

## QUALIFICATIONS PACK - OCCUPATIONAL STANDARDS FOR RUBBER INDUSTRY

### 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- Synthetic Cord Dipping Operator

**SECTOR:** RUBBER INDUSTRY

**SUB-SECTOR:** Tyre

**OCCUPATION:** Tyre Cord Dipping

**REFERENCE ID:** RSC/ Q 1002

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

**Brief Job Description:** A synthetic cord dipping operator is responsible to dip woven Griage tyre/industrial cord fabric through the dip solution in a dip unit train provided with drying, normalizing and heat set zones. The job requires ensuring proper dipping with full control on dwell and exposure time, temperature controls in the ovens and tension control on cords across the width to achieve optimum cord properties and adhesion to rubber compound requirements .

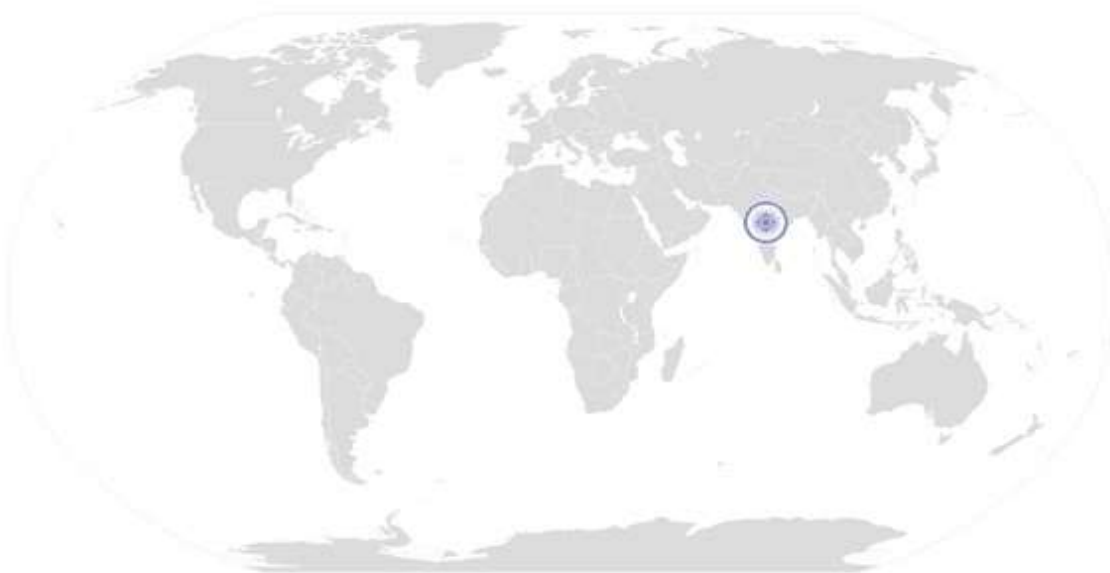
**Personal Attributes:** This job requires the individual to be consistent in performing activities. He should be active and energetic.He must be able to work both independently and under supervision. He should be comfortable in performing labourious work and willing to work with chemicals which requires special care.

Job Details	<b>Qualifications Pack Code</b>	<b>RSC/ Q 1002</b>		
	<b>Job Role</b>	<b>Synthetic Cord Dipping Operator</b>		
	<b>Credits(NSQF)</b>	<b>TBD</b>	<b>Version number</b>	<b>1.0</b>
	<b>Sector</b>	<b>Rubber Manufacturing</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 Cord Dipping</b>	<b>Next review date</b>	<b>02/12/15</b>
	<b>NSQC Cleanance on</b>	<b>18/06/2015</b>		

<b>Job Role</b>	<b>Synthetic Cord Dipping Operator</b>
<b>Role Description</b>	The synthetic cord dipping operator is responsible to dip woven Griega tyre/industrial cord fabric through the dip solution in a dip unit train.
<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 dipping operation
<b>Minimum Job Entry Age</b>	18 years
<b>Experience</b>	Worked as a semi-skilled helper for 6 months in the same role
<b>Applicable National Occupational Standards (NOS)</b>	<b>Compulsory:</b> <ol style="list-style-type: none"> <li>1. <a href="#">RSC/ N 1004 ( Prepare dip unit train and collect material for dipping)</a></li> <li>2. <a href="#">RSC/ N 1005 ( Perform synthetic cord dipping operation)</a></li> <li>3. <a href="#">RSC/ N 1006 ( Perform post dipping activities )</a></li> <li>4. <a href="#">RSC/ N 5001 (To carry out housekeeping)</a></li> <li>5. <a href="#">RSC/ N 5002 (To carry out reporting and documentation)</a></li> <li>6. <a href="#">RSC/ N 5003 (To carry out quality checks)</a></li> <li>7. <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.

# National Occupational Standard



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## Overview

This unit is about preparing the dip unit train and collecting material for dipping.

