

WINDER (TEXTILE)

COMPETENCY BASED CURRICULUM

(Duration: 06 months.)

APPRENTICESHIP TRAINING SCHEME (ATS)

NSQF LEVEL- 3



SECTOR – APPAREL



GOVERNMENT OF INDIA
MINISTRY OF SKILL DEVELOPMENT & ENTREPRENEURSHIP
DIRECTORATE GENERAL OF TRAINING

Winder (Textile)

WINDER (TEXTILE)

(Revised in 2018)

APPRENTICESHIP TRAINING SCHEME (ATS)



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Developed By

Ministry of Skill Development and Entrepreneurship
Directorate General of Training
CENTRAL STAFF TRAINING AND RESEARCH INSTITUTE
EN-81, Sector-V, Salt Lake City,
Kolkata – 700 091

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Special acknowledgement by DGT to the following expert members who have contributed immensely in this curriculum.

Sl. No.	Name & Designation Sh./Mr./Ms.	Organization	Expert Group Designation
1.	Shri G. Jana, Advisor	RDAT Bombay	Chairman
2.	Shri K.K. Nagpurkar, ADT	RDAT Bombay	Secretary
3.	Shri R.N. Sehgal, weaving manager	Arvind Mills Ltd., Ahmedabad	Member
4.	Shri R. D. Deshpande	NTC Maharashtra	Member
5.	Shri B.S. Rahalkar, Weaving Supdt.	India United Mills No. 5 NTC, Bombay	Member
6.	Shri V.L. Shah, Weaving Master	New Hind Textile Mills, NTC, Bombay	Member
7.	Shri A.H. Anantharamiah, Weaving Master	Western India Mills, Dattaram Bombay	Member
8.	Shri M.N. Shah, Sr Surveyor (App. Training)	DET Gujarat	Member
9.	Shri D.K. Tejani, Sr. Surveyor	DTT, Maharashtra	Member
10.	Shri D.G. Naik, Weaving Manager	M/S, Ranipur fg. Co. Ltd., Outside Saraspur Gate, Ahmedabad.	Member

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1.1 Apprenticeship Training Scheme under Apprentice Act 1961

The Apprentices Act, 1961 was enacted with the objective of regulating the programme of training of apprentices in the industry by utilizing the facilities available therein for imparting on-the-job training. The Act makes it obligatory for employers in specified industries to engage apprentices in designated trades to impart Apprenticeship Training on the job in industry to school leavers and person having National Trade Certificate(ITI pass-outs) issued by National Council for Vocational Training (NCVT) to develop skilled manpower for the industry. There are four categories of apprentices namely; **trade apprentice, graduate, technician and technician (vocational) apprentices.**

Qualifications and period of apprenticeship training of **trade apprentices** vary from trade to trade. The apprenticeship training for trade apprentices consists of basic training followed by practical training. At the end of the training, the apprentices are required to appear in a trade test conducted by NCVT and those successful in the trade tests are awarded the National Apprenticeship Certificate.

The period of apprenticeship training for graduate (engineers), technician (diploma holders and technician (vocational) apprentices is one year. Certificates are awarded on completion of training by the Department of Education, Ministry of Human Resource Development.

1.2 Changes in Industrial Scenario

Recently we have seen huge changes in the Indian industry. The Indian Industry registered an impressive growth during the last decade and half. The number of industries in India have increased manifold in the last fifteen years especially in services and manufacturing sectors. It has been realized that India would become a prosperous and a modern state by raising skill levels, including by engaging a larger proportion of apprentices, will be critical to success; as will stronger collaboration between industry and the trainees to ensure the supply of skilled workforce and drive development through employment. Various initiatives to build up an adequate infrastructure for rapid industrialization and improve the industrial scenario in India have been taken.

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1.3 Reformation

The Apprentices Act, 1961 has been amended and brought into effect from 22nd December, 2014 to make it more responsive to industry and youth. Key amendments are as given below:

- Prescription of number of apprentices to be engaged at establishment level instead of trade-wise.
- Establishment can also engage apprentices in optional trades which are not designated, with the discretion of entry level qualification and syllabus.
- Scope has been extended also to non-engineering occupations.
- Establishments have been permitted to outsource basic training in an institute of their choice.
- The burden of compliance on industry has been reduced significantly.



