

## QUALIFICATIONS PACK - OCCUPATIONAL STANDARDS FOR RUBBER INDUSTRY



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### What are Occupational Standards(OS)?

- OS describe what individuals need to do, know and understand in order to carry out a particular job role or function
- OS are performance standards that individuals must achieve when carrying out functions in the workplace, together with specifications of the underpinning knowledge and understanding

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### Introduction

#### Qualifications Pack- Tyre Building Operator : Solid Tyre

**SECTOR:** RUBBER INDUSTRY

**SUB-SECTOR:** Tyre

**OCCUPATION:** Tyre Building

**REFERENCE ID:** RSC/ Q 0503

**ALIGNED TO:** NCO-2004/NIL

**Brief Job Description:** A building operator for solid tyres is responsible for assembling different slabs/strips of rubber compound on a pre-prepared tyre rim and send them for curing.

**Personal Attributes:** This job requires the individual to have an eye for detail, work independently and be comfortable in performing laborious work. He should be systematic, attentive and focused while undertaking the activities. He must be able to handle multiple tasks and strive to achieve the set objectives on time with best quality. He should be fit, energetic, tall and have a strong built.

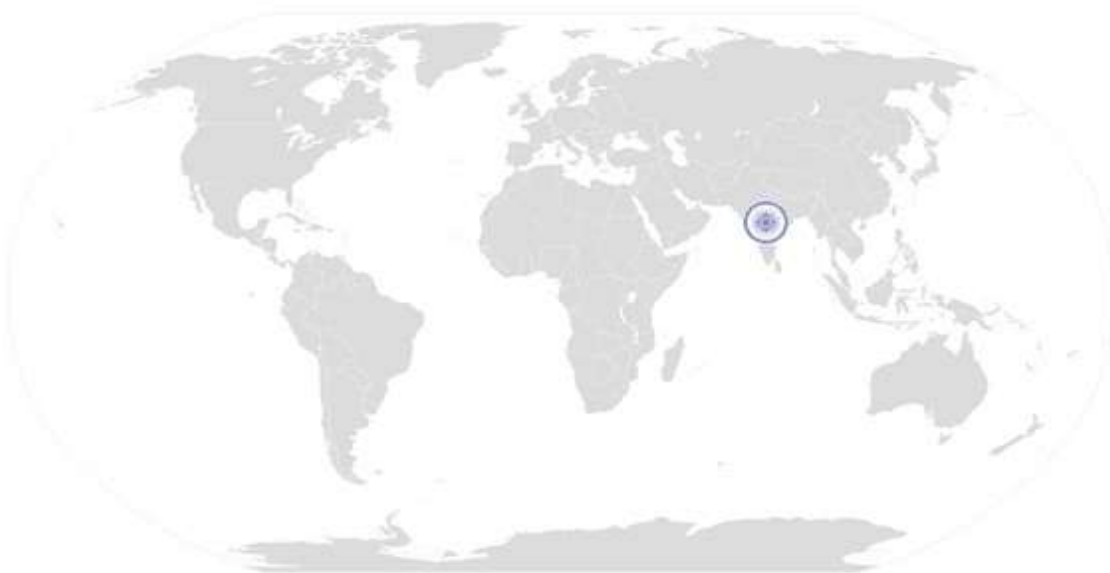
Job Details	<b>Qualifications Pack Code</b>	<b>RSC/ Q 0503</b>		
	<b>Job Role</b>	<b>Tyre Building Operator : Solid Tyre</b>		
	<b>Credits(NSQF)</b>	<b>TBD</b>	<b>Version number</b>	<b>1.0</b>
	<b>Sector</b>	<b>Rubber</b>	<b>Drafted on</b>	<b>02/12/14</b>
	<b>Sub-sector</b>	<b>Tyre</b>	<b>Last reviewed on</b>	<b>02/12/14</b>
	<b>Occupation</b>	<b>Tyre Building</b>	<b>Next review date</b>	<b>02/12/15</b>
	<b>NSQC Cleanance on</b>	<b>20/07/2015</b>		

<b>Job Role</b>	<b>Tyre Building Operator: Solid Tyre</b>
<b>Role Description</b>	A building operator for solid tyres is responsible for assembling different slabs/strips of rubber compound on a pre-prepared tyre rim and send them for curing.
<b>NSQF level</b>	4
<b>Minimum Educational Qualifications*</b>	Class X/ITI
<b>Maximum Educational Qualifications*</b>	ITI/Graduate in Science
<b>Training</b> (Suggested but not mandatory)	Training on solid tyre building
<b>Minimum Job Entry Age</b>	18 years
<b>Experience</b>	Worked as a semi-skilled helper for minimum 6 months in the same role.
<b>Applicable National Occupational Standards (NOS)</b>	<b>Compulsory:</b> <ol style="list-style-type: none"> <li><a href="#">RSC/ N 0516 (Prepare rim and collect components)</a></li> <li><a href="#">RSC/ N 0517 ( Build solid tyre )</a></li> <li><a href="#">RSC/ N 0518 ( Perform post tyre building activities )</a></li> <li><a href="#">RSC/ N 5001 (To carry out housekeeping)</a></li> <li><a href="#">RSC/ N 5002 (To carry out reporting and documentation)</a></li> <li><a href="#">RSC/ N 5003 (To carry out quality checks)</a></li> <li><a href="#">RSC/ N 5004 (To carry out problem identification and escalation )</a></li> </ol> <b>Optional:</b> NA
<b>Performance Criteria</b>	As described in the relevant OS units

Keywords /Terms	Description
Sector	Sector is a conglomeration of different business operations having similar businesses and interests. It may also be defined as a distinct subset of the economy whose components share similar characteristics and interests.
Sub-sector	Sub-sector is derived from a further breakdown based on the characteristics and interests of its components.
Occupation	Occupation is a set of job roles, which perform similar/related set of functions in an industry.
Function	Function is an activity necessary for achieving the key purpose of the sector, occupation, or area of work, which can be carried out by a person or a group of persons. Functions are identified through functional analysis and form the basis of OS.
Job Role	Job role defines a unique set of functions that together form a unique employment opportunity in an organization.
OS	OS specify the standards of performance an individual must achieve when carrying out a function in the workplace, together with the knowledge and understanding they need to meet that standard consistently. Occupational Standards are applicable both in the Indian and global contexts.
Performance Criteria	Performance Criteria are statements that together specify the standard of performance required when carrying out a task.
NOS	NOS are Occupational Standards which apply uniquely in the Indian context.
Qualifications Pack Code	Qualifications Pack Code is a unique reference code that identifies a qualifications pack.
Qualifications Pack	Qualifications Pack comprises the set of OS, together with the educational, training and other criteria required to perform a job role. A Qualifications Pack is assigned a unique qualification pack code.
Unit Code	Unit Code is a unique identifier for an Occupational Standard , which is denoted by an 'N'.
Unit Title	Unit Title gives a clear overall statement about what the incumbent should be able to do.
Description	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.
Knowledge and Understanding	Knowledge and Understanding are statements which together specify the technical, generic, professional and organizational specific knowledge that an individual needs in order to perform to the required standard.
Organizational Context	Organizational Context includes the way the organization is structured and how it operates, including the extent of operative knowledge managers have of their relevant areas of responsibility.
Technical Knowledge	Technical Knowledge is the specific knowledge needed to accomplish specific designated responsibilities.
Core Skills or Generic Skills	Core Skills or Generic Skills are a group of skills that are key to learning and working 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.

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# National Occupational Standard



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## Overview

This unit is about preparing the rim and collecting components for solid tyre building.

<b>Unit Code</b>	<b>RSC / N 0516</b>
<b>Unit Title (Task)</b>	<b>Prepare rim and collect components</b>
<b>Description</b>	This unit is about preparing rim and collecting components for solid tyre building.
<b>Scope</b>	<p>This unit/task covers the following:</p> <ul style="list-style-type: none"> <li>• Prepare rim</li> <li>• Collect all the Rubber compounds / components required for solid tyre building</li> <li>• Ensure housekeeping and safety in tyre building area</li> </ul>
<b>Performance Criteria (PC) w.r.t. the Scope</b>	
<b>Element</b>	<b>Performance Criteria</b>
<b>Equipment readiness</b>	<p>To be competent, the user/individual on the job must be able to</p> <p>PC1. Ensure that the tools and equipments required for tyre building are clean and ready to use.</p> <p>PC2. Follow equipment preparation process as per company requirements</p> <p>PC3. Check the availability of prepared clean sand blasted clean rims</p> <p>PC4. Check the building assemblies suitability to mount the desired rims on which building has to be done</p> <p>PC5. Clean the surface of the rim and get it ready for painting</p> <p>PC6. Ensure that no delays are caused as a result of improper preparation and failure to identify problems.</p>
<b>Raw material appropriateness</b>	<p>PC1. Ensure the availability of all the rubber compound (soft , medium and high hardness ) and in the form to be applied</p> <p>PC2. Check the availability of right bead bundles( in case of tyres with bead wires)</p> <p>PC3. Check that the dimensions of the strips are as per specification</p>
<b>Health &amp; Safety</b>	<p>PC1. Ensure the use of certified tools and equipments for tyre building</p> <p>PC2. Avoid wearing loose shirt</p> <p>PC3. Adhere to all safety norms (such as wearing protective gloves,mask and safety shoes).</p> <p>PC4. Avoid spillage and in case of spillage occur , follow safety measures as laid down by safety department</p> <p>PC5. Comply with health, safety, environment guidelines and regulations in accordance with international/national standards or the organizational standards.</p>
<b>Knowledge and Understanding (K)</b>	
<b>A. Organizational</b>	The user/individual on the job needs to know and understand:

### Prepare rim and collect components

<p><b>Context</b> (Knowledge of the company / organization and its processes)</p>	<p>KA1. Implications of poorly prepared tool and equipment. KA2. Importance of identifying non-conforming materials and their storage. KA3. Risk and impact of not following defined procedures/work instructions. KA4. Escalation matrix for reporting identified problems KA5. Types of documentation in organization and importance of the same KA6. Records to be maintained and the implications of their non-maintenance. KA7. Importance of housekeeping activities. KA8. Health, safety and environment guidelines, legislation and regulations as applicable. KA9. Personal protection (which protective equipment to be used and how). KA10. Impact of poor practices on health, safety and environment. KA11. Potential hazards and actions to minimize them. KA12. The escalation matrix and procedures for reporting hazards. KA13. Importance of FIFO and good shop floor practices (for example, 5S). KA14. Impact of various practices on cost, quality, productivity, delivery and safety. KA15. Handover/Takeover of the equipment/work area as per the organizational SOP.</p>
<p><b>B. Technical Knowledge</b></p>	<p>The user/individual on the job needs to know and understand:</p> <p>KB1. Usage of correct rims as per the schedule KB2. Different types of rims and its mounting on the building spindle KB3. Application of paint on rims and its impact if done incorrectly KB4. Properties of rubber and its effect on performance KB5. Effect of wrong dimension of the components KB6. Various abnormalities and suitable response for abnormalities in equipment performance. KB7. Implications of delays in the preparation process. KB8. Types of defects leading to rejections and their indicators, reasons and possible solutions. KB9. Cleanliness and safety requirements for commencing building operation. KB10. Units of measurement. KB11. Response to emergencies, for example, power failures, fire, system failures, spillages and manual intervention to avoid disasters. KB12. Knowledge of appropriate batch sizes with respect to appropriate material. KB13. Basic arithmetic, geometry, physics and chemistry</p>
<p><b>Skills (S)</b></p>	
<p><b>A. Core Skills/ Generic Skills</b></p>	<p><b>Writing Skills</b></p> <p>The user/ individual on the job needs to know and understand how to:</p> <p>SA1. Construct simple sentences and express ideas clearly through written communication SA2. Fill up appropriate activity logs in required format of the company SA3. Write simple letters, mails, etc and prepare tags</p>

