The scope covers the following :

- understanding entrepreneurship
- innovation and creativity
- understanding market trends
- quality management
- networking and relationship building

#### Elements and Performance Criteria

##### *Understanding Entrepreneurship*

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

- PC1.** define an entrepreneurship and its significance in the jute products sector
- PC2.** learn about the qualities such as creativity, innovation, resilience, and risk-taking

##### *Innovation and Creativity*

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

- PC3.** experiment with various styles, shapes, and patterns to create unique jute products, such as bags, home decor, and accessories
- PC4.** offer customized products to meet specific customer preferences can enhance marketability and customer satisfaction
- PC5.** explore ways to incorporate sustainable materials or processes into production, such as using organic dyes or reducing waste
- PC6.** find innovative ways to repurpose leftover jute fabric or other materials can minimize waste and create new product lines
- PC7.** experiment with various stitching methods can enhance the aesthetic appeal and durability of products
- PC8.** utilize technology, such as computer-aided design (CAD) software, can aid in creating precise and innovative designs, improving efficiency and creativity

##### *Understanding Market Trends*

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

- PC9.** stay informed about changing consumer preferences, such as the demand for eco-friendly and sustainable products
- PC10.** identify what styles, colours, and functionalities are currently popular
- PC11.** analyse competitors' products and marketing strategies can provide insights into successful practices and potential gaps in the market

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**PC12.** aware of trends related to sustainable sourcing, production methods, and materials that appeal to environmentally conscious consumers

**PC13.** keep up with technological advancements in production techniques or tools can improve efficiency and product quality

### *Quality Management*

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

**PC14.** develop clear quality standards for stitching, finishing, and overall product appearance, ensuring consistency across all items produced

**PC15.** create a quality manual or checklist can maintain the standards of the product

**PC16.** inspect various stages of the production process allows to identify and rectify defects early, reducing waste and rework

**PC17.** seek feedback from customers about product quality can provide valuable insights for improvement and innovation

**PC18.** regular reviewing production processes and outcomes within the team can help identify areas for enhancement and ensure continuous quality improvement

### *Networking and Relationship Building*

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

**PC19.** connect with other artisans, suppliers, and industry professionals can lead too collaborations and knowledge sharing

**PC20.** participate in industry events and trade fairs provides opportunities

**PC21.** develop strong relationships with suppliers ensures a consistent supply of high-quality materials

**PC22.** collaborate with others in the industry allows operators to learn new techniques and share best practices, enhancing their skill sets and creativity

## Knowledge and Understanding (KU)

The individual on the job needs to know and understand:

**KU1.** understand the market demand for jute products helps operators identify opportunities for new products or improvements to existing ones

**KU2.** aware of current trends in sustainable products, consumer preferences, and potential competitors in the jute industry

**KU3.** develop innovative jute products can differentiate a business in a competitive market

**KU4.** experiment with different designs, sizes, and functionalities of jute products, considering both aesthetics and practicality

**KU5.** understand the costs associated with raw materials, labor, and how to minimize waste during the stitching process to maximize profit margins

**KU6.** implement quality control measures throughout the production process

**KU7.** build a network of contacts can lead to collaboration opportunities, partnerships, and access to resources

**KU8.** learn about different marketing strategies, including social media, online marketplaces, and local fairs, to promote their products

## Qualification Pack

- KU9.** outline short-term and long-term objectives, identify the resources needed, and create actionable steps to achieve their entrepreneurial vision

### Generic Skills (GS)

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

- GS1.** develop new ideas and designs can set a business apart in the competitive jute products market
- GS2.** create unique jute product designs, exploring new patterns, and incorporating different functionalities to attract customers
- GS3.** basics of business operations is essential for sustainability and growth
- GS4.** engage with suppliers, customers, and other artisans to create a supportive network that can provide resources, feedback, and potential markets for their products
- GS5.** develop strong customer service skills to communicate effectively and understand customer needs

## Qualification Pack

### Assessment Criteria

Assessment Criteria for Outcomes	Theory Marks	Practical Marks	Project Marks	Viva Marks
<i>Understanding Entrepreneurship</i>	<b>2</b>	<b>4</b>	-	-
<b>PC1.</b> define an entrepreneurship and its significance in the jute products sector	1	2	-	-
<b>PC2.</b> learn about the qualities such as creativity, innovation, resilience, and risk-taking	1	2	-	-
<i>Innovation and Creativity</i>	<b>12</b>	<b>18</b>	-	-
<b>PC3.</b> experiment with various styles, shapes, and patterns to create unique jute products, such as bags, home decor, and accessories	2	3	-	-
<b>PC4.</b> offer customized products to meet specific customer preferences can enhance marketability and customer satisfaction	2	3	-	-
<b>PC5.</b> explore ways to incorporate sustainable materials or processes into production, such as using organic dyes or reducing waste	2	3	-	-
<b>PC6.</b> find innovative ways to repurpose leftover jute fabric or other materials can minimize waste and create new product lines	2	3	-	-
<b>PC7.</b> experiment with various stitching methods can enhance the aesthetic appeal and durability of products	2	3	-	-
<b>PC8.</b> utilize technology, such as computer-aided design (CAD) software, can aid in creating precise and innovative designs, improving efficiency and creativity	2	3	-	-
<i>Understanding Market Trends</i>	<b>9</b>	<b>14</b>	-	-
<b>PC9.</b> stay informed about changing consumer preferences, such as the demand for eco-friendly and sustainable products	2	3	-	-
<b>PC10.</b> identify what styles, colours, and functionalities are currently popular	1	2	-	-