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2.1 GENERAL

Directorate General of Training (DGT) under Ministry of Skill Development & Entrepreneurship offers range of vocational training courses catering to the need of different sectors of economy/ Labour market. The vocational training programmes are delivered under aegis of National Council of Vocational Training (NCVT). Craftsman Training Scheme (CTS) and Apprenticeship Training Scheme (ATS) are two pioneer programmes of NCVT for propagating vocational training.

Winder (Textile) trade under ATS is one of the most popular courses delivered nationwide through different industries. The course is of Six month (01 Blocks) duration. It mainly consists of Domain area and Core area. In the Domain area Trade Theory & Practical impart professional - skills and knowledge, while Core area - and Employability Skills imparts requisite core skills & knowledge and life skills. After passing out the training programme, the trainee is being awarded National Apprenticeship Certificate (NAC) by NCVT having worldwide recognition.

Broadly candidates need to demonstrate that they are able to:

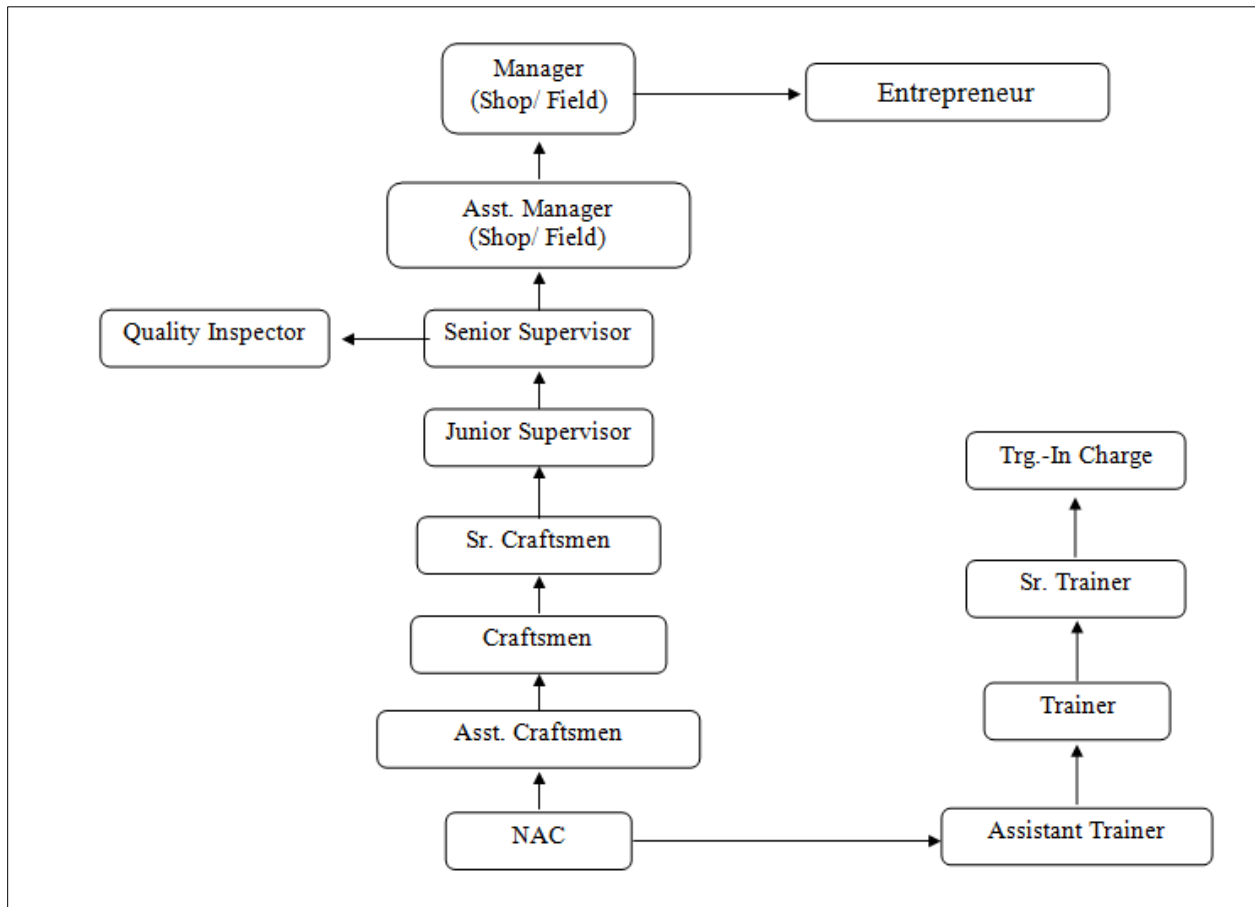
- Identify necessary materials and tools;
- Perform task with due consideration to safety rules.
- Apply professional skill, knowledge, core skills & employability skills while performing jobs.