	SA4. Perform functional mathematical operations
	<b>Reading and Understanding Skills</b>
	The user/individual on the job needs to know and understand how to: SA5. Read and understand manuals, health and safety instructions, memos, reports, job cards etc SA6. Read images, graphs, diagrams SA7. Understand the various coding systems as per company norms
	<b>Oral Communication (Listening and Speaking skills)</b>
	The user/individual on the job needs to know and understand how to: SA8. Express statements, opinions or information clearly so that others can hear and understand SA9. Respond appropriately to any queries SA10. Communicate with supervisor SA11. Communicate with upstream and downstream teams SA12. Work in a team and other behavioral skills required to support the small group activities
	<b>Integrity</b>
	The user/individual on the job needs to know and understand how to: SA13. Practice honesty with respect to company property and time SA14. Communicate with people in a form and manner and using language that is open and respectful SA15. Resolve any difficulties in relationships with colleagues, or get help from an appropriate person, in a way that preserves goodwill and trust
	<b>Motivation</b>
	The user/individual on the job needs to know and understand how to: SA16. Take responsibility for completing one's own work assignment SA17. Take initiative to enhance/learn skills in one's area of work SA18. The capacity to learn from experience in a range of settings and scenarios and the capacity to reflect on and analyse one's learning. SA19. Is open to new ways of doing things SA20. The capacity to envisage and articulate personal goals; to develop strategies and take action to achieve them.
	<b>Reliability</b>
	The user/individual on the job needs to know and understand how to: SA21. Avoid absenteeism SA22. Act objectively, rather than impulsively or emotionally when faced with difficult/stressful or emotional situations SA23. Work in disciplined factory environment

	SA24. Be punctual
<b>B. Professional Skills</b>	<b>Material and Equipment Handling</b>
	The user/individual on the job needs to know and understand how to:
	SB1. Handle tyre, rim and other equipments and accessories used in tyre building process. SB2. Handle the components used in tyre building. SB3. Handling of various types of material handling equipment like trolleys, chain hoists etc SB4. The capacity to apply technology, combining the physical and sensory skills needed to operate equipment with the understanding of scientific and technological principles needed to explore and adapt systems.
	<b>Analytical Thinking</b>
	The user/individual on the job needs to know and understand how to:
	SB5. Diagnose common problems in the rim based on visual inspection SB6. Selection of appropriate rim SB7. Suggest improvements(if any) in process based on experience





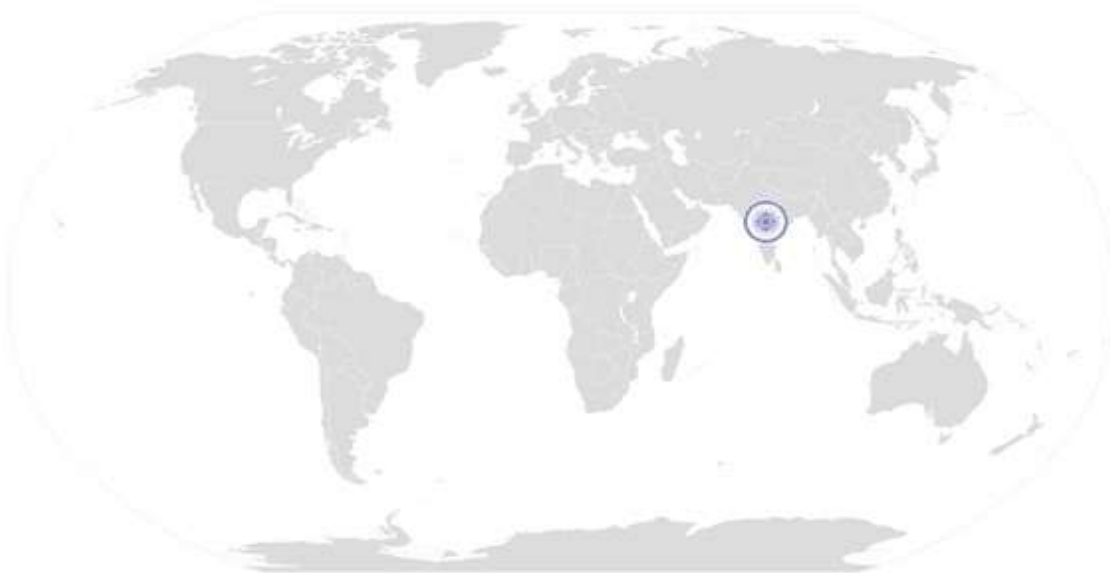
## NOS Version Control

<b>NOS Code</b>	RSC / N 0516		
<b>Credits(NSQF)</b>	TBD	<b>Version number</b>	1.0
<b>Industry</b>	Rubber	<b>Drafted on</b>	02/12/14
<b>Industry Sub-sector</b>	Tyre	<b>Last reviewed on</b>	02/12/14
<b>Occupation</b>	Tyre Building	<b>Next review date</b>	02/12/15



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# National Occupational Standard



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## Overview

This unit about building solid tyre.

<b>Unit Code</b>	<b>RSC / N 0517</b>
<b>Unit Title (Task)</b>	<b>Build solid tyre</b>
<b>Description</b>	This unit is about building solid tyre.
<b>Scope</b>	<p>This unit/task covers the following:</p> <ul style="list-style-type: none"> <li>• Ensure housekeeping and safety in tyre building area.</li> <li>• Applying the rubber adhesive on the rim</li> <li>• Tyre building by placing the rubber component sequentially and consolidate</li> <li>• Store the green tyre in proper storage racks for curing .</li> <li>• Apply Sequentially consolidate components on the building rim as per guidelines issued by the technical</li> <li>• Place rubber strips on the rim in the specified manner and pile up number of layers as per the procedure specified by the technical</li> <li>• Carry out proper and uniform stitching to consolidate and to remove any air trapment</li> <li>• Inspect the tyre for blemishes and air pockets</li> </ul>
<b>,Performance Criteria (PC) w.r.t. the Scope</b>	
<b>Element</b>	<b>Performance Criteria</b>
<b>Raw material appropriateness</b>	<p>To be competent, the user/individual on the job must be able to :</p> <p>PC1. Ensure that the rim area which comes in contact with the compound is duly painted with the adhesive paint and dried for required time as per specification.</p> <p>PC2. Ensure all required rubber compound strips ( with correct gauges and width ) and beadwire bundles are available</p>
<b>Operation</b>	<p>PC3. Apply metal to rubber adhesive paint on the inside surface of the rim where the rubber component will be placed/built up</p> <p>PC4. Apply the first inside layer and place beads in position</p> <p>PC5. Follow sequence of consolidating components on the building rim as per guidelines issued by the technical</p> <p>PC6. Place rubber on the rim in the specified manner and number of layers as per the procedure specified by the technical</p> <p>PC7. Apply stitchers with appropriate stitching pressures for proper and uniform stitching</p> <p>PC8. Inspect the tyre for blemishes and air pockets –puncture blisters with awl and store them in appropriate sling /saddle trucks to prevent any distortions /damage to green tyre</p>

<p><b>Health &amp; Safety</b></p>	<p>PC9. Follow safety norms while building the tyre on metallic rims</p> <p>PC10. Avoid wearing loose shirt</p> <p>PC11. Adhere to all safety norms (such as wearing protective gloves, masks and earplugs)</p> <p>PC12. Comply with health, safety, environment guidelines and regulations in accordance with international/national standards or the organizational standards.</p>
<p><b>Knowledge and Understanding (K)</b></p>	
<p><b>A. Organizational Context</b> (Knowledge of the company/ organization and its processes)</p>	<p>The user/individual on the job needs to know and understand:</p> <p>KA1. Building operation and its importance.</p> <p>KA2. Implications of poorly prepared material and power failures.</p> <p>KA3. The material disposal procedure, importance of appropriate disposal of material and implications of not following the material disposal procedure.</p> <p>KA4. How to conduct quality and damage checks and their importance.</p> <p>KA5. Importance of identifying non-conforming products and their storage.</p> <p>KA6. Risk and impact of not following defined procedures/work instructions.</p> <p>KA7. The escalation matrix for reporting identified issues.</p> <p>KA8. Types of documentation in the organization and their importance.</p> <p>KA9. Records to be maintained and the implications of their non-maintenance.</p> <p>KA10. Importance of housekeeping and good shop floor practices</p> <p>KA11. Health, safety and environment guidelines, legislations and regulations, as applicable.</p> <p>KA12. Personal protection (which protective equipment to be used and how).</p> <p>KA13. Impact of poor practices on health, safety and environment.</p> <p>KA14. Potential hazards and actions to minimize them.</p> <p>KA15. The escalation matrix and procedures for reporting hazards.</p> <p>KA16. Importance of FIFO</p> <p>KA17. Impact of various practices on cost, quality, productivity, delivery and safety.</p> <p>KA18. Handover/Takeover of the equipment/work area as per organizational SOP.</p>
<p><b>B. Technical Knowledge</b></p>	<p>The user/individual on the job needs to know and understand:</p> <p>KB1. Proper handling of different rims, rim setting for assembling components and for building various sizes of the tyre</p> <p>KB2. Application of adhesive metal to rubber bonding paint on rims and its impact if done incorrectly</p> <p>KB3. Proper usage of paint for rubber and metal bonding</p> <p>KB4. Functions of rubber components being used</p> <p>KB5. Usage of stitchers and their settings in tyre building</p> <p>KB6. Importance of proper rubber and metal bonding</p> <p>KB7. Usage of correct rims</p> <p>KB8. Proper lay up of rubber slabs/strips as per sequence and steps as per</p>

	<p>specification</p> <p>KB9. Effect of Improper gauges and widths of the rubber component strips/slabs</p> <p>KB10. Optimal utilization of rubber</p> <p>KB11. Importance of compound strip application being free of any air traps</p> <p>KB12. Proper stitching pressures</p> <p>KB13. Proper stitcher roller application</p> <p>KB14. Proper placement of bead bundles</p> <p>KB15. Implications of poor green tyre Appropriate component usage</p> <p>KB16. Effect of entrapped air in bead area and sidewall</p> <p>KB17. Impact of tyres getting scrapped due to building fault</p> <p>KB18. Implications of poor performance of Tyres in the field due building related problems</p> <p>KB19. Tyre failing due to adhesion of metal to rubber bonding</p> <p>KB20. Importance of safety measures used during the process to avoid any accident or injury</p> <p>KB21. Process and importance of quality checks.</p> <p>KB22. Types of defects leading to rejections and their indicators, reasons and possible solutions.</p> <p>KB23. Potential problems in the tyre building operations</p> <p>KB24. Units of measurement.</p> <p>KB25. Response to emergencies, for example, power failures, fire, system failures and manual intervention to avoid disasters.</p>
<b>Skills (S)</b>	
<b>A. Core Skills/ Generic Skills</b>	<b>Writing Skills</b>
	<p>The user/ individual on the job needs to know and understand how to:</p> <p>SA1. Construct simple sentences and express ideas clearly through written communication</p> <p>SA2. Fill up appropriate technical forms , activity logs in required format of the company</p> <p>SA3. Write simple letters, mails, etc</p> <p>SA4. Perform basic functional mathematical operations</p>
	<b>Reading and Understanding Skills</b>
	<p>The user/individual on the job needs to know and understand how to:</p> <p>SA5. Read and understand manuals, health and safety instructions, memos, reports, job cards etc</p> <p>SA6. Read images, graphs, diagrams</p> <p>SA7. Understand the various coding systems as per company norms</p>
	<b>Oral Communication (Listening and Speaking skills)</b>
<p>The user/individual on the job needs to know and understand how to:</p> <p>SA8. Express statements, opinions or information clearly so that others can hear and understand</p>	