## Qualification Pack

Assessment Criteria for Outcomes	Theory Marks	Practical Marks	Project Marks	Viva Marks
<b>PC11.</b> analyse competitors' products and marketing strategies can provide insights into successful practices and potential gaps in the market	2	3	-	-
<b>PC12.</b> aware of trends related to sustainable sourcing, production methods, and materials that appeal to environmentally conscious consumers	2	3	-	-
<b>PC13.</b> keep up with technological advancements in production techniques or tools can improve efficiency and product quality	2	3	-	-
<i>Quality Management</i>	<b>9</b>	<b>14</b>	-	-
<b>PC14.</b> develop clear quality standards for stitching, finishing, and overall product appearance, ensuring consistency across all items produced	2	3	-	-
<b>PC15.</b> create a quality manual or checklist can maintain the standards of the product	1	2	-	-
<b>PC16.</b> inspect various stages of the production process allows to identify and rectify defects early, reducing waste and rework	2	3	-	-
<b>PC17.</b> seek feedback from customers about product quality can provide valuable insights for improvement and innovation	2	3	-	-
<b>PC18.</b> regular reviewing production processes and outcomes within the team can help identify areas for enhancement and ensure continuous quality improvement	2	3	-	-
<i>Networking and Relationship Building</i>	<b>7</b>	<b>11</b>	-	-
<b>PC19.</b> connect with other artisans, suppliers, and industry professionals can lead too collaborations and knowledge sharing	2	3	-	-
<b>PC20.</b> participate in industry events and trade fairs provides opportunities	2	3	-	-
<b>PC21.</b> develop strong relationships with suppliers ensures a consistent supply of high-quality materials	2	3	-	-

### Qualification Pack

Assessment Criteria for Outcomes	Theory Marks	Practical Marks	Project Marks	Viva Marks
<b>PC22.</b> collaborate with others in the industry allows operators to learn new techniques and share best practices, enhancing their skill sets and creativity	1	2	-	-
<b>NOS Total</b>	<b>39</b>	<b>61</b>	-	-

## Qualification Pack

### National Occupational Standards (NOS) Parameters

<b>NOS Code</b>	HCS/N8513
<b>NOS Name</b>	Entrepreneurship Skills for Jute products stitching operator
<b>Sector</b>	Handicrafts and Carpet
<b>Sub-Sector</b>	
<b>Occupation</b>	Entrepreneur, Jute Printing, Dyeing and Weaving
<b>NSQF Level</b>	3
<b>Credits</b>	1
<b>Version</b>	1.0
<b>Last Reviewed Date</b>	30/04/2025
<b>Next Review Date</b>	30/04/2028
<b>NSQC Clearance Date</b>	30/04/2025

## Qualification Pack

### HCS/N9908: Working in a Team

#### Description

This unit is about working as part of a team in the process.

#### Elements and Performance Criteria

##### *Commitment and trust*

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

- PC1.** Be accountable to ones own role in whole process.
- PC2.** Perform all roles with full responsibility.

##### *Communication*

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

- PC3.** Report problems faced during the process.
- PC4.** Talk politely with other team members and colleagues.
- PC5.** Submit daily report of own performance.

##### *Adaptability*

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

- PC6.** Adjust in different work situations.
- PC7.** Give due importance to others point of view.
- PC8.** Avoid conflicting situations.

##### *Creative freedom*

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

- PC9.** Develop new ideas for work procedures
- PC10.** Improve upon the existing techniques to increase process efficiency

#### Knowledge and Understanding (KU)

The individual on the job needs to know and understand:

- KU1.** General rules and regulations in the sector.
- KU2.** Procedure followed to get the final output.
- KU3.** Safe working practices to be adopted.
- KU4.** Reporting to the supervisor or higher authority about any grievances faced.
- KU5.** Understanding the importance of the previous and next step of the process.
- KU6.** Process flow in the handicraft section.
- KU7.** Material sequence of flow.
- KU8.** Functions of different parts of product development.
- KU9.** Tools and equipments used.
- KU10.** Guidelines for operating the equipment.
- KU11.** Safety procedures to be followed as applicable.

## Qualification Pack

### Generic Skills (GS)

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

- GS1.** Prepare status and progress reports.
- GS2.** Write memos and e-mail to co-workers, and vendors to provide them with work updates and to request appropriate information without English language errors regarding grammar or sentence construct.
- GS3.** Keep abreast with the latest knowledge by reading brochures, pamphlets, and product information sheets.
- GS4.** Discuss task lists, schedules, and work-loads with co-workers.
- GS5.** Keep co-workers and supervisors informed about progress.
- GS6.** Make decisions pertaining to the concerned area of work.
- GS7.** Plan and organize service feedback files/documents.
- GS8.** Manage relationships with customers.
- GS9.** Build customer relationships and use customer centric approach.
- GS10.** Think through the problem, evaluate the possible solution(s) and suggest an optimum /best possible solution(s).
- GS11.** Identify immediate or temporary solutions to resolve delays.
- GS12.** Use the existing data to arrive at specific data points.
- GS13.** Apply, analyze, and evaluate the information gathered from observation, experience, reasoning, or communication, as a guide to thought and action.