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2.2 CAREER PROGRESSION PATHWAYS:

- Indicative pathways for vertical mobility.



2.3 COURSE STRUCTURE:

Table below depicts the distribution of training hours across various course elements during a period of Six Months (*Basic Training and On-Job Training*):-

Total training duration details: -

Time (in months)	1	2-6
Basic Training	Block– I	----
Practical Training (On - job training)	----	Block – I

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A. Basic Training

For 02 yrs. Course (Non-Engg.): - **Total 03 months:** 03 months in 1styr. only

For 01 yr. Course (Non-Engg.): - **Total 03 months:** 03 months in 1st yr.

For 06 months Course (Non – Engg.): - **Total 01 month:** 01 month in 06 Months

Sl. No.	Course Element	Total Notional Training Hours (For 06 months course)
1	Professional Skill (Trade Practical)	100
2	Professional Knowledge (Trade Theory)	45
3	Employability Skills	55
	Total (including Internal Assessment)	200

B. On-Job Training:-

For 06Months Course (Non-Engg.) :- (**Total 05 months**)

Notional Training Hours for On-Job Training: 840 Hrs.

C. Total training hours:-

Duration	Basic Training	On-Job Training	Total
For 02 yrs. Course(Non-Engg.)	500 hrs.	3640 hrs.	4140 hrs.
For 01 yr. Course(Non-Engg.)	500 hrs.	2080 hrs.	2580 hrs.
For 06 months Course (Non-Engg.)	200 hrs.	840 hrs.	1040 hrs.

2.4 ASSESSMENT & CERTIFICATION:

The trainee will be tested for his skill, knowledge and attitude during the period of course and at the end of the training programme as notified by Govt of India from time to time. The Employability skills will be tested in first two semesters only.

a) The **Internal assessment** during the period of training will be done by **Formative assessment method** by testing for assessment criteria listed against learning outcomes. The training

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institute have to maintain individual *trainee portfolio* as detailed in assessment guideline. The marks of internal assessment will be as per the template (Annexure – II).

b) The final assessment will be in the form of summative assessment method. The All India Trade Test for awarding NAC will be conducted by NCVT on completion of course as per guideline of Govt of India. The pattern and marking structure is being notified by govt of India from time to time. **The learning outcome and assessment criteria will be basis for setting question papers for final assessment. The examiner during final examination will also check individual trainee's profile as detailed in assessment guideline before giving marks for practical examination.**

2.4.1 PASS REGULATION

The minimum pass percent for Practical is 60% & minimum pass percent for Theory subjects 40%. The candidate pass in each subject conducted under all India trade test.

2.4.2 ASSESSMENT GUIDELINE

Appropriate arrangements should be made to ensure that there will be no artificial barriers to assessment. The nature of special needs should be taken into account while undertaking assessment. Due consideration should be given while assessing for team work, avoidance/reduction of scrap/wastage and disposal of scarp/wastage as per procedure, behavioral attitude, sensitivity to environment and regularity in training. The sensitivity towards OSHE and self-learning attitude are to be considered while assessing competency.