**Build Solid Tyre**

	SA9. Respond appropriately to any queries SA10. Communicate with supervisor SA11. Communicate with upstream and downstream teams SA12. Work in a team and other behavioral skills required to support the small group activities (Quality Circle, Cross Functional Team, Suggestion Scheme)
	<b>Integrity</b>
	The user/individual on the job needs to know and understand how to: SA13. Practice honesty with respect to company property and time SA14. Communicate with people in a form and manner and using language that is open and respectful SA15. Resolve any difficulties in relationships with colleagues , or get help from an appropriate person, in a way that preserves goodwill and trust
	<b>Motivation</b>
	The user/individual on the job needs to know and understand how to: SA16. Take responsibility for completing one’s own work assignment SA17. Take initiative to enhance/learn skills in ones’s area of work SA18. The capacity to learn from experience in a range of settings and scenarios and the capacity to reflect on and analyse one’s learning. SA19. Is open to new ways of doing things SA20. The capacity to envisage and articulate personal goals; to develop strategies and take action to achieve them.
	<b>Reliability</b>
<b>B. Professional Skills</b>	The user/individual on the job needs to know and understand how to: SA21. Avoid absenteeism SA22. Act objectively , rather than impulsively or emotionally when faced with difficult/stressful or emotional situations SA23. Work in disciplined factory environment SA24. Be punctual
	<b>Material and Equipment Handling</b>
	The user/individual on the job needs to know and understand how to: SB1. Handle tyre, rims and paint SB2. Handle the components required for tyre building. SB1. Handling of various types of material handling equipment.
	<b>Analytical Thinking</b>
	The user/individual on the job needs to know and understand how to: SB2. Diagnose common problems in the rims and components based on visual inspection. SB3. Resolve the problems related to improper adhesion SB4. Suggest improvements(if any) in process based on experience

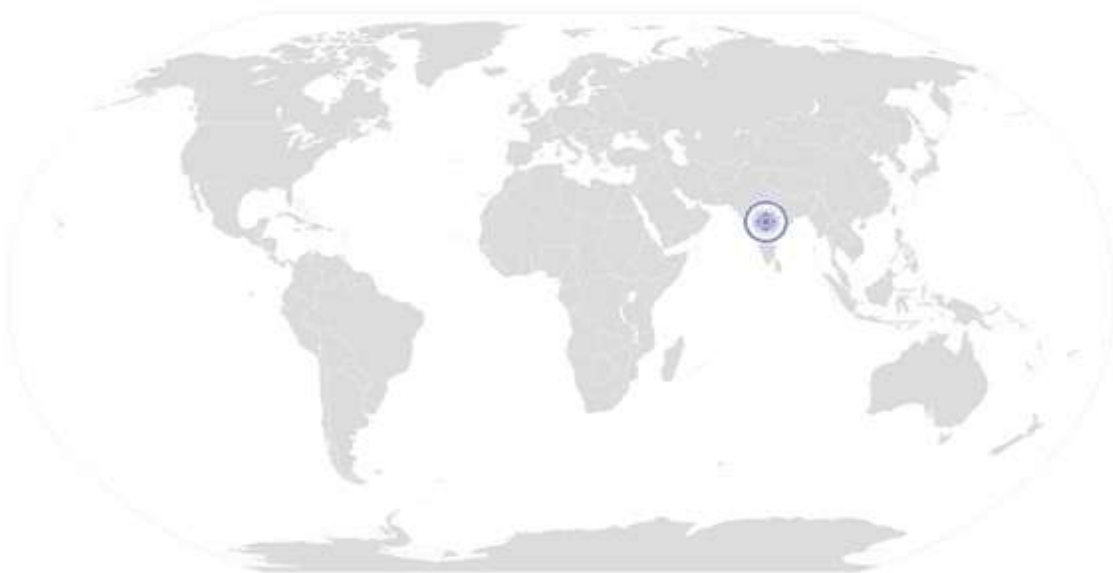
## NOS Version Control

<b>NOS Code</b>	RSC / N 0517		
<b>Credits(NSQF)</b>	TBD	<b>Version number</b>	1.0
<b>Industry</b>	Rubber	<b>Drafted on</b>	02/12/14
<b>Industry Sub-sector</b>	Tyre	<b>Last reviewed on</b>	02/12/14
<b>Occupation</b>	Tyre Building	<b>Next review date</b>	02/12/15



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# National Occupational Standard



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## Overview

This unit is about performing activities after the building operation for solid tyre is completed.



<b>Unit Code</b>	<b>RSC / N 0518</b>
<b>Unit Title (Task)</b>	<b>Perform post - tyre building activities</b>
<b>Description</b>	This unit is about performing activities after the building operation for solid tyre is completed.
<b>Scope</b>	<p>This unit/task covers the following:</p> <ul style="list-style-type: none"> <li>• Ensuring housekeeping and safety in the cable building area</li> <li>• Marking on the tyre with crayon</li> <li>• Send the tyres to curing area</li> <li>• Maintain the equipments required for tyre building</li> <li>• Report any repair and maintenance requirement to the Supervisor</li> <li>• Handling of unused components</li> </ul>
<b>Performance Criteria (PC) w.r.t. the Scope</b>	
<b>Element</b>	<b>Performance Criteria</b>
<b>Operation</b>	<p>To be competent, the user/individual on the job must be able to</p> <p>PC1. Ensure that the output quality is as per the specifications laid down by the technical .</p> <p>PC2. Check the weight and dimension of the green tyre</p> <p>PC3. Ensure that the final product is free from blister, cut and contaminants</p> <p>PC4. Store the tyre in sling /saddle trucks to minimize distortions/damage</p> <p>PC5. Send the tyres to curing area</p> <p>PC6. Maintain the equipments required for tyre building</p> <p>PC7. Report any repair and maintenance requirement to the Supervisor</p> <p>PC8. Send the unused components to the designated place</p>
<b>Material disposal</b>	PC9. Dispose of waste material safely, as per organizational SOP.
<b>Batch Marking</b>	PC10. Ensure identification and traceability by marking code , date and shift on the tyre with crayon as per the instructions laid down by the Technical or SOP
<b>Health &amp; Safety</b>	<p>PC11. Handle the prepared product using hand gloves and other safety equipment.</p> <p>PC12. Adhere to all safety norms (such as wearing protective gloves , shoes, safety mask etc).</p> <p>PC13. Comply with health, safety, environment guidelines and regulations in accordance with international/national standards or the organizational standards.</p>
<b>Knowledge and Understanding (K)</b>	
<b>A. Organizational</b>	The user/individual on the job needs to know and understand:

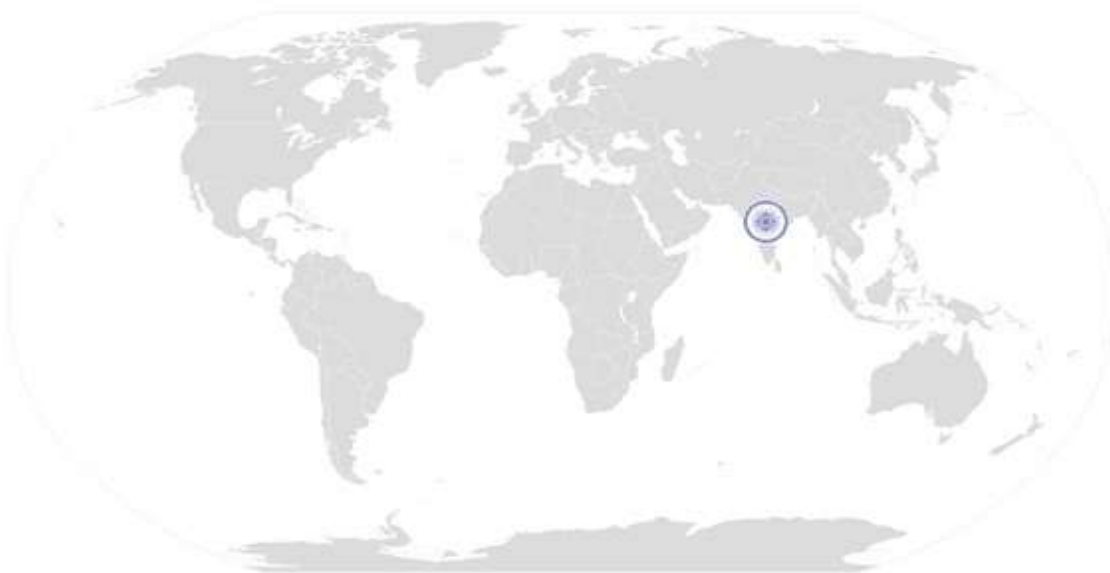
<b>Context</b> (Knowledge of the company / organization and its processes)	KA1. Implications of poorly prepared product. KA2. Significance of code marking. KA3. Importance of identifying non-conforming products and their storage. KA4. Risk and impact of not following defined procedures/work instructions. KA5. The escalation matrix and procedures for reporting identified problems. KA6. Types of documentation in the organization and their importance. KA7. Records to be maintained and the implications of their non-maintenance. KA8. Importance of housekeeping and good shop floor practices KA9. Health, safety, and environment guidelines, legislations and regulations as applicable. KA10. Personal protection (which protective equipment to be used and how). KA11. Potential hazards and actions to minimize them. KA12. Impact of poor practices on health, safety and environment. KA13. The escalation matrix and procedures for reporting hazards. KA14. Handover/Takeover of the equipment/work area as per organizational SOP.
<b>B. Technical Knowledge</b>	The user/individual on the job needs to know and understand: KB1. Importance of storing the green tyre in designated sling /saddle trucks KB2. Importance of storing the unused component at designated place. KB3. Process and importance of quality checks. KB4. Code marking techniques. KB5. Implications of incorrect marking. KB6. Implications of inappropriate waste disposal. KB7. Types of defects leading to rejections and their indicators, reasons and possible solutions. KB8. Units of measurement KB9. Coding systems for identification and traceability. KB10. The usage of different types of fire extinguishers
<b>Skills (S)</b>	
<b>A. Core Skills/ Generic Skills</b>	<b>Writing Skills</b>
	The user/ individual on the job needs to know and understand how to: SA1. Construct simple sentences and express ideas clearly through written communication SA2. Fill up appropriate technical forms, process charts, activity logs in required format of the company SA3. Write simple letters, mails, etc SA4. Perform basic functional mathematical operations
	<b>Reading and Understanding Skills</b>
	The user/individual on the job needs to know and understand how to: SA5. Read and understand manuals, health and safety instructions, memos, reports, job cards etc