## Qualification Pack

### Assessment Criteria

Assessment Criteria for Outcomes	Theory Marks	Practical Marks	Project Marks	Viva Marks
<i>Commitment and trust</i>	<b>7</b>	<b>15</b>	-	-
<b>PC1.</b> Be accountable to ones own role in whole process.	4	8	-	-
<b>PC2.</b> Perform all roles with full responsibility.	3	7	-	-
<i>Communication</i>	<b>10</b>	<b>18</b>	-	-
<b>PC3.</b> Report problems faced during the process.	3	7	-	-
<b>PC4.</b> Talk politely with other team members and colleagues.	4	4	-	-
<b>PC5.</b> Submit daily report of own performance.	3	7	-	-
<i>Adaptability</i>	<b>8</b>	<b>22</b>	-	-
<b>PC6.</b> Adjust in different work situations.	3	7	-	-
<b>PC7.</b> Give due importance to others point of view.	3	7	-	-
<b>PC8.</b> Avoid conflicting situations.	2	8	-	-
<i>Creative freedom</i>	<b>4</b>	<b>16</b>	-	-
<b>PC9.</b> Develop new ideas for work procedures	2	6	-	-
<b>PC10.</b> Improve upon the existing techniques to increase process efficiency	2	10	-	-
<b>NOS Total</b>	<b>29</b>	<b>71</b>	-	-

## Qualification Pack

### National Occupational Standards (NOS) Parameters

<b>NOS Code</b>	HCS/N9908
<b>NOS Name</b>	Working in a Team
<b>Sector</b>	Handicrafts and Carpet
<b>Sub-Sector</b>	Paper Mache, Carpet, Hand Crocheted Textiles, Handicrafts (Agarbatti), Hand Crafted Textiles, Handicrafts (Bamboo)
<b>Occupation</b>	Procurement, Production, Processing, Designing, Finishing, Weaving, Traditional Hand Embroiderer, Master Hand Embroiderer, Hand Embroidery, Design Tracer, Embroidery Finishing, Hand Block Printer, Block Print Supervisor, Crochet Lace Maker, Master Crochet Lace Maker, Crochet Lace Tailor, Handmade Bamboo Agarbatti Stick Maker, Semi-Mechanized Bamboo Stick Maker, Automatic Stick Making M/C Operator, Hand Rolled Agarbatti Maker, Pedal Operated Machine Agarbatti Maker, Automatic Machine Rolled Agarbatti Maker, Agarbatti Perfume Applicator, Bamboo Processor and Dyer, Bamboo Mat Weaver, Handmade Bamboo Stick Maker (for Woven Mats), Bamboo Basket Maker, Bamboo Utility Handicraft Assembler, Bamboo Utility Product Tailor, Bamboo Artwork Maker.
<b>NSQF Level</b>	3
<b>Credits</b>	1
<b>Version</b>	1.0
<b>Last Reviewed Date</b>	07/10/2025
<b>Next Review Date</b>	07/10/2028
<b>NSQC Clearance Date</b>	07/10/2025

## Qualification Pack

### HCS/N9912: Maintain Work Area and Tools

#### Description

This unit provides Performance Criteria, Knowledge & Understanding and Skills & Abilities required to organize/maintain work areas and activities to ensure tools used are maintained as per norms

#### Scope

The scope covers the following :

- maintain the work area and tools

#### Elements and Performance Criteria

##### *Maintain the work area, tools and machines*

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

- PC1.** carry out work functions in accordance with organizational standards, greening solutions, procedures, policies, legislation and regulations.
- PC2.** apply and follow these policies and procedures within your work practices and inculcate sustainable consumption practices
- PC3.** actively get involved in improving the performance of the organization in line with their own role and responsibilities and support adaptation to more environmentally friendly processes.
- PC4.** handle materials and tools safely and correctly
- PC5.** use materials to minimize waste
- PC6.** maintain a clean and hazard free working area
- PC7.** maintain the tools
- PC8.** carry out maintenance and/or cleaning within one's responsibility
- PC9.** report damaged tools & materials
- PC10.** work in a comfortable position with the correct posture
- PC11.** dispose of waste safely in the designated location
- PC12.** store cleaning equipment safely after use
- PC13.** carry out cleaning according to schedules and limits of responsibility

#### Knowledge and Understanding (KU)

The individual on the job needs to know and understand:

- KU1.** making conscious and sustainable decisions for achieving effective and green workplace.
- KU2.** personal hygiene and duty of care
- KU3.** safe working practices and organisational procedures
- KU4.** limits of one's own responsibility
- KU5.** ways of resolving problems within the work area
- KU6.** the production process and the specific work activities that relate to the whole process