Assessment will be evidence based comprising the following:

- Job carried out in labs/workshop
- Record book/ daily diary
- Answer sheet of assessment
- Viva-voce
- Progress chart
- Attendance and punctuality
- Assignment
- Project work

Evidences of internal assessments are to be preserved until forthcoming semester examination for audit and verification by examination body. The following marking pattern to be adopted while assessing:

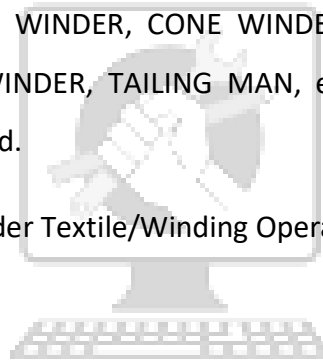
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Performance Level	Evidence
(a) Weightage in the range of 60 -75% to be allotted during assessment	
<p>For performance in this grade, the candidate with occasional guidance and showing due regard for safety procedures and practices, has produced work which demonstrates attainment of an acceptable standard of craftsmanship.</p>	<ul style="list-style-type: none"> • Demonstration of good skill in the use of hand tools, machine tools and workshop equipment • Below 70% tolerance dimension/accuracy achieved while undertaking different work with those demanded by the component/job/set standards. • A fairly good level of neatness and consistency in the finish • Occasional support in completing the project/job.
(b)Weightage in the range of above75% - 90% to be allotted during assessment	
<p>For this grade, the candidate, with little guidance and showing due regard for safety procedures and practices, has produced work which demonstrates attainment of a reasonable standard of craftsmanship.</p>	<ul style="list-style-type: none"> • Good skill levels in the use of hand tools, machine tools and workshop equipment • 70-80% tolerance dimension/accuracy achieved while undertaking different work with those demanded by the component/job/set standards. • A good level of neatness and consistency in the finish • Little support in completing the project/job
(c) Weightage in the range of above 90% to be allotted during assessment	
<p>For performance in this grade, the candidate, with minimal or no support in organization and execution and with due regard for safety procedures and practices, has produced work which demonstrates attainment of a high standard of craftsmanship.</p>	<ul style="list-style-type: none"> • High skill levels in the use of hand tools, machine tools and workshop equipment • Above 80% tolerance dimension/accuracy achieved while undertaking different work with those demanded by the component/job/set standards. • A high level of neatness and consistency in the finish. • Minimal or no support in completing the project.

Brief description of Job roles:

Winder (Textile) tends winding machine for winding yarn from hanks to bobbins or from spinning bobbins to other bobbins, spools, cones, cheeses, etc. Mounts, by hand, hanks on swift (reel) or mounts full bobbins, cones, etc., on stands of machine. Draws end of yarn from each hank or full bobbin, through guide and tension arm and loops it round rotating empty bobbin, cone, cheese or spool, for winding. Pieces broken ends. Removes wound cones, cheeses, spools, etc., from spindles and replaces them with empty ones. Is designated as GREY WINDER, PIRN WINDER, CHEESE WINDER, CONE WINDER, SPOOL WINDER, COP WINDER, UNIVERSAL WINDER, COLOUR WINDER, TAILING MAN, etc., according to type of machine operated and bobbin or spool used.

Reference NCO: 8151.1800 - Winder Textile/Winding Operator



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NSQF level for Winder (Textile) trade under ATS: **Level 3**

As per notification issued by Govt. of India dated- 27.12.2013 on National Skill Qualification Framework total 10 (Ten) Levels are defined.

Each level of the NSQF is associated with a set of descriptors made up of five outcome statements, which describe in general terms, the minimum knowledge, skills and attributes that a learner needs to acquire in order to be certified for that level.

Each level of the NSQF is described by a statement of learning outcomes in five domains, known as level descriptors. These five domains are:

- a. Process
- b. Professional knowledge,
- c. Professional skill,
- d. Core skill and
- e. Responsibility.



The Broad Learning outcome of Winder (Textile) trade under ATS mostly matches with the Level descriptor at Level- 3.

The NSQF level-3 descriptor is given below:

Level	Process Required	Professional Knowledge	Professional Skill	Core Skill	Responsibility
Level 3	Person may carry put a job which may require limited range of activities routine and predictable	Basic facts, process and principle applied in trade of employment	Recall and demonstrate practical skill, routine and repetitive in narrow range of application	Communication written and oral, with minimum required clarity, skill of basic arithmetic and algebraic principles, personal banking, basic understanding of social and natural environment	Under close supervision Some Responsibility for own work within defined limit.