**Perform Post-Tyre Building Activities**

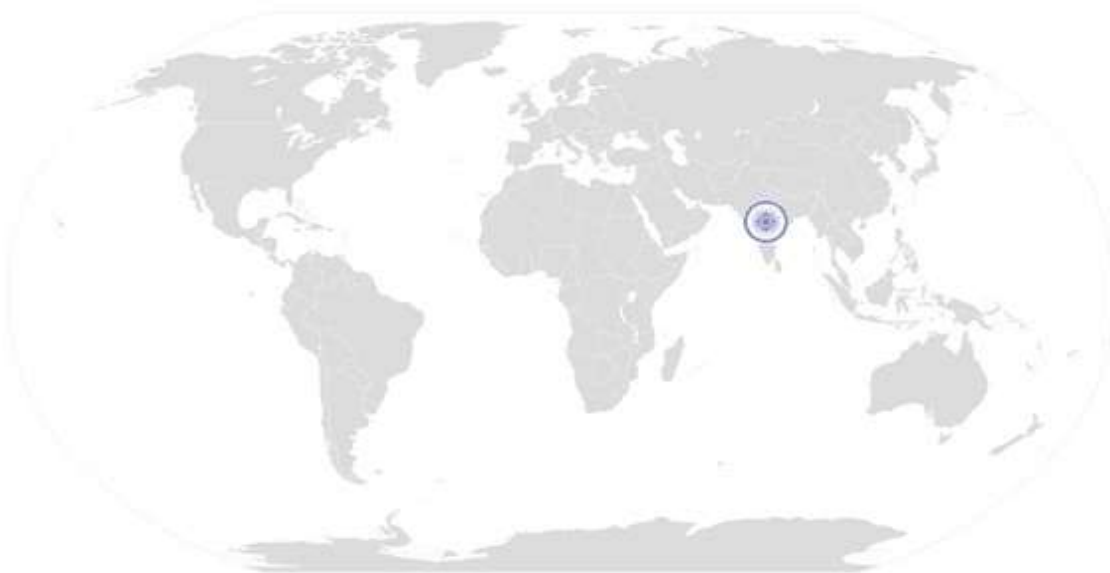
	SA6. Read images, graphs, diagrams SA7. Understand the various coding systems as per company norms
	<b>Oral Communication (Listening and Speaking skills)</b>
	The user/individual on the job needs to know and understand how to: SA8. Express statements, opinions or information clearly so that others can hear and understand SA9. Respond appropriately to any queries SA10. Communicate with supervisor SA11. Communicate with upstream and downstream teams SA12. Work in a team and other behavioral skills required to support the small group activities (Quality Circle, Cross Functional Team, Suggestion Scheme)
	<b>Integrity</b>
	The user/individual on the job needs to know and understand how to: SA13. Practice honesty with respect to company property and time SA14. Communicate with people in a form and manner and using language that is open and respectful SA15. Resolve any difficulties in relationships with colleagues, or get help from an appropriate person, in a way that preserves goodwill and trust
	<b>Motivation</b>
	The user/individual on the job needs to know and understand how to: SA16. Take responsibility for completing one's own work assignment SA17. Take initiative to enhance/learn skills in one's area of work SA18. The capacity to learn from experience in a range of settings and scenarios and the capacity to reflect on and analyse one's learning. SA19. Is open to new ways of doing things SA20. The capacity to envisage and articulate personal goals; to develop strategies and take action to achieve them.
	<b>Reliability</b>
	The user/individual on the job needs to know and understand how to: SA21. Avoid absenteeism SA22. Act objectively, rather than impulsively or emotionally when faced with difficult/stressful or emotional situations SA23. Work in disciplined factory environment SA24. Be punctual
<b>B. Professional Skills</b>	<b>Material and Equipment Handling</b>
	The user/individual on the job needs to know and understand how to: SB1. Handle green tyre and rim assembly Ability to identify defects and correct. SB2. Handling of various types of material handling equipment like chain hoists, trolleys SB3. The capacity to apply technology, combining the physical and sensory skills

**Perform Post-Tyre Building Activities**

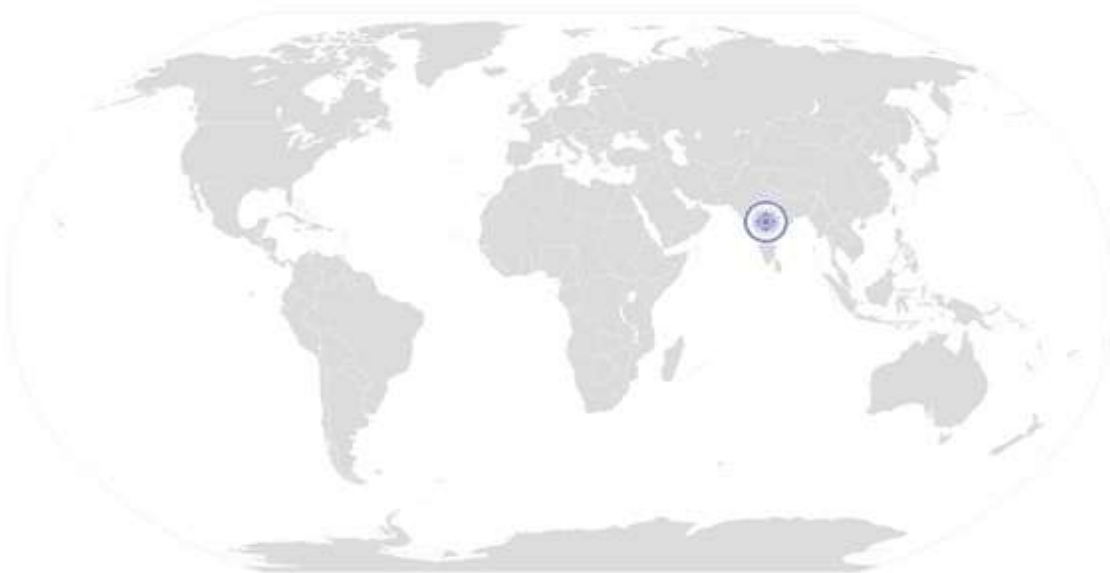
	needed to operate equipment with the understanding of scientific and technological principles needed to explore and adapt systems.
	<b>Analytical Thinking</b>
	<p>The user/individual on the job needs to know and understand how to:</p> <p>SB4. Diagnose common problems in the prepared product based on visual inspection.</p> <p>SB5. Suggest improvements(if any) in process based on experience</p>



<b>NOS Code</b>	RSC / N 0518		
<b>Credits(NSQF)</b>	TBD	<b>Version number</b>	1.0
<b>Industry</b>	Rubber Manufacturing	<b>Drafted on</b>	02/12/14
<b>Industry Sub-sector</b>	Tyre	<b>Last reviewed on</b>	02/12/14
<b>Occupation</b>	Tyre Building	<b>Next review date</b>	02/12/15



# National Occupational Standard



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## Overview

This unit is about carrying out housekeeping

<b>Unit Code</b>	<b>RSC / N 5001</b>
<b>Unit Title (Task)</b>	<b>To carry out housekeeping</b>
<b>Description</b>	This unit is about carrying out housekeeping activities
<b>Scope</b>	<p>This unit/task covers the following:</p> <ul style="list-style-type: none"> <li>• Preparing for housekeeping activities</li> <li>• Carry out housekeeping activities</li> <li>• Post housekeeping activities</li> </ul>
<b>Performance Criteria (PC) w.r.t. the Scope</b>	
<b>Element</b>	<b>Performance Criteria</b>
<b>Pre housekeeping activities</b>	<p>To be competent, the user/individual on the job must be able to:</p> <p>PC1. Inspect the area while taking into account various surfaces</p> <p>PC2. Identify the material requirements for cleaning the areas inspected, by considering risk, time, efficiency and type of stain</p> <p>PC3. Ensure that the cleaning equipment is in proper working condition</p> <p>PC4. Select the suitable alternatives for cleaning the areas in case the appropriate equipment and materials are not available and inform the appropriate person</p> <p>PC5. Plan the sequence for cleaning the area to avoid re-soiling clean areas and surfaces</p> <p>PC6. Inform the affected people about the cleaning activity</p> <p>PC7. Display the appropriate signage for the work being conducted</p> <p>PC8. Ensure that there is adequate ventilation for the work being carried out</p> <p>PC9. Wear the personal protective equipment required for the cleaning method and materials being used</p>
<b>Operations</b>	<p>PC10. Use the correct cleaning method for the work area, type of soiling and surface</p> <p>PC11. Carry out cleaning activity without disturbing others</p> <p>PC12. Deal with accidental damage, if any, caused while carrying out the work</p> <p>PC13. Report to the appropriate person any difficulties in carrying out your work</p> <p>PC14. Identify and report to the appropriate person any additional cleaning required that is outside one's responsibility or skill</p>
<b>Post housekeeping activities</b>	<p>PC15. Ensure that there is no oily substance on the floor to avoid slippage</p> <p>PC16. Ensure that no scrap material is lying around</p> <p>PC17. Maintain and store housekeeping equipment and supplies</p>