## Qualification Pack

- KU7.** importance of effective communication with colleagues
- KU8.** the organisation's rules, codes and guidelines (including timekeeping) and organisation's quality standards
- KU9.** importance of complying with written instructions
- KU10.** work instructions and specifications, and their accurate interpretation
- KU11.** relation between work role and the overall manufacturing process
- KU12.** importance of taking action when problems are identified
- KU13.** different ways of minimising waste
- KU14.** effects of contamination on products
- KU15.** common faults that may occur while production and the methods to rectify
- KU16.** procedures of maintaining tools
- KU17.** hazards likely to be encountered when conducting routine maintenance
- KU18.** safe working practices for cleaning and the method of carrying them out

## Generic Skills (GS)

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

- GS1.** make conscious and sustainable decisions that help reduce, rescue, and recycle the company resources
- GS2.** identify and replace processes that create unnecessary waste
- GS3.** write and communicate orally in local language
- GS4.** read measurement instructions
- GS5.** follow organization's rule-based decision-making process
- GS6.** take decision with systematic course of actions and/or response
- GS7.** plan and organize your work to achieve targets and deadlines
- GS8.** build customer relationships and use customer centric approach
- GS9.** think through a problem, evaluate the possible solutions and suggest an optimum /best possible solution
- GS10.** identify immediate or temporary solutions to resolve delays
- GS11.** analyze data and activities
- GS12.** pass on relevant information to others
- GS13.** apply, analyze, and evaluate the information gathered from observation, experience, reasoning, or communication, as a guide to thought and action

## Qualification Pack

### Assessment Criteria

Assessment Criteria for Outcomes	Theory Marks	Practical Marks	Project Marks	Viva Marks
<i>Maintain the work area, tools and machines</i>	<b>26</b>	<b>74</b>	-	-
<b>PC1.</b> carry out work functions in accordance with organizational standards, greening solutions, procedures, policies, legislation and regulations.	2	4	-	-
<b>PC2.</b> apply and follow these policies and procedures within your work practices and inculcate sustainable consumption practices	2	4	-	-
<b>PC3.</b> actively get involved in improving the performance of the organization in line with their own role and responsibilities and support adaptation to more environmentally friendly processes.	2	6	-	-
<b>PC4.</b> handle materials and tools safely and correctly	2	6	-	-
<b>PC5.</b> use materials to minimize waste	2	6	-	-
<b>PC6.</b> maintain a clean and hazard free working area	2	6	-	-
<b>PC7.</b> maintain the tools	2	6	-	-
<b>PC8.</b> carry out maintenance and/or cleaning within one's responsibility	2	6	-	-
<b>PC9.</b> report damaged tools & materials	2	6	-	-
<b>PC10.</b> work in a comfortable position with the correct posture	2	6	-	-
<b>PC11.</b> dispose of waste safely in the designated location	2	6	-	-
<b>PC12.</b> store cleaning equipment safely after use	2	6	-	-
<b>PC13.</b> carry out cleaning according to schedules and limits of responsibility	2	6	-	-
<b>NOS Total</b>	<b>26</b>	<b>74</b>	-	-

## Qualification Pack

### National Occupational Standards (NOS) Parameters

<b>NOS Code</b>	HCS/N9912
<b>NOS Name</b>	Maintain Work Area and Tools
<b>Sector</b>	Handicrafts and Carpet
<b>Sub-Sector</b>	Handicrafts and Carpet
<b>Occupation</b>	Generic Handicrafts and Carpet
<b>NSQF Level</b>	3
<b>Credits</b>	1
<b>Version</b>	3.0
<b>Last Reviewed Date</b>	30/04/2025
<b>Next Review Date</b>	30/04/2028
<b>NSQF Clearance Date</b>	30/04/2025

## Qualification Pack

### HCS/N9945: Maintaining workplace health and safety

#### Description

This unit provides Performance Criteria, Knowledge & Understanding, and Skills & Abilities required to comply with health, safety, and security requirements at the workplace and covers procedures to prevent, control, and minimize risk to self and others.

#### Scope

The scope covers the following :

- Comply with health, safety, and security requirements at work

#### Elements and Performance Criteria

*Comply with health, safety, and security requirements at work*

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

- PC1.** comply with health and safety related instructions applicable to the workplace.
- PC2.** use and maintain personal protective equipment as per protocol.
- PC3.** carry out own activities in line with approved guidelines and procedures
- PC4.** maintain a healthy lifestyle and guard against dependency on intoxicants.
- PC5.** follow environment management system related procedures.
- PC6.** store materials and tools in line with manufacturers and organisational requirements
- PC7.** safely handle and move waste and debris.
- PC8.** minimize health and safety risks to self and others due to own actions
- PC9.** seek clarifications, from supervisors or other authorized personnel in case of perceived risks
- PC10.** monitor the workplace and work processes for potential risks and threats.
- PC11.** carry out periodic walk-through to keep work area free from hazards and obstructions, if assigned
- PC12.** report hazards and potential risks/ threats to supervisors or other authorized personnel
- PC13.** participate in mock drills/ evacuation procedures organized at the workplace
- PC14.** undertake first aid, fire-fighting and emergency response training, if asked to do so
- PC15.** take action based on instructions in the event of fire, emergencies or accidents
- PC16.** follow organisation procedures for evacuation when required