Name of the Trade	Winder (Textile)
NCO - 2015	8151.1800
NSQF Level	Level – 3
Duration of Apprenticeship Training (Basic Training + On-Job Training)	1 month+ Five Months (01 Block of 06 months duration).
Duration of Basic Training	a) Block –I : 1 month Total duration of Basic Training: 1 month
Duration of On-Job Training	a) Block –I: 5 months Total duration of Practical Training: 5 months
Entry Qualification	ESSENTIAL: Pass in 8th Class Examination under 10+2+3system or 2 classes below Matriculation Examination or equivalent
Selection of Apprenticeship	The apprentices will be selected as per Apprenticeship Act amended time to time.
Instructors Qualification for Basic Training	As per ITI instructors qualifications as amended time to time for the specific trade.
Infrastructure for basic training	As per related trade of ITI.
Examination	The internal examination/ assessment will be held on completion of each block. Final examination for all subjects will be held at the end of course and same will be conducted by NCVT.
Rebate to Ex-ITI Trainees	01 month
CTS trades eligible for Winder (Textile) (Apprenticeship)	Winder (Textile)

Note:

- Industry may impart training as per above time schedule for different block, however this is not fixed. The industry may adjust the duration of training considering the fact that all the components under the syllabus must be covered. However the flexibility should be given keeping in view that no safety aspects is compromised.
- For imparting Basic Training the industry to tie-up with ITIs having such specific trade and affiliated to NCVT.

6.1 GENERIC LEARNING OUTCOME

The following are minimum broad Common Occupational Skills/ Generic Learning Outcome after completion of the Winder (Textile) course of Six Months duration under ATS.

Block I:-

1. Recognize & comply safe working practices.
2. Explain the concept in productivity, quality tools, and labour welfare legislation and apply such in day to day work to improve productivity & quality.
3. Explain personnel finance, entrepreneurship and manage related task in day to day work for personal & societal growth.

6.2 SPECIFIC LEARNING OUTCOME

Block – I

- 1) Perform all the functions of the regular winder, including the normal maintenance / cleanliness of the winding machines.

- 2) **Carryout different operations as per following:**

2.1 Cone / cheese Winding

- Drum winding machines for con/ cheese winding
- Frahz miller automatic
- LessonaUnicone
- Winding machine
- Barbar – colman winding machine and / or any automatic high speed winding machine (auto – corner & Schleicher cone winding machines)

2.2 Pirn / 'A' cop Winding

- HatexPirnWinding
- M/C Automatic Pirn
- Winding machine
- B. Schweiter MSL automatic weft winding unit equipped with automatic Pirn tray loader
- Scharer fully
- automatic Pirn winders
- Super Cop Pirn
- winding machine

2.3 Reeling & Doubling

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- Corss Reeling
- B. Straight Reeling
- Doubler winding
- Machines

Note: Learning outcomes are reflection of total competencies of a trainee and assessment will be carried out as per assessment criteria.



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7. LEARNING OUTCOME WITH ASSESSMENT CRITERIA

GENERIC LEARNING OUTCOME	
LEARNING OUTCOMES	ASSESSMENT CRITERIA
1. Recognize & comply safe working practices, environment regulation and housekeeping.	1. 1. Follow and maintain procedures to achieve a safe working environment in line with occupational health and safety regulations and requirements.
	1. 2. Recognize and report all unsafe situations according to site policy.
	1. 3. Identify and take necessary precautions on fire and safety hazards and report according to site policy and procedures.
	1. 4. Identify, handle and store / dispose off dangerous/unsalvageable goods and substances according to site policy and procedures following safety regulations and requirements.
	1. 5. Identify and observe site policies and procedures in regard to illness or accident.
	1. 6. Identify safety alarms accurately.
	1. 7. Report supervisor/ Competent of authority in the event of accident or sickness of any staff and record accident details correctly according to site accident/injury procedures.
	1. 8. Identify and observe site evacuation procedures according to site policy.
	1. 9. Identify Personal Productive Equipment (PPE) and use the same as per related working environment.
	1. 10. Identify basic first aid and use them under different circumstances.
	1. 11. Identify different fire extinguisher and use the same as per requirement.
	1. 12. Identify environmental pollution & contribute to avoidance of same.
	1. 13. Take opportunities to use energy and materials in an environmentally friendly manner
	1. 14. Avoid waste and dispose waste as per procedure
	1. 15. Recognize different components of 5S and apply the same in the working environment.
2. Explain the concept in productivity, quality tools,	2.1 Explain the concept of productivity and quality tools and apply during execution of job.