### Carry Out Housekeeping Activities

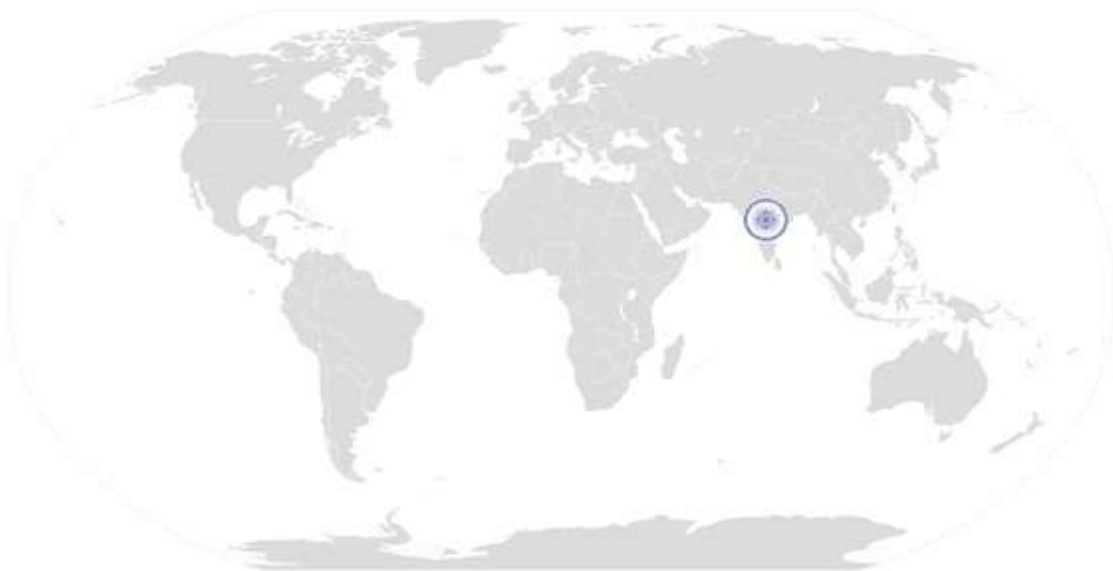
	<p>PC18. Follow workplace procedures to deal with any accidental damage caused during the cleaning process</p> <p>PC19. Ensure that, on completion of the work, the area is left clean and dry and meets requirements</p> <p>PC20. Return the equipment, materials and personal protective equipment that were used to the right places making sure they are clean, safe and securely stored</p> <p>PC21. Dispose the waste garnered from the activity in an appropriate manner</p> <p>PC22. Dispose of used and un-used solutions according to manufacturer's instructions, and clean the equipment thoroughly</p>
<p><b>General</b></p>	<p>PC23. Maintain schedules and records for housekeeping duty</p> <p>PC24. Replenish any necessary supplies or consumables</p>
<p><b>Knowledge and Understanding (K)</b></p>	
<p><b>B. Technical Knowledge</b></p>	<p>The user/individual on the job needs to know and understand:</p> <p>KB1. The levels of hygiene required by workplace and why it is important to maintain them during your work</p> <p>KB2. How to inspect a work area to decide what cleaning it needs</p> <p>KB3. Methods and materials that used for cleaning variety of surfaces</p> <p>KB4. The types of cleansing agents that are not to be mixed together</p> <p>KB5. The correct method for cleaning equipment and/or machinery used during your work</p> <p>KB6. The importance of personal protective equipment</p> <p>KB7. Appropriate personal protective equipment for the work area, cleaning equipment, tools, materials and chemicals used</p> <p>KB8. The correct sequence for cleaning the work area</p> <p>KB9. The time taken by the treatment to work</p> <p>KB10. The importance of following manufacturer's instructions on cleaning agents</p> <p>KB11. The most appropriate place to carry out test cleans and why this should be done before applying treatments</p> <p>KB12. The importance of applying treatments evenly and the effect of not doing this</p> <p>KB13. Process of cleaning the surfaces without causing injury or damage</p> <p>KB14. The method to check the treated surface and equipment on completion of cleaning</p> <p>KB15. Procedures for reporting any unidentified soiling</p> <p>KB16. Procedures for disposing off waste</p> <p>KB17. Procedures for disposing off or storing personal protective equipment</p> <p>KB18. Escalation procedures for soils or stains that could not be removed</p>



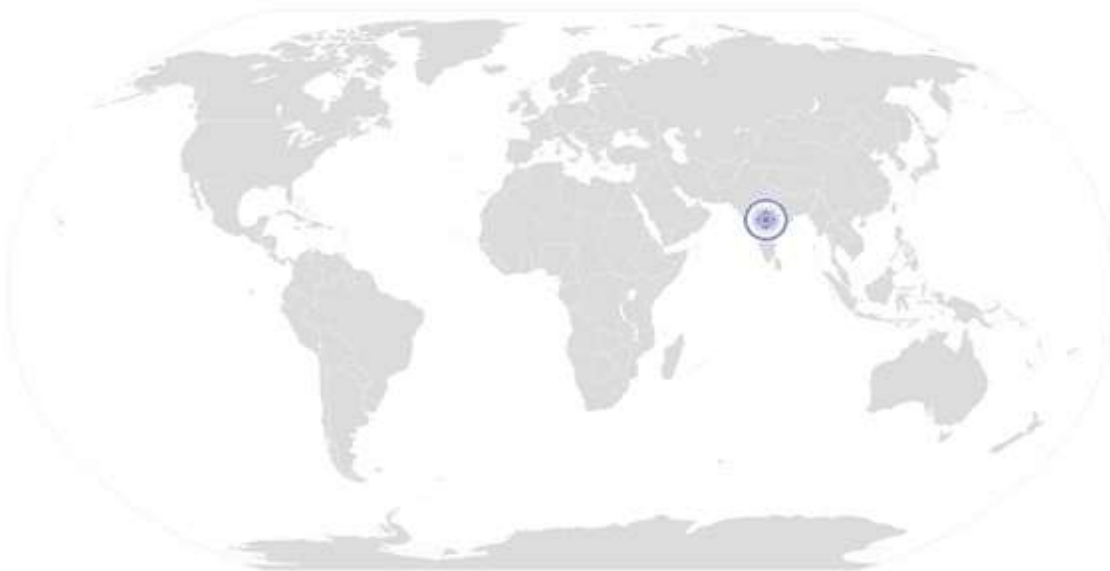
Skills (S)	
<b>A. Core Skills/ Generic Skills</b>	<b>Writing Skills</b>
	The user/ individual on the job needs to know and understand how to: SA1. Construct simple sentences and express ideas clearly through written communication SA2. Fill up appropriate technical forms, process charts, activity logs in required format of the company SA3. Write simple letters, mails, etc SA4. Perform functional mathematical operations, including apply basic mathematical principles, such as numbers and space, and techniques such as estimation and approximation, for practical purposes
	<b>Reading and Understanding Skills</b>
	The user/individual on the job needs to know and understand how to: SA5. Read and understand manuals, health and safety instructions, memos, reports, job cards etc SA6. Read images, graphs, diagrams SA7. Understand the various coding systems as per company norms
	<b>Oral Communication (Listening and Speaking skills)</b>
	The user/individual on the job needs to know and understand how to: SA8. Express statements, opinions or information clearly so that others can hear and understand SA9. Respond appropriately to any queries SA10. Communicate with supervisor SA11. Communicate with upstream and downstream teams SA12. Work in a team and other behavioral skills required to support the small group activities (Quality Circle, Cross Functional Team, Suggestion Scheme)
	<b>Integrity</b>
	The user/individual on the job needs to know and understand how to: SA13. Practice honesty with respect to company property and time SA14. Communicate with people in a form and manner and using language that is open and respectful SA15. Resolve any difficulties in relationships with colleagues, or get help from an appropriate person, in a way that preserves goodwill and trust
	<b>Motivation</b>
	The user/individual on the job needs to know and understand how to: SA16. Take responsibility for completing one's own work assignment SA17. Take initiative to enhance/learn skills in one's area of work SA18. The capacity to learn from experience in a range of settings and scenarios and the capacity to reflect on and analyse one's learning.

**Carry Out Housekeeping Activities**

	SA19. Is open to new ways of doing things
	SA20. The capacity to envisage and articulate personal goals; to develop strategies and take action to achieve them.
	<b>Reliability</b>
	The user/individual on the job needs to know and understand how to:
	SA21. Avoid absenteeism
	SA22. Act objectively , rather than impulsively or emotionally when faced with difficult/stressful or emotional situations
	SA23. Work in disciplined factory environment
	SA24. Be punctual



<b>NOS Code</b>	<b>RSC / N 5001</b>		
<b>Credits(NSQF)</b>	<b>TBD</b>	<b>Version number</b>	<b>1.0</b>
<b>Industry</b>	<b>Rubber Manufacturing</b>	<b>Drafted on</b>	<b>04/06/14</b>
<b>Industry Sub-sector</b>	<b>Tyre</b>	<b>Last reviewed on</b>	<b>14/06/14</b>
<b>Occupation</b>	<b>Tyre Building</b>	<b>Next review date</b>	<b>14/06/15</b>



# National Occupational Standard



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## Overview

This unit is about reporting and documentation

<b>Unit Code</b>	<b>RSC / N 5002</b>
<b>Unit Title (Task)</b>	<b>To carry out reporting and documentation</b>
<b>Description</b>	This unit is about carrying out reporting and documentation
<b>Scope</b>	<p>This unit/task covers the following:</p> <ul style="list-style-type: none"> <li>• Reporting of data/problem/incidents etc</li> <li>• Documentation</li> <li>• Information Security</li> </ul>
<b>Performance Criteria (PC) w.r.t. the Scope</b>	
<b>Element</b>	<b>Performance Criteria</b>
<b>Reporting</b>	<p>To be competent, the user/individual on the job must be able to:</p> <p>PC1. Report data/problems/incidents as applicable in a timely manner</p> <p>PC2. Report to the appropriate authority as laid down by the company</p> <p>PC3. Follow reporting procedures as prescribed by the company</p>
<b>Recording and Documentation</b>	<p>PC4. Identify documentation to be completed relating to one's role</p> <p>PC5. Record details accurately an appropriate format</p> <p>PC6. Complete all documentation within stipulated time according to company procedure</p> <p>PC7. Ensure that the final document meets with the requirements of the persons who requested it or make any amendments accordingly</p> <p>PC8. Make sure documents are available to all appropriate authorities to inspect</p>
<b>Information Security</b>	<p>PC9. Respond to requests for information in an appropriate manner whilst following organizational procedures</p> <p>PC10. Inform the appropriate authority of requests for information received</p>
<b>Knowledge and Understanding (K)</b>	
<b>B. Technical Knowledge</b>	<p>The user/individual on the job needs to know and understand:</p> <p>KB1. Different methods of recording information</p> <p>KB2. Various documents that need to be maintained</p> <p>KB3. Company procedure for filling/maintaining up the documents</p> <p>KB4. Procedures for reporting to the appropriate authority</p> <p>KB5. Procedures for recording damage, breakages etc</p> <p>KB6. Reporting incidents where standard operating procedures are not followed</p> <p>KB7. The importance of complete and accurate documentation</p> <p>KB8. How to maintain complete documentation accurately and within agreed timescales</p> <p>KB9. The importance of ensuring that the documents are correct</p>

### To Carry Out Reporting And Documentation

	<p>KB10. The actions to be taken if the documents are not correct</p> <p>KB11. The importance of maintaining the security and confidentiality of recorded information</p> <p>KB12. Procedures to maintain confidentiality of information</p> <p>KB13. The appropriate method for responding to requests for information</p> <p>KB14. The reporting procedures to followed before disclosing information to any outside party</p>
<b>Skills (S)</b>	
<b>A. Core Skills/ Generic Skills</b>	<b>Writing Skills</b>
	<p>The user/ individual on the job needs to know and understand how to:</p> <p>SA1. Construct simple sentences and express ideas clearly through written communication</p> <p>SA2. Fill up appropriate technical forms, process charts, activity logs in required format of the company</p> <p>SA3. Write simple letters, mails, etc</p> <p>SA4. Perform functional mathematical operations, including apply basic mathematical principles, such as numbers and space, and techniques such as estimation and approximation, for practical purposes</p>
	<b>Reading and Understanding Skills</b>
	<p>The user/individual on the job needs to know and understand how to:</p> <p>SA5. Read and understand manuals, health and safety instructions, memos, reports, job cards etc</p> <p>SA6. Read images, graphs, diagrams</p> <p>SA7. Understand the various coding systems as per company norms</p>
	<b>Oral Communication (Listening and Speaking skills)</b>
	<p>The user/individual on the job needs to know and understand how to:</p> <p>SA8. Express statements, opinions or information clearly so that others can hear and understand</p> <p>SA9. Respond appropriately to any queries</p> <p>SA10. Communicate with supervisor</p> <p>SA11. Communicate with upstream and downstream teams</p> <p>SA12. Work in a team and other behavioral skills required to support the small group activities (Quality Circle, Cross Functional Team, Suggestion Scheme)</p>
	<b>Integrity</b>
<p>The user/individual on the job needs to know and understand how to:</p> <p>SA13. Practice honesty with respect to company property and time</p> <p>SA14. Communicate with people in a form and manner and using language that is open and respectful</p> <p>SA15. Resolve any difficulties in relationships with colleagues, or get help from an appropriate person, in a way that preserves goodwill and trust</p>	