#### Knowledge and Understanding (KU)

The individual on the job needs to know and understand:

- KU1.** health and safety related practices applicable at the workplace
- KU2.** potential hazards, risks and threats based on nature of operations
- KU3.** organizational procedures for safe handling of tools

## Qualification Pack

- KU4.** potential risks due to own actions and methods to minimize these
- KU5.** environmental management system related procedures at the workplace.
- KU6.** layout of the plant and details of emergency exits, escape routes, emergency equipment and assembly points
- KU7.** potential accidents and emergencies and response to these scenarios
- KU8.** reporting protocol and documentation required
- KU9.** details of personnel trained in first aid, fire-fighting and emergency response
- KU10.** actions to take in the event of a mock drills/ evacuation procedures or actual accident, emergency or fire.
- KU11.** occupational health and safety risks and methods
- KU12.** personal protective equipment and method of use
- KU13.** identification, handling and storage of hazardous substances
- KU14.** proper disposal system for waste and by-products
- KU15.** signage related to health and safety and their meaning
- KU16.** importance of sound health, hygiene and good habits
- KU17.** ill-effects of alcohol, tobacco and drugs

## Generic Skills (GS)

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

- GS1.** write in local language.
- GS2.** read measurement instructions
- GS3.** communicate orally with colleagues
- GS4.** follow organization rule-based decision making process
- GS5.** take decision with systematic course of actions and/or response
- GS6.** plan and organize your work to achieve targets and deadlines
- GS7.** manage relationships with customers
- GS8.** build customer relationships and use customer centric approach
- GS9.** think through the problem, evaluate the possible solution(s) and suggest an optimum /best possible solution(s)
- GS10.** identify immediate or temporary solutions to resolve delays
- GS11.** analyze data and activities.
- GS12.** pass on relevant information to others
- GS13.** apply, analyze, and evaluate the information gathered from observation, experience, reasoning, or communication, as a guide to thought and action

## Qualification Pack

### Assessment Criteria

Assessment Criteria for Outcomes	Theory Marks	Practical Marks	Project Marks	Viva Marks
<i>Comply with health, safety, and security requirements at work</i>	<b>30</b>	<b>70</b>	-	-
<b>PC1.</b> comply with health and safety related instructions applicable to the workplace.	2	6	-	-
<b>PC2.</b> use and maintain personal protective equipment as per protocol.	2	6	-	-
<b>PC3.</b> carry out own activities in line with approved guidelines and procedures	2	6	-	-
<b>PC4.</b> maintain a healthy lifestyle and guard against dependency on intoxicants.	2	6	-	-
<b>PC5.</b> follow environment management system related procedures.	2	4	-	-
<b>PC6.</b> store materials and tools in line with manufacturers and organisational requirements	2	3	-	-
<b>PC7.</b> safely handle and move waste and debris.	1	3	-	-
<b>PC8.</b> minimize health and safety risks to self and others due to own actions	2	4	-	-
<b>PC9.</b> seek clarifications, from supervisors or other authorized personnel in case of perceived risks	1	3	-	-
<b>PC10.</b> monitor the workplace and work processes for potential risks and threats.	1	3	-	-
<b>PC11.</b> carry out periodic walk-through to keep work area free from hazards and obstructions, if assigned	2	3	-	-
<b>PC12.</b> report hazards and potential risks/ threats to supervisors or other authorized personnel	3	4	-	-
<b>PC13.</b> participate in mock drills/ evacuation procedures organized at the workplace	2	3	-	-
<b>PC14.</b> undertake first aid, fire-fighting and emergency response training, if asked to do so	2	4	-	-

### Qualification Pack

Assessment Criteria for Outcomes	Theory Marks	Practical Marks	Project Marks	Viva Marks
<b>PC15.</b> take action based on instructions in the event of fire, emergencies or accidents	2	6	-	-
<b>PC16.</b> follow organisation procedures for evacuation when required	2	6	-	-
<b>NOS Total</b>	<b>30</b>	<b>70</b>	-	-

## Qualification Pack

### National Occupational Standards (NOS) Parameters

<b>NOS Code</b>	HCS/N9945
<b>NOS Name</b>	Maintaining workplace health and safety
<b>Sector</b>	Handicrafts and Carpet
<b>Sub-Sector</b>	
<b>Occupation</b>	Generic Handicrafts and Carpet
<b>NSQF Level</b>	3
<b>Credits</b>	1
<b>Version</b>	1.0
<b>Last Reviewed Date</b>	07/10/2025
<b>Next Review Date</b>	07/10/2028
<b>NSQC Clearance Date</b>	07/10/2025

## Qualification Pack

### DGT/VSQ/N0102: Employability Skills (60 Hours)

#### Description

This unit is about employability skills, Constitutional values, becoming a professional in the 21st Century, digital, financial, and legal literacy, diversity and Inclusion, English and communication skills, customer service, entrepreneurship, and apprenticeship, getting ready for jobs and career development.