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and labour welfare legislation and apply such in day to day work to improve productivity & quality.	2.2 Understand the basic concept of labour welfare legislation and adhere to responsibilities and remain sensitive towards such laws.
	2.3 Knows benefits guaranteed under various acts
3. Explain personnel finance, entrepreneurship and manage/organize related task in day to day work for personal & societal growth.	3.1 Explain personnel finance and entrepreneurship.
	3.2 Explain role of Various Schemes and Institutes for self-employment i.e. DIC, SIDA, SISI, NSIC, SIDO, Idea for financing/ non financing support agencies to familiarizes with the Policies /Programmes & procedure & the available scheme.
	3.3 Prepare Project report to become an entrepreneur for submission to financial institutions.
SPECIFIC OUTCOME	
Block-I	
<p><i>Assessment Criteria i.e. the standard of performance, for each specific learning outcome mentioned under block – I (section: 10) must ensure that the trainee achieves well developed skill with clear choice of procedure in familiar context. Assessment criteria should broadly cover the aspect of Planning (Identify, ascertain, etc.); Execution (perform, illustration, etc. by applying basic methods, tools, materials and information 2) Knowledge of basic facts, process and principle applied in trade of employment 3) Basic Mathematical Skills and Checking/ Testing to ensure functionality during the assessment of each outcome. The assessments parameters must also ascertain that the candidate is responsible for own work within defined limit.</i></p>	

BASIC TRAINING (Block – I)**Duration: (01) One Month**

Week No.	Professional Skills (Trade Practical)	Professional Knowledge (Trade Theory)
1.	<p>Safety precaution related to the trade.</p> <p>Knotting Practice: Making winders knot by hand and Boyee knotter and /or Japanese knotter</p> <p>Attaining the efficiency of 6Ckoots in 5 minutes; Cone / Cheese winding</p> <p>Fixing the Ring frame bobbins on cone/cheese winding machines and practice and practice to draw the yarn through guides/cleaners. Fixing the cone spool and starting of winding machine. Adjusting various tension and traverse motion of yarn guide.</p>	<p>Safety precaution and first aid as prescribed by St. Johns</p> <p>Ambulance, as well as Safety precautions needed in the preparatory departments particularly about winding machines.</p> <p>A brief survey of the development of winding operation from primitive methods to the present day auto winding.</p> <p>Basic knowledge of counts of yarn, supply packages defects of yarn received from spinning and supply packages; Principles of various types of machines used for cone/cheese winding.</p>
2.	<p>The following operations will be performed:</p> <ol style="list-style-type: none"> 1.) Starting of cone winding machines. 2.) Stopping of cone/cheese winding machine. 3.) Piecing up of broken thread & restarting the machine 4.) Replacing of empty cone, spool for working on drum winding machine. <p>Working on colour winding machine from hanks to hobbins/cheese/cones etc.</p> <p>Working on double winders or ply winders.</p> <p>Pirn winding machine (Winding of Pirn from cone.</p>	<p>Functions of clearer gauges & tension for different yarns. Principles of various types of machines used for Pirn/cop winding.</p> <p>Various defects in winding and their preventions.</p> <p>Importance of standardization and uniform packages.</p> <p>Winding motions, like traverse motion, Angle of wind, Ribbon breakers, open and close wind etc. Used in cone/cheese winding</p>
3.	<p>Fixing the cone on Pirn winding machine, fixing of Pirn, on the winding spindle and performing the following operations :</p> <ol style="list-style-type: none"> (i) Drawing of ends through various guides and clearer motions for varied tensions (ii) Starting / stopping of Pirn winder (iii) Piecing of broken ends Working of Pirn winding machine and filling of Pirn from 	<p>Working of Pirn Winding.</p> <p>Types of fill bobbins used for Weft, their advantages, disadvantages.</p> <p>Types of machine used for skein winding & their working.</p> <p>Oiling and cleaning of winding machines.</p> <p>Common defects found in the warp & weft yarn obtained from the spinning department</p>

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	skeins (hanks). Working on skein winding machine : (From ring frame bobbins) All the operations of winding Hanks from the Ring frame bobbins including handling of machine, making of leas measuring motions, removing of hanks and binding into knots will be performed by the apprentices.	& the importance of removing them in the process of winding.
4.	Internal Assessment 03days	

Note: - The period mentioned for working on various machine is only suggestive and however, it may vary as per requirement.