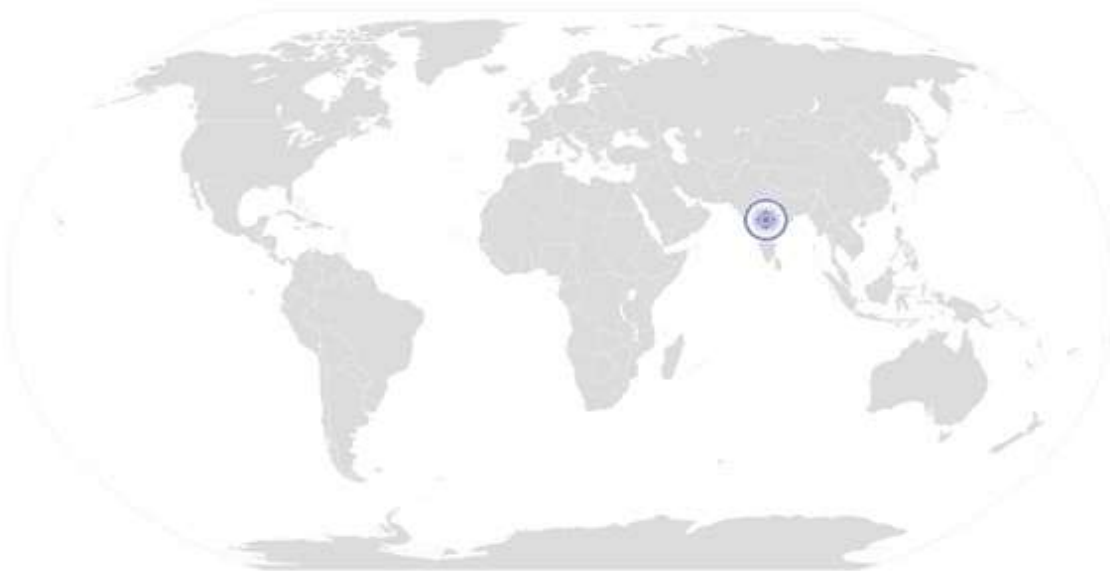
**To Carry Out Reporting And Documentation**

	<b>Motivation</b>
	<p>The user/individual on the job needs to know and understand how to:</p> <p>SA16. Take responsibility for completing one’s own work assignment</p> <p>SA17. Take initiative to enhance/learn skills in ones’s area of work</p> <p>SA18. The capacity to learn from experience in a range of settings and scenarios and the capacity to reflect on and analyse one’s learning.</p> <p>SA19. Is open to new ways of doing things</p> <p>SA20. The capacity to envisage and articulate personal goals; to develop strategies and take action to achieve them.</p>
	<b>Reliability</b>
	<p>The user/individual on the job needs to know and understand how to:</p> <p>SA21. Avoid absenteeism</p> <p>SA22. Act objectively , rather than impulsively or emotionally when faced with difficult/stressful or emotional situations</p> <p>SA23. Work in disciplined factory environment</p> <p>SA24. Be punctual</p>



## NOS Version Control

<b>NOS Code</b>	<b>RSC / N 5002</b>		
<b>Credits(NSQF)</b>	<b>TBD</b>	<b>Version number</b>	<b>1.0</b>
<b>Industry</b>	<b>Rubber Manufacturing</b>	<b>Drafted on</b>	<b>04/06/14</b>
<b>Industry Sub-sector</b>	<b>Tyre</b>	<b>Last reviewed on</b>	<b>14/06/14</b>
<b>Occupation</b>	<b>Tyre Building</b>	<b>Next review date</b>	<b>14/06/15</b>





# National Occupational Standard



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## Overview

This unit is about carrying out quality checks

<b>Unit Code</b>	<b>RSC / N 5003</b>
<b>Unit Title (Task)</b>	<b>To carry out quality checks</b>
<b>Description</b>	This unit is about carrying out quality control activities
<b>Scope</b>	<p>This unit/task covers the following:</p> <ul style="list-style-type: none"> <li>• Carrying out quality checks to identify problems</li> <li>• Take corrective actions</li> <li>• Reporting the results</li> </ul>
<b>Performance Criteria (PC) w.r.t. the Scope</b>	
<b>Element</b>	<b>Performance Criteria</b>
<b>Inspection</b>	<p>To be competent, the user/individual on the job must be able to:</p> <p>PC1. Ensure that total range of checks are regularly and consistently performed</p> <p>PC2. Use appropriate measuring instruments, equipment, tools, accessories etc ,as required</p>
<b>Analysis</b>	<p>PC3. Identify non-conformities to quality assurance standards</p> <p>PC4. Identify potential causes of non-conformities to quality assurance standards</p> <p>PC5. Identify impact on final product due to non-conformance to company standards</p> <p>PC6. Evaluating the need for action to ensure that problems do not recur</p> <p>PC7. Suggest corrective action to address problem</p> <p>PC8. Review effectiveness of corrective action</p>
<b>Reporting</b>	<p>PC9. Interpret the results of the quality check correctly</p> <p>PC10. Take up results of the findings with QC in charge/appropriate authority.</p> <p>PC11. Take up the results of the findings within stipulated time</p> <p>PC12. Record of results of action taken</p> <p>PC13. Record adjustments not covered by established procedures for future reference</p> <p>PC14. Review effectiveness of action taken</p> <p>PC15. Follow reporting procedures where the cause of defect cannot be identified</p>
<b>Knowledge and Understanding (K)</b>	
<b>B. Technical Knowledge</b>	<p>The user/individual on the job needs to know and understand:</p> <p>KB1. The importance of quality control procedures</p> <p>KB2. Relevance and importance of activities and how they contribute to the</p>

**To Carry Out Quality Checks**

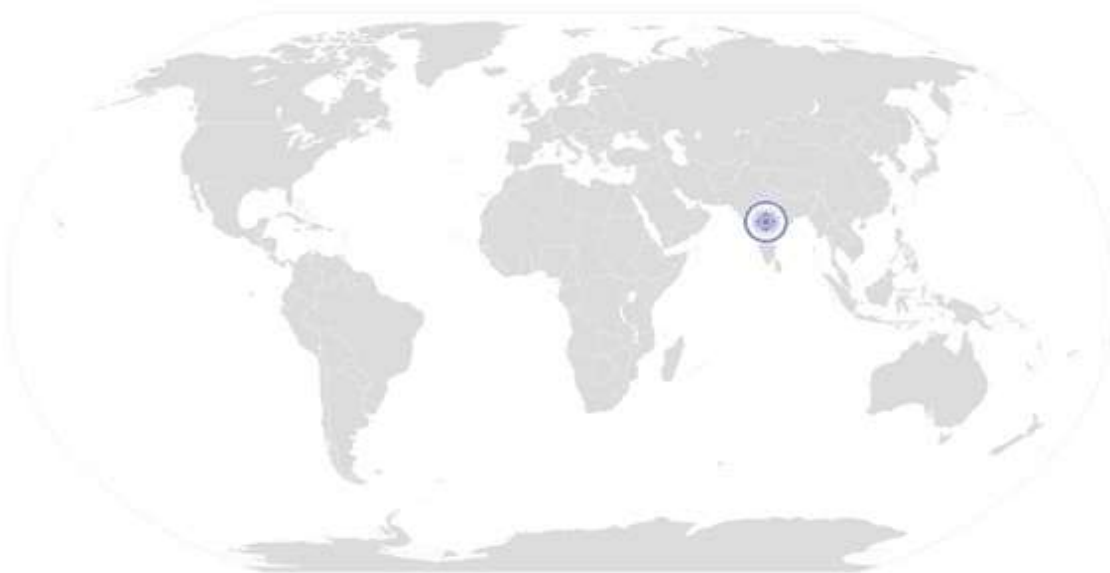
	<p>achievement of the quality objectives,</p> <p>KB3. Proper procedure for selecting the material/product and performing quality checks without affecting the material</p> <p>KB4. Availability of work instructions, as necessary,</p> <p>KB5. Characteristics of the product/material</p> <p>KB6. Use of suitable equipment</p> <p>KB7. Availability and use of monitoring and measuring devices,</p> <p>KB8. Requirements of records</p> <p>KB9. Importance of maintaining accurate up-to-date records</p> <p>KB10. The need to report within the stipulated time</p> <p>KB11. Implications of inaccurate measuring and testing instruments and equipment</p> <p>KB12. The cost of non-conformance to quality standards</p> <p>KB13. Implications (impact on internal/external customers) of defective products, materials or components</p>
<b>Skills (S)</b>	
<b>A. Core Skills/ Generic Skills</b>	<b>Writing Skills</b>
	<p>The user/ individual on the job needs to know and understand how to:</p> <p>SA1. Construct simple sentences and express ideas clearly through written communication</p> <p>SA2. Fill up appropriate technical forms, process charts, activity logs in required format of the company</p> <p>SA3. Write simple letters, mails, etc</p> <p>SA4. Perform functional mathematical operations, including apply basic mathematical principles, such as numbers and space, and techniques such as estimation and approximation, for practical purposes</p>
	<b>Reading and Understanding Skills</b>
	<p>The user/individual on the job needs to know and understand how to:</p> <p>SA5. Read and understand manuals, health and safety instructions, memos, reports, job cards etc</p> <p>SA6. Read images, graphs, diagrams</p> <p>SA7. Understand the various coding systems as per company norms</p>
	<b>Oral Communication (Listening and Speaking skills)</b>
<p>The user/individual on the job needs to know and understand how to:</p> <p>SA8. Express statements, opinions or information clearly so that others can hear and understand</p> <p>SA9. Respond appropriately to any queries</p> <p>SA10. Communicate with supervisor</p> <p>SA11. Communicate with upstream and downstream teams</p> <p>SA12. Work in a team and other behavioral skills required to support the small group activities (Quality Circle, Cross Functional Team, Suggestion Scheme)</p>	

**To Carry Out Quality Checks**

	<b>Integrity</b>
	The user/individual on the job needs to know and understand how to: SA13. Practice honesty with respect to company property and time SA14. Communicate with people in a form and manner and using language that is open and respectful SA15. Resolve any difficulties in relationships with colleagues , or get help from an appropriate person, in a way that preserves goodwill and trust
	<b>Motivation</b>
	The user/individual on the job needs to know and understand how to: SA16. Take responsibility for completing one’s own work assignment SA17. Take initiative to enhance/learn skills in ones’s area of work SA18. The capacity to learn from experience in a range of settings and scenarios and the capacity to reflect on and analyse one’s learning. SA19. Is open to new ways of doing things SA20. The capacity to envisage and articulate personal goals; to develop strategies and take action to achieve them.
	<b>Reliability</b>
The user/individual on the job needs to know and understand how to: SA21. Avoid absenteeism SA22. Act objectively , rather than impulsively or emotionally when faced with difficult/stressful or emotional situations SA23. Work in disciplined factory environment SA24. Be punctual	