#### Scope

The scope covers the following :

- Introduction to Employability Skills
- Constitutional values - Citizenship
- Becoming a Professional in the 21st Century
- Basic English Skills
- Career Development & Goal Setting
- Communication Skills
- Diversity & Inclusion
- Financial and Legal Literacy
- Essential Digital Skills
- Entrepreneurship
- Customer Service
- Getting ready for Apprenticeship & Jobs

#### Elements and Performance Criteria

##### *Introduction to Employability Skills*

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

- PC1.** identify employability skills required for jobs in various industries
- PC2.** identify and explore learning and employability portals

##### *Constitutional values - Citizenship*

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

- PC3.** recognize the significance of constitutional values, including civic rights and duties, citizenship, responsibility towards society etc. and personal values and ethics such as honesty, integrity, caring and respecting others, etc.
- PC4.** follow environmentally sustainable practices

##### *Becoming a Professional in the 21st Century*

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

- PC5.** recognize the significance of 21st Century Skills for employment
- PC6.** practice the 21st Century Skills such as Self-Awareness, Behaviour Skills, time management, critical and adaptive thinking, problem-solving, creative thinking, social and cultural awareness, emotional awareness, learning to learn for continuous learning etc. in personal and professional life

##### *Basic English Skills*

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

## Qualification Pack

- PC7.** use basic English for everyday conversation in different contexts, in person and over the telephone
- PC8.** read and understand routine information, notes, instructions, mails, letters etc. written in English
- PC9.** write short messages, notes, letters, e-mails etc. in English

### *Career Development & Goal Setting*

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

- PC10.** understand the difference between job and career
- PC11.** prepare a career development plan with short- and long-term goals, based on aptitude

### *Communication Skills*

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

- PC12.** follow verbal and non-verbal communication etiquette and active listening techniques in various settings
- PC13.** work collaboratively with others in a team

### *Diversity & Inclusion*

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

- PC14.** communicate and behave appropriately with all genders and PwD
- PC15.** escalate any issues related to sexual harassment at workplace according to POSH Act

### *Financial and Legal Literacy*

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

- PC16.** select financial institutions, products and services as per requirement
- PC17.** carry out offline and online financial transactions, safely and securely
- PC18.** identify common components of salary and compute income, expenses, taxes, investments etc
- PC19.** identify relevant rights and laws and use legal aids to fight against legal exploitation

### *Essential Digital Skills*

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

- PC20.** operate digital devices and carry out basic internet operations securely and safely
- PC21.** use e- mail and social media platforms and virtual collaboration tools to work effectively
- PC22.** use basic features of word processor, spreadsheets, and presentations

### *Entrepreneurship*

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

- PC23.** identify different types of Entrepreneurship and Enterprises and assess opportunities for potential business through research
- PC24.** develop a business plan and a work model, considering the 4Ps of Marketing Product, Price, Place and Promotion
- PC25.** identify sources of funding, anticipate, and mitigate any financial/ legal hurdles for the potential business opportunity

### *Customer Service*

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

- PC26.** identify different types of customers
- PC27.** identify and respond to customer requests and needs in a professional manner.

## Qualification Pack

**PC28.** follow appropriate hygiene and grooming standards

*Getting ready for apprenticeship & Jobs*

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

**PC29.** create a professional Curriculum vitae (Résumé)

**PC30.** search for suitable jobs using reliable offline and online sources such as Employment exchange, recruitment agencies, newspapers etc. and job portals, respectively

**PC31.** apply to identified job openings using offline /online methods as per requirement

**PC32.** answer questions politely, with clarity and confidence, during recruitment and selection

**PC33.** identify apprenticeship opportunities and register for it as per guidelines and requirements

## Knowledge and Understanding (KU)

The individual on the job needs to know and understand:

**KU1.** need for employability skills and different learning and employability related portals

**KU2.** various constitutional and personal values

**KU3.** different environmentally sustainable practices and their importance

**KU4.** Twenty first (21st) century skills and their importance

**KU5.** how to use English language for effective verbal (face to face and telephonic) and written communication in formal and informal set up

**KU6.** importance of career development and setting long- and short-term goals

**KU7.** about effective communication

**KU8.** POSH Act

**KU9.** Gender sensitivity and inclusivity

**KU10.** different types of financial institutes, products, and services

**KU11.** how to compute income and expenditure

**KU12.** importance of maintaining safety and security in offline and online financial transactions

**KU13.** different legal rights and laws

**KU14.** different types of digital devices and the procedure to operate them safely and securely

**KU15.** how to create and operate an e- mail account and use applications such as word processors, spreadsheets etc.

**KU16.** how to identify business opportunities

**KU17.** types and needs of customers

**KU18.** how to apply for a job and prepare for an interview

**KU19.** apprenticeship scheme and the process of registering on apprenticeship portal

## Generic Skills (GS)

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

**GS1.** read and write different types of documents/instructions/correspondence

**GS2.** communicate effectively using appropriate language in formal and informal settings

## Qualification Pack

- GS3.** behave politely and appropriately with all
- GS4.** how to work in a virtual mode
- GS5.** perform calculations efficiently
- GS6.** solve problems effectively
- GS7.** pay attention to details
- GS8.** manage time efficiently
- GS9.** maintain hygiene and sanitization to avoid infection