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9.1 EMPLOYABILITY SKILLS

(DURATION: - 55 HRS.)

Topic No.	Topic	Duration (in hours)
	English Literacy	7
1.	Reading Reading and understanding simple sentences about self, work and environment	
2.	Writing Construction of simple sentences Writing simple English	
3.	Speaking / Spoken English Speaking with preparation on self, on family, on friends/ classmates, on know, picture reading gain confidence through role-playing and discussions on current happening job description, asking about someone's job habitual actions. Taking messages, passing messages on and filling in message forms Greeting and introductions office hospitality, Resumes or curriculum vita essential parts, letters of application reference to previous communication.	
	I.T. Literacy	10
1.	Basics of Computer Introduction, Computer and its applications, Hardware and peripherals, Switching on-Starting and shutting down of computer.	
2.	Word processing and Worksheet Basic operating of Word Processing, Creating, opening and closing Documents, use of shortcuts, Creating and Editing of Text, Formatting the Text, Insertion & creation of Tables. Printing document. Basics of Excel worksheet, understanding basic commands, creating simple worksheets, understanding sample worksheets, use of simple formulas and functions, Printing of simple excel sheets. Use of External memory like pen drive, CD, DVD etc,	
3.	Computer Networking and INTERNET Accessing the Internet using Web Browser, Downloading and Printing Web Pages, Opening an email account and use of email. Social media sites and its implication.	
	Communication Skill	18
1	Introduction to Communication Skills Communication and its importance Principles of Effective communication	

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	Types of communication - verbal, nonverbal, written, email, talking on phone. Nonverbal communication - components-Para-language Body - language Barriers to communication and dealing with barriers.	
2	Listening Skills Listening-hearing and listening, effective listening, barriers to effective listening guidelines for effective listening.	
3	Motivational Training Characteristics Essential to Achieving Success The Power of Positive Attitude Self awareness Importance of Commitment Ethics and Values Ways to Motivate Oneself Personal Goal setting and Employability Planning.	
4	Facing Interviews Manners, Etiquettes, Dress code for an interview Do's & Don'ts for an interview	
	Entrepreneurship skill	8
1.	Concept of Entrepreneurship Entrepreneurship- Entrepreneurship - Enterprises:-Conceptual issue. Source of business ideas, Entrepreneurial opportunities, The process of setting up a business.	
2.	Institutions Support Role of Various Schemes and Institutes for self-employment i.e. DIC, SIDA, SISI, NSIC, SIDO, Idea for financing/ non financing support agencies to familiarizes with the Policies /Programmes& procedure & the available scheme.	
	Productivity	
1.	Productivity Definition, Necessity.	
2.	Affecting Factors Skills, Working Aids, Automation, Environment, Motivation How improves or slows down.	
3.	Personal Finance Management Banking processes, Handling ATM, KYC registration, safe cash handling, Personal risk and Insurance.	
	Occupational Safety, Health & Environment Education	6
1	Safety & Health Introduction to Occupational Safety and Health importance of safety and	

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	health at workplace.	
2	Occupational Hazards Basic Hazards, Chemical Hazards, Vibro-acoustic Hazards, Mechanical Hazards, Electrical Hazards, Thermal Hazards. Occupational health, Occupational hygienic, Occupational Diseases/ Disorders & its prevention.	
3	Accident & safety Basic principles for protective equipment. Accident Prevention techniques - control of accidents and safety measures.	
4	First Aid Care of injured & Sick at the workplaces, First-Aid & Transportation of sick person	
	Labour Welfare Legislation	
1	Welfare Acts Benefits guaranteed under various acts- Factories Act, Apprenticeship Act, Employees State Insurance Act (ESI), Employees Provident Fund Act.	
	Quality Tools	6
1.	Quality Consciousness : Meaning of quality, Quality Characteristic	
2.	Quality Circles : Definition, Advantage of small group activity, objectives of quality Circle, Roles and function of Quality Circles in Organization, Operation of Quality circle. Approaches to starting Quality Circles, Steps for continuation Quality Circles.	
3.	House Keeping : Purpose of Housekeeping, Practice of good Housekeeping.	
4.	Quality Tools Basic quality tools with a few examples	