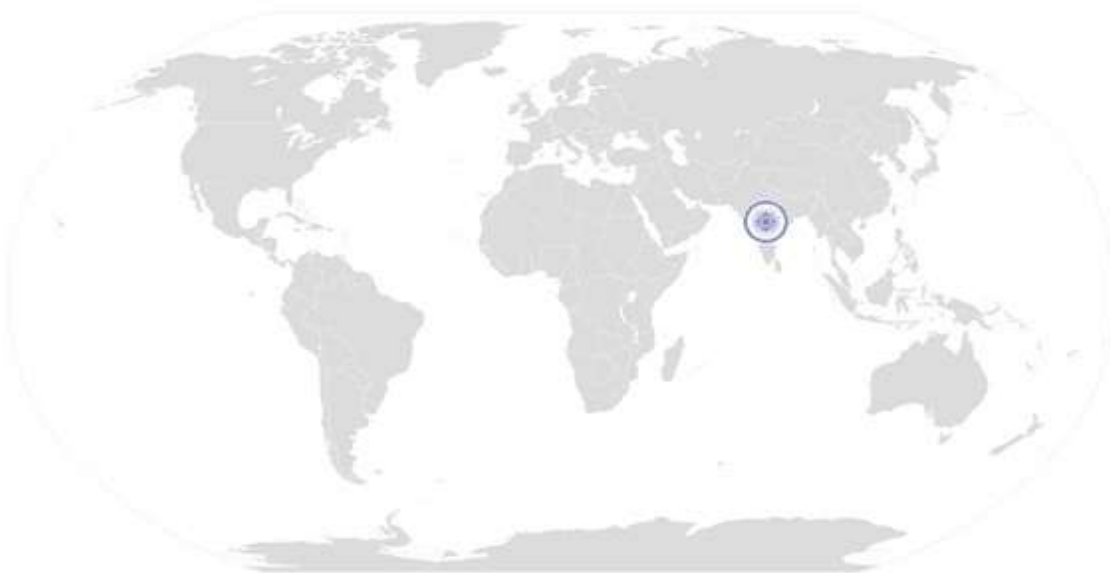
## NOS Version Control

<b>NOS Code</b>	RSC / N 5003		
<b>Credits(NSQF)</b>	TBD	<b>Version number</b>	1.0
<b>Industry</b>	Rubber Manufacturing	<b>Drafted on</b>	04/06/14
<b>Industry Sub-sector</b>	Tyre	<b>Last reviewed on</b>	14/06/14
<b>Occupation</b>	Tyre Building	<b>Next review date</b>	14/06/15



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# National Occupational Standard



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## Overview

This unit is about problem identification and escalation

## To Carry Out Problem Identification And Escalation

<b>Unit Code</b>	RSC / N 5004
<b>Unit Title (Task)</b>	To carry out problem identification and escalation
<b>Description</b>	This unit is about problem identification and escalation
<b>Scope</b>	<p>This unit/task covers the following:</p> <ul style="list-style-type: none"> <li>• Identify problems across: <ul style="list-style-type: none"> <li>- Raw materials</li> <li>- Compounds</li> <li>- Product</li> <li>- Equipment</li> <li>- Others</li> </ul> </li> <li>• Identify solutions to problems</li> <li>• Take corrective action</li> <li>• Escalation of unresolved identified problems</li> </ul>
<b>Performance Criteria (PC) w.r.t. the Scope</b>	
<b>Element</b>	<b>Performance Criteria</b>
<b>Problem Identification</b>	<p>To be competent, the user/individual on the job must be able to:</p> <p>PC1. Identify defects/indicators of problems</p> <p>PC2. Identify any wrong practices that may lead to problems</p> <p>PC3. Identify practices that may impact the final product quality</p> <p>PC4. Identify if the problem has occurred before</p> <p>PC5. Identify other operations that might be impacted by the problem</p> <p>PC6. Ensure that no delays are caused as a result of failure to escalate problems</p>
<b>Necessary Action</b>	<p>PC7. Take appropriate materials and sample, conduct tests and evaluate results to establish reasons to confirm suspected reasons for non-conformance (where required)</p> <p>PC8. Consider possible reasons for identification of problems</p> <p>PC9. Consider applicable corrections and formulate corrective action</p> <p>PC10. Formulate action in a timely manner</p> <p>PC11. Communicate problem/remedial action to appropriate parties</p> <p>PC12. Take corrective action in a timely manner</p> <p>PC13. Take corrective action for problems identified according to the company procedures</p> <p>PC14. Report/document problem and corrective action in an appropriate manner</p> <p>PC15. Monitor corrective action</p> <p>PC16. Evaluate implementation of corrective action taken to determine if the</p>

**To Carry Out Problem Identification And Escalation**

	<p>problem has been resolved</p> <p>PC17. Ensure that corrective action selected is viable and practical</p> <p>PC18. Ensure that correct solution is identified to an identified problem</p> <p>PC19. Take corrective action for problems identified according to the company procedures</p> <p>PC20. Ensure that no delays are caused as a result of failure to take necessary action</p>
<p><b>Problem Escalation</b></p>	<p>PC21. Escalate problem as per laid down escalation matrix</p> <p>PC22. Escalate the problem within stipulated time</p> <p>PC23. Escalate the problem in an appropriate manner</p> <p>PC24. Ensure that no delays are caused as a result of failure to escalate problems</p>
<p><b>Knowledge and Understanding (K)</b></p>	
<p><b>B. Technical Knowledge</b></p>	<p>The user/individual on the job needs to know and understand:</p> <p>KB1. Indicators of problems</p> <p>KB2. The working of the equipment and accessories( if applicable)</p> <p>KB3. The impact of operations on the user and equipment( if applicable)</p> <p>KB4. The impact of operations on the final product ( if applicable)</p> <p>KB5. The effect of not rectifying the problems identified</p> <p>KB6. The reason for the occurrence of previous problems</p> <p>KB7. Measures and steps that have been taken to address the previous problems</p> <p>KB8. Possible solutions for various problems</p> <p>KB9. The correct method for carrying out corrective actions outlined for each problem</p> <p>KB10. The impact of not carrying out the corrective actions</p> <p>KB11. The documentation procedure for recording such problems, as per company norms</p> <p>KB12. The escalation matrix for reporting problems</p> <p>KB13. Escalation matrix for reporting unresolved problems</p> <p>KB14. The time frame within which in which each problem needs to be escalated</p> <p>KB15. Manner in which each problem needs to be escalated</p>
<p><b>Skills (S)</b></p>	
<p><b>A. Core Skills/ Generic Skills</b></p>	<p><b>Writing Skills</b></p> <p>The user/ individual on the job needs to know and understand how to:</p> <p>SA1. Construct simple sentences and express ideas clearly through written communication</p> <p>SA2. Fill up appropriate technical forms, process charts, activity logs in required format of the company</p> <p>SA3. Write simple letters, mails, etc</p> <p>SA4. Perform functional mathematical operations, including apply basic mathematical principles, such as numbers and space, and techniques such as</p>



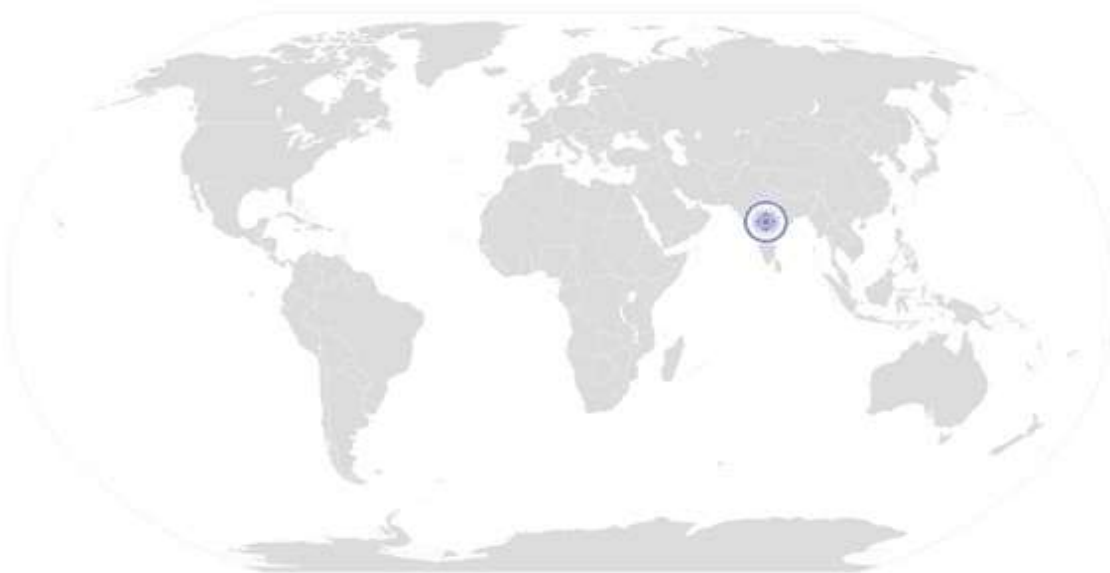
### To Carry Out Problem Identification And Escalation

	estimation and approximation, for practical purposes
	<b>Reading and Understanding Skills</b>
	The user/individual on the job needs to know and understand how to: SA5. Read and understand manuals, health and safety instructions, memos, reports, job cards etc SA6. Read images, graphs, diagrams SA7. Understand the various coding systems as per company norms
	<b>Oral Communication (Listening and Speaking skills)</b>
	The user/individual on the job needs to know and understand how to: SA8. Express statements, opinions or information clearly so that others can hear and understand SA9. Respond appropriately to any queries SA10. Communicate with supervisor SA11. Communicate with upstream and downstream teams SA12. Work in a team and other behavioral skills required to support the small group activities (Quality Circle, Cross Functional Team, Suggestion Scheme)
	<b>Integrity</b>
	The user/individual on the job needs to know and understand how to: SA13. Practice honesty with respect to company property and time SA14. Communicate with people in a form and manner and using language that is open and respectful SA15. Resolve any difficulties in relationships with colleagues, or get help from an appropriate person, in a way that preserves goodwill and trust
	<b>Motivation</b>
	The user/individual on the job needs to know and understand how to: SA16. Take responsibility for completing one's own work assignment SA17. Take initiative to enhance/learn skills in one's area of work SA18. The capacity to learn from experience in a range of settings and scenarios and the capacity to reflect on and analyse one's learning. SA19. Is open to new ways of doing things SA20. The capacity to envisage and articulate personal goals; to develop strategies and take action to achieve them.
	<b>Reliability</b>
	The user/individual on the job needs to know and understand how to: SA21. Avoid absenteeism SA22. Act objectively, rather than impulsively or emotionally when faced with difficult/stressful or emotional situations SA23. Work in disciplined factory environment SA24. Be punctual

**RSC / N 5004**
**To Carry Out Problem Identification And Escalation**

## NOS Version Control

<b>NOS Code</b>	<b>RSC / N 5004</b>		
<b>Credits(NSQF)</b>	<b>TBD</b>	<b>Version number</b>	<b>1.0</b>
<b>Industry</b>	<b>Rubber Manufacturing</b>	<b>Drafted on</b>	<b>04/06/14</b>
<b>Industry Sub-sector</b>	<b>Tyre</b>	<b>Last reviewed on</b>	<b>14/06/14</b>
<b>Occupation</b>	<b>Tyre Building</b>	<b>Next review date</b>	<b>14/06/15</b>


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**CRITERIA FOR ASSESSMENT OF TRAINEES**