## Qualification Pack

### Assessment Criteria

Assessment Criteria for Outcomes	Theory Marks	Practical Marks	Project Marks	Viva Marks
<i>Introduction to Employability Skills</i>	<b>1</b>	<b>1</b>	-	-
<b>PC1.</b> identify employability skills required for jobs in various industries	-	-	-	-
<b>PC2.</b> identify and explore learning and employability portals	-	-	-	-
<i>Constitutional values - Citizenship</i>	<b>1</b>	<b>1</b>	-	-
<b>PC3.</b> recognize the significance of constitutional values, including civic rights and duties, citizenship, responsibility towards society etc. and personal values and ethics such as honesty, integrity, caring and respecting others, etc.	-	-	-	-
<b>PC4.</b> follow environmentally sustainable practices	-	-	-	-
<i>Becoming a Professional in the 21st Century</i>	<b>2</b>	<b>4</b>	-	-
<b>PC5.</b> recognize the significance of 21st Century Skills for employment	-	-	-	-
<b>PC6.</b> practice the 21st Century Skills such as Self-Awareness, Behaviour Skills, time management, critical and adaptive thinking, problem-solving, creative thinking, social and cultural awareness, emotional awareness, learning to learn for continuous learning etc. in personal and professional life	-	-	-	-
<i>Basic English Skills</i>	<b>2</b>	<b>3</b>	-	-
<b>PC7.</b> use basic English for everyday conversation in different contexts, in person and over the telephone	-	-	-	-
<b>PC8.</b> read and understand routine information, notes, instructions, mails, letters etc. written in English	-	-	-	-
<b>PC9.</b> write short messages, notes, letters, e-mails etc. in English	-	-	-	-
<i>Career Development &amp; Goal Setting</i>	<b>1</b>	<b>2</b>	-	-

## Qualification Pack

Assessment Criteria for Outcomes	Theory Marks	Practical Marks	Project Marks	Viva Marks
<b>PC10.</b> understand the difference between job and career	-	-	-	-
<b>PC11.</b> prepare a career development plan with short- and long-term goals, based on aptitude	-	-	-	-
<i>Communication Skills</i>	<b>2</b>	<b>2</b>	-	-
<b>PC12.</b> follow verbal and non-verbal communication etiquette and active listening techniques in various settings	-	-	-	-
<b>PC13.</b> work collaboratively with others in a team	-	-	-	-
<i>Diversity &amp; Inclusion</i>	<b>1</b>	<b>2</b>	-	-
<b>PC14.</b> communicate and behave appropriately with all genders and PwD	-	-	-	-
<b>PC15.</b> escalate any issues related to sexual harassment at workplace according to POSH Act	-	-	-	-
<i>Financial and Legal Literacy</i>	<b>2</b>	<b>3</b>	-	-
<b>PC16.</b> select financial institutions, products and services as per requirement	-	-	-	-
<b>PC17.</b> carry out offline and online financial transactions, safely and securely	-	-	-	-
<b>PC18.</b> identify common components of salary and compute income, expenses, taxes, investments etc	-	-	-	-
<b>PC19.</b> identify relevant rights and laws and use legal aids to fight against legal exploitation	-	-	-	-
<i>Essential Digital Skills</i>	<b>3</b>	<b>4</b>	-	-
<b>PC20.</b> operate digital devices and carry out basic internet operations securely and safely	-	-	-	-
<b>PC21.</b> use e- mail and social media platforms and virtual collaboration tools to work effectively	-	-	-	-
<b>PC22.</b> use basic features of word processor, spreadsheets, and presentations	-	-	-	-

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Assessment Criteria for Outcomes	Theory Marks	Practical Marks	Project Marks	Viva Marks
<i>Entrepreneurship</i>	<b>2</b>	<b>3</b>	-	-
<b>PC23.</b> identify different types of Entrepreneurship and Enterprises and assess opportunities for potential business through research	-	-	-	-
<b>PC24.</b> develop a business plan and a work model, considering the 4Ps of Marketing Product, Price, Place and Promotion	-	-	-	-
<b>PC25.</b> identify sources of funding, anticipate, and mitigate any financial/ legal hurdles for the potential business opportunity	-	-	-	-
<i>Customer Service</i>	<b>1</b>	<b>2</b>	-	-
<b>PC26.</b> identify different types of customers	-	-	-	-
<b>PC27.</b> identify and respond to customer requests and needs in a professional manner.	-	-	-	-
<b>PC28.</b> follow appropriate hygiene and grooming standards	-	-	-	-
<i>Getting ready for apprenticeship &amp; Jobs</i>	<b>2</b>	<b>3</b>	-	-
<b>PC29.</b> create a professional Curriculum vitae (Résumé)	-	-	-	-
<b>PC30.</b> search for suitable jobs using reliable offline and online sources such as Employment exchange, recruitment agencies, newspapers etc. and job portals, respectively	-	-	-	-
<b>PC31.</b> apply to identified job openings using offline /online methods as per requirement	-	-	-	-
<b>PC32.</b> answer questions politely, with clarity and confidence, during recruitment and selection	-	-	-	-
<b>PC33.</b> identify apprenticeship opportunities and register for it as per guidelines and requirements	-	-	-	-
<b>NOS Total</b>	<b>20</b>	<b>30</b>	-	-