10. DETAILS OF COMPETENCIES (ON-JOB TRAINING)

The **competencies/ specific outcomes** on completion of On-Job Training are detailed below: -

Block – I

- 1) Perform all the functions of the regular winder, including the normal maintenance / cleanliness of the winding machines.
- 2) **Carryout different operations as per following:**

2.4 Cone / cheese Winding

- Drum winding machines for con/ cheese winding
- Frahz miller automatic
- LessonaUnicone
- Winding machine
- Barbar – colman winding machine and / or any automatic high speed winding machine (auto – corner & Schleicher cone winding machines)

2.5 Pirn / 'A' cop Winding

- HatexPirnWinding
- M/C Automatic Pirn
- Winding machine
- B. Schweiter MSL automatic weft winding unit equipped with automatic Pirn tray loader
- Scharer fully
- automatic Pirn winders
- Super Cop Pirn
- winding machine

2.6 Reeling & Doubling

- Corss Reeling
- B. Straight Reeling
- Doubler winding
- Machines

Note:

1. Industry must ensure that above mentioned competencies are achieved by the trainees during their on job training.
2. In addition to above competencies/ outcomes industry may impart additional training relevant to the specific industry.

INFRASTRUCTURE FOR PROFESSIONAL SKILL & PROFESSIONAL KNOWLEDGE

WINDER (TEXTILE)		
LIST OF TOOLS AND EQUIPMENT for Basic Training		
A. TRAINEES TOOL KIT		
Sl. No.	Name of the items	Quantity (indicative)
1.	Bobbin Winding Machine (10 Spindles)	10 Nos.
2.	Cone/Cheese winding machine 10 spindles	10 Nos.
3.	Pirn winding machines	10 Nos.
4.	Reeling machine	10 Nos.
5.	Hand Knotter or boyceKnotter	10 Nos.
6.	Table or Desk: - for each apprentice	1 for each apprentice.
	Stool or chair	1 for a class of 10.
	Table for instructor	1 for a class of 10.
	Chair for instructor	1 for a class of 10.
	Almirah full size (steel)	1 for a class of 10.
	Black board and easel	1 for a class of 10.

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TOOLS & EQUIPMENTS FOR EMPLOYABILITY SKILLS		
Sl. No.	Name of the items	Quantity
1.	Computer (PC) with latest configurations and Internet connection with standard operating system and standard word processor and worksheet software	10 Nos.
2.	UPS - 500VA	10 Nos.
3.	Scanner cum Printer	1 No.
4.	Computer Tables	10 Nos.
5.	Computer Chairs	20 Nos.
6.	LCD Projector	1 No.
7.	White Board 1200mm x 900mm	1 No.

Note: - Above Tools & Equipments not required, if Computer LAB is available in the institute.

Skill India
कौशल भारत - कुशल भारत

FORMAT FOR INTERNAL ASSESSMENT

Name & Address of the Assessor :		Year of Enrollment :													
Name & Address of ITI (Govt./Pvt.) :		Date of Assessment :													
Name & Address of the Industry :		Assessment location: Industry / ITI													
Trade Name :		Semester:		Duration of the Trade/course:											
Learning Outcome:															
Sl. No	Maximum Marks (Total 100 Marks)		15	5	10	5	10	10	5	10	15	15	Total internal assessment Marks	Result (Y/N)	
	Candidate Name	Father's/Mother's Name	Safety consciousness	Workplace hygiene	Attendance/ Punctuality	Ability to follow Manuals/ Written instructions	Application of Knowledge	Skills to handle tools & equipment	Economical use of materials	Speed in doing work	Quality in workmanship	VIVA			
1															
2															