**Job Role** Tyre Building Operator : Solid Tyre

**Qualification Pack** RSC/ Q 0503

**Sector Skill Council** Rubber Skill Development Council

**Guidelines for Assessment**

1. Criteria for assessment for each Qualification Pack will be created by the Sector Skill Council. Each 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 PC
2. The assessment for the theory part will be based on knowledge bank of questions created by the SSC
3. Individual assessment agencies will create unique question papers for theory part for each candidate at each examination/training center (as per assessment criteria below)
4. Individual assessment agencies will create unique evaluations for skill practical for every student at each examination/training center based on this criteria
5. To pass the Qualification Pack , every trainee should score a minimum of 70% in every NOS
6. In case of successfully passing only certain number of NOS's, the trainee is eligible to take subsequent assessment on the balance NOS's to pass the Qualification Pack

			<b>Marks Allocation</b>		
<b>NOS</b>	<b>Elements</b>	<b>Performance Criteria</b>	<b>Total</b>	<b>Theory</b>	<b>Practical</b>
RSC / N 0516 Prepare rim and collect compone	Equipment readiness	PC1. Ensure that the tools and equipments required for tyre building are clean and ready to use.	2	0	2
		PC2. Follow equipment preparation process as per company requirements	15	10	5
		PC3. Check the availability of prepared clean sand blasted clean rims	11	7	4
		PC4. Check the building assemblies suitability to mount the desired rims on which building has to be done	14	6	8

nts		PC5. Clean the surface of the rim and get it ready for painting	5	0	5	
		PC6. Ensure that no delays are caused as a result of improper preparation and failure to identify problems.	4	4	0	
	Raw material appropriate ness		PC7. Ensure the availability of all the rubber compound (soft , medium and high hardness ) and in the form to be applied	3	0	3
			PC8. Check the availability of right bead bundles( in case of tyres with bead wires)	9	6	3
			PC9. Check that the dimensions of the strips are as per specification	16	8	8
	Health & Safety		PC10. Ensure the use of certified tools and equipments for tyre building	3	3	0
			PC11. Avoid wearing loose shirt	3	3	0
			PC12. Adhere to all safety norms (such as wearing protective gloves,mask and safety shoes).	8	6	2
			PC13. Avoid spillage and in case of spillage occur , follow safety measures as laid down by safety department	4	4	0
			PC14. Comply with health, safety, environment guidelines and regulations in accordance with international/national standards or the organizational standards.	3	3	0
				100	60	40
	RSC / N 0517 Build Solid Tyre	Raw material appropriate ness	PC1. Ensure that the rim area which comes in contact with the compound is duly painted with the adhesive paint and dried for required time as per specification.	18	6	12
			PC2. Ensure all required rubber compound strips ( with correct gauges and width ) and beadwire bundles are available Operation	4	0	4
		Operation		PC3. Apply metal to rubber adhesive paint on the inside surface of the rim where the rubber component will be placed/built up	4	0
			PC4. Apply the first inside layer and place beads in position	4	0	4
			PC5. Follow sequence of consolidating components on the building rim as per guidelines issued by the technical	16	8	8
			PC6. Place rubber on the rim in the specified manner and number of layers as per the procedure specified by the technical	12	6	6
			PC7. Apply stitchers with appropriate stitching pressures for proper and uniform stitching	6	0	6
			PC8. Inspect the tyre for blemishes and air pockets –puncture blisters with awl and store them in appropriate sling /saddle trucks to prevent any distortions /damage to green tyre	18	10	8
Health &			PC9. Follow safety norms while building the tyreon metallic rims	7	5	2

	Safety	PC10. Avoid wearing loose shirt	2	0	2
		PC11. Adhere to all safety norms (such as wearing protective gloves, masks and earplugs)	7	3	4
		PC12. Comply with health, safety, environment guidelines and regulations in accordance with international/national standards or the organizational standards.	2	2	0
			100	40	60
RSC / N 0518 Perform Post-Tyre Building Activities	Operation	PC1. Ensure that the output quality is as per the specifications laid down by the technical .	14	8	6
		PC2. Check the weight and dimension of the green tyre	14	8	6
		PC3. Ensure that the final product is free from blister, cut and contaminants	17	10	7
		PC4. Store the tyre in sling /saddle trucks to minimize distortions/damage	3	3	0
		PC5. Send the tyres to curing area	6	2	4
		PC6. Maintain the equipments required for tyre building	9	9	0
		PC7. Report any repair and maintenance requirement to the Supervisor	3	3	0
		PC8. Send the unused components to the designated place	3	3	0
	Material disposal	PC9. Dispose of waste material safely, as per organizational SOP.	5	0	5
	Batch Marking	PC10. Ensure identification and traceability by marking code , date and shift on the tyre with crayon as per the instructions laid down by the Technical or SOP	9	5	4
	Health & Safety	PC11. Handle the prepared product using hand gloves and other safety equipment.	8	4	4
		PC12. Adhere to all safety norms (such as wearing protective gloves , shoes, safety mask etc).	7	3	4
		PC13. Comply with health, safety, environment guidelines and regulations in accordance with international/national standards or the organizational standards.	2	2	0
			100	60	40
RSC/N50 01 To Carry Out Houseke eping	Pre housekeepi ng activities	PC1. Inspect the area while taking into account various surfaces	3	3	0
		PC2. Identify the material requirements for cleaning the areas inspected, by considering risk, time, efficiency and type of stain	3	3	0
		PC3. Ensure that the cleaning equipment is in proper working condition	3	3	0
		PC4. Select the suitable alternatives for cleaning the areas in case the appropriate equipment and materials are not available and inform the appropriate person	3	3	0
		PC5. Plan the sequence for cleaning the area to avoid re-soiling clean areas and	3	3	0

		surfaces			
		PC6. Inform the affected people about the cleaning activity	2	2	0
		PC7. Display the appropriate signage for the work being conducted	3	3	0
		PC8. Ensure that there is adequate ventilation for the work being carried out	3	3	0
		PC9. Wear the personal protective equipment required for the cleaning method and materials being used	3	3	0
	Operations	PC10. Use the correct cleaning method for the work area, type of soiling and surface	3	3	0
		PC11. Carry out cleaning activity without disturbing others	3	3	0
		PC12. Deal with accidental damage, if any, caused while carrying out the work	3	3	0
		PC13. Report to the appropriate person any difficulties in carrying out your work	3	3	0
		PC14. Identify and report to the appropriate person any additional cleaning required that is outside one's responsibility or skill	3	3	0
	Post housekeeping activities	PC15. Ensure that there is no oily substance on the floor to avoid slippage	9	3	6
		PC16. Ensure that no scrap material is lying around	9	3	6
		PC17. Maintain and store housekeeping equipment and supplies	3	3	0
		PC18. Follow workplace procedures to deal with any accidental damage caused during the cleaning process	3	3	0
		PC19. Ensure that, on completion of the work, the area is left clean and dry and meets requirements	8	2	6
		PC20. Return the equipment, materials and personal protective equipment that were used to the right places making sure they are clean, safe and securely stored	3	3	0
		PC21. Dispose the waste garnered from the activity in an appropriate manner	9	3	6
		PC22. Dispose of used and un-used solutions according to manufacturer's instructions, and clean the equipment thoroughly	9	3	6
	General	PC23. Maintain schedules and records for housekeeping duty	3	3	0
		PC24. Replenish any necessary supplies or consumables	3	3	0
			100	70	30
RSC/N50 02 To Carry Out	Reporting	PC1. Report data/problems/incidents as applicable in a timely manner	12	8	4
		PC2. Report to the appropriate authority as laid down by the company	12	8	4
		PC3. Follow reporting procedures as prescribed by the company	12	8	4
	Recording	PC4. Identify documentation to be completed relating to one's role	10	6	4

Reporting And Documentation	and Documentation	PC5. Record details accurately an appropriate format	16	6	10
		PC6. Complete all documentation within stipulated time according to company procedure	14	4	10
		PC7. Ensure that the final document meets with the requirements of the persons who requested it or make any amendments accordingly	6	4	2
		PC8. Make sure documents are available to all appropriate authorities to inspect	6	4	2
	Information Security	PC9. Respond to requests for information in an appropriate manner whilst following organizational procedures	6	6	0
		PC10. Inform the appropriate authority of requests for information received	6	6	0
			100	60	40
RSC/N5003 To Carry Out Quality Checks	Inspection	PC1. Ensure that total range of checks are regularly and consistently performed	24	10	14
		PC2. Use appropriate measuring instruments, equipment, tools, accessories etc ,as required	24	10	14
	Analysis	PC3. Identify non-conformities to quality assurance standards	6	4	2
		PC4. Identify potential causes of non-conformities to quality assurance standards	5	3	2
		PC5. Identify impact on final product due to non-conformance to company standards	5	3	2
		PC6. Evaluating the need for action to ensure that problems do not recur	6	4	2
		PC7. Suggest corrective action to address problem	5	3	2
		PC8. Review effectiveness of corrective action	5	3	2
	Reporting	PC9. Interpret the results of the quality check correctly	4	4	0
		PC10. Take up results of the findings with QC in charge/appropriate authority.	3	3	0
		PC11. Take up the results of the findings within stipulated time	3	3	0
		PC12. Record of results of action taken	3	3	0
		PC13. Record adjustments not covered by established procedures for future reference	3	3	0
		PC14. Review effectiveness of action taken	2	2	0
		PC15. Follow reporting procedures where the cause of defect cannot be identified	2	2	0
			100	60	40
RSC/N5004 To Carry Out	Problem Identification	PC1. Identify defects/indicators of problems	7	4	3
		PC2. Identify any wrong practices that may lead to problems	6	3	3
		PC3. Identify practices that may impact the final product quality	6	3	3
		PC4. Identify if the problem has occurred before	5	3	2

Problem Identification And Escalation		PC5. Identify other operations that might be impacted by the problem	6	4	2		
		PC6. Ensure that no delays are caused as a result of failure to escalate problems	5	3	2		
	Necessary Action		PC7. Take appropriate materials and sample, conduct tests and evaluate results to establish reasons to confirm suspected reasons for non-conformance (where required)	8	5	3	
			PC8. Consider possible reasons for identification of problems	8	5	3	
			PC9. Consider applicable corrections and formulate corrective action	3	3	0	
			PC10. Formulate action in a timely manner	3	3	0	
			PC11. Communicate problem/remedial action to appropriate parties	7	5	2	
			PC12. Take corrective action in a timely manner	2	2	0	
			PC13. Take corrective action for problems identified according to the company procedures	2	2	0	
			PC14. Report/document problem and corrective action in an appropriate manner	8	5	3	
			PC15. Monitor corrective action	2	2	0	
			PC16. Evaluate implementation of corrective action taken to determine if the problem has been resolved	2	2	0	
			PC17. Ensure that corrective action selected is viable and practical	2	2	0	
			PC18. Ensure that correct solution is identified to an identified problem	2	2	0	
			PC19. Take corrective action for problems identified according to the company procedures	1	1	0	
			PC20. Ensure that no delays are caused as a result of failure to take necessary action	1	1	0	
		Problem Escalation		PC21. Escalate problem as per laid down escalation matrix	4	3	1
				PC22. Escalate the problem within stipulated time	4	3	1
			PC23. Escalate the problem in an appropriate manner	3	2	1	
			PC24. Ensure that no delays are caused as a result of failure to escalate problems	3	2	1	
				100	70	30	