## Qualification Pack

### National Occupational Standards (NOS) Parameters

<b>NOS Code</b>	DGT/VSQ/N0102
<b>NOS Name</b>	Employability Skills (60 Hours)
<b>Sector</b>	Cross Sectoral
<b>Sub-Sector</b>	Professional Skills
<b>Occupation</b>	Employability
<b>NSQF Level</b>	4
<b>Credits</b>	2
<b>Version</b>	1.0
<b>Last Reviewed Date</b>	25/02/2026
<b>Next Review Date</b>	25/02/2029
<b>NSQC Clearance Date</b>	25/02/2026

## Assessment Guidelines and Assessment Weightage

### Assessment Guidelines

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

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**Minimum Aggregate Passing % at QP Level : 70**

(Please note: Every Trainee should score a minimum aggregate passing percentage as specified above, to successfully clear the Qualification Pack assessment.)

## Assessment Weightage

Compulsory NOS

National Occupational Standards	Theory Marks	Practical Marks	Project Marks	Viva Marks	Total Marks	Weightage
HCS/N7422.Machine Operation	30	70	-	-	100	10
HCS/N7423.Stitching Techniques	30	70	-	-	100	20
HCS/N7424.Finishing and Quality Control	20	80	-	-	100	20
HCS/N8513.Entrepreneurship Skills for Jute products stitching operator	39	61	-	-	100	10
HCS/N9908.Working in a Team	29	71	-	-	100	10
HCS/N9912.Maintain Work Area and Tools	26	74	-	-	100	10
HCS/N9945.Maintaining workplace health and safety	30	70	-	-	100	10
DGT/VSQ/N0102.Employability Skills (60 Hours)	20	30	-	-	50	10
<b>Total</b>	<b>224</b>	<b>526</b>	<b>-</b>	<b>-</b>	<b>750</b>	<b>100</b>

## Qualification Pack

### Acronyms

<b>NOS</b>	National Occupational Standard(s)
<b>NSQF</b>	National Skills Qualifications Framework
<b>QP</b>	Qualifications Pack
<b>TVET</b>	Technical and Vocational Education and Training

## Qualification Pack

### Glossary

<b>Sector</b>	Sector is a conglomeration of different business operations having similar business and interests. It may also be defined as a distinct subset of the economy whose components share similar characteristics and interests.
<b>Sub-sector</b>	Sub-sector is derived from a further breakdown based on the characteristics and interests of its components.
<b>Occupation</b>	Occupation is a set of job roles, which perform similar/ related set of functions in an industry.
<b>Job role</b>	Job role defines a unique set of functions that together form a unique employment opportunity in an organisation.
<b>Occupational Standards (OS)</b>	OS specify the standards of performance an individual must achieve when carrying out a function in the workplace, together with the Knowledge and Understanding (KU) they need to meet that standard consistently. Occupational Standards are applicable both in the Indian and global contexts.
<b>Performance Criteria (PC)</b>	Performance Criteria (PC) are statements that together specify the standard of performance required when carrying out a task.
<b>National Occupational Standards (NOS)</b>	NOS are occupational standards which apply uniquely in the Indian context.
<b>Qualifications Pack (QP)</b>	QP comprises the set of OS, together with the educational, training and other criteria required to perform a job role. A QP is assigned a unique qualifications pack code.
<b>Unit Code</b>	Unit code is a unique identifier for an Occupational Standard, which is denoted by an 'N'
<b>Unit Title</b>	Unit title gives a clear overall statement about what the incumbent should be able to do.
<b>Description</b>	Description gives a short summary of the unit content. This would be helpful to anyone searching on a database to verify that this is the appropriate OS they are looking for.
<b>Scope</b>	Scope is a set of statements specifying the range of variables that an individual may have to deal with in carrying out the function which have a critical impact on quality of performance required.

## Qualification Pack

<b>Knowledge and Understanding (KU)</b>	Knowledge and Understanding (KU) are statements which together specify the technical, generic, professional and organisational specific knowledge that an individual needs in order to perform to the required standard.
<b>Organisational Context</b>	Organisational context includes the way the organisation is structured and how it operates, including the extent of operative knowledge managers have of their relevant areas of responsibility.
<b>Technical Knowledge</b>	Technical knowledge is the specific knowledge needed to accomplish specific designated responsibilities.
<b>Core Skills/ Generic Skills (GS)</b>	Core skills or Generic Skills (GS) are a group of skills that are the key to learning and working in today's world. These skills are typically needed in any work environment in today's world. These skills are typically needed in any work environment. In the context of the OS, these include communication related skills that are applicable to most job roles.
<b>Electives</b>	Electives are NOS/set of NOS that are identified by the sector as contributive to specialization in a job role. There may be multiple electives within a QP for each specialized job role. Trainees must select at least one elective for the successful completion of a QP with Electives.
<b>Options</b>	Options are NOS/set of NOS that are identified by the sector as additional skills. There may be multiple options within a QP. It is not mandatory to select any of the options to complete a QP with Options.