## Prepare dip unit train and collect material for dipping

<b>Unit Code</b>	RSC / N 1004
<b>Unit Title (Task)</b>	Prepare dip unit train and collect material
<b>Description</b>	This unit is about preparing the dip unit train and collecting material for dipping.
<b>Scope</b>	<p>This unit/task covers the following:</p> <ul style="list-style-type: none"> <li>• Ensure housekeeping and safety in dipping area</li> <li>• Prepare dip unit train and collect material for dipping operation</li> <li>• Set the parameters on dip unit train to carry out dipping operations.</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 all the components of dip unit train are functioning properly.            PC2. Ensure that the emergency safety feature of the train is working.            PC3. delete            PC4. Ensure that the dip saturator tank is clean.            PC5. Set parameters for the machine and equipment as per the organizational SOP.</p>
<b>Raw material appropriateness</b>	<p>PC1. Ensure that all the ingredients required are approved and released by laboratory.            PC2. Check if the dip solution has been released by the lab for usage            PC3. Draw out the required quantity of dip solution from main mixer to the saturator tank meant for dipping fabric on dipping line.            PC4. Ensure the Fabric to be dipped in the shift are available at the unit site            PC5. Ensure all balance unused left over ingredients are stored properly to avoid any contamination or deterioration during storage and are used up while net dipping operation .</p>
<b>Health &amp; Safety</b>	<p>PC6. Ensure the use of certified safe chain hoist/s for lifting material .            PC7. Adhere to all safety norms (such as wearing protective gloves ,mask and safety shoes).            PC8. Avoid spillage and in case of spillage occur , follow safety measures as laid down by safety department            PC9. 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 dip unit train and collect material for dipping

<p><b>Context</b> (Knowledge of the company / organization and its processes)</p>	<p>KA1. Implications of poorly prepared equipment and power failures. 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. Control of dip solution flow from main mixer to the dip saturator tank and its importance. KB2. Functioning of dip unit train . KB3. Use of chain hoist and weighing equipments KB4. Methods of unpacking the griegge fabric rolls and disposing off correctly the wrapping material KB5. Properties of different fabric types in use, variation in the same type of fabric and the impact of incorrect setting of tension on the fabric KB6. Types of different greige fabric and its impact on quality of dipped fabric KB7. Various defects on greige fabric and effective way to minimize process waste or quality in case it is required to be dipped KB8. Various abnormalities and suitable response for abnormalities in equipment performance. KB9. Implications of delays in the preparation process. KB10. Types of defects leading to rejections and their indicators, reasons and possible solutions. KB11. Cleanliness and safety requirements for commencing dipping operation. KB12. Units of measurement. KB13. Response to emergencies, for example, power failures, fire, system failures, spillages and manual intervention to avoid disasters. KB14. Knowledge of appropriate batch sizes with respect to appropriate machinery. KB15. The usage of different types of fire extinguishers</p>
<p><b>Skills (S)</b></p>	



**Prepare dip unit train and collect material for dipping**

<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 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>
	<p><b>Reading and Understanding Skills</b></p>
	<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>
	<p><b>Oral Communication (Listening and Speaking skills)</b></p>
	<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, any such Schemes initiated by the organization)</p>
	<p><b>Integrity</b></p>
	<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>
	<p><b>Motivation</b></p>
<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 one'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>	

**Prepare dip unit train and collect material for dipping**

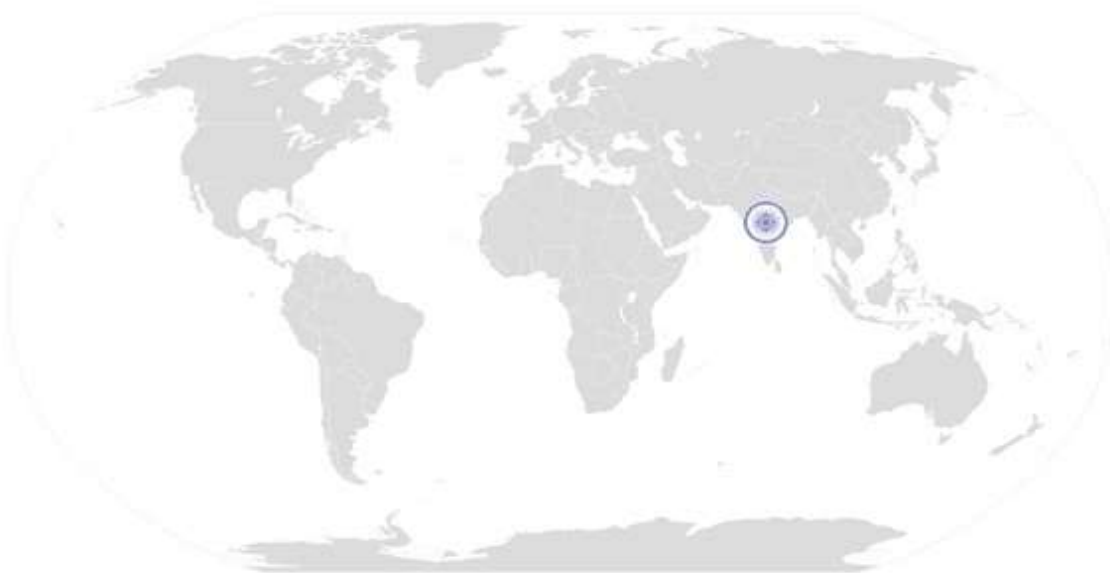
	SA20. The capacity to envisage and articulate personal goals; to develop strategies and take action to achieve them.
	<p><b>Reliability</b></p> <p>The user/individual on the job needs to know and understand how to:</p> <p>SA21. Avoid absenteeism</p> <p>SA22. Act objectively, rather than impulsively or emotionally when faced with difficult/stressful or emotional situations</p> <p>SA23. Work in disciplined factory environment</p> <p>SA24. Be punctual</p>
<b>B. Professional Skills</b>	<p><b>Material and Equipment Handling</b></p> <p>The user/individual on the job needs to know and understand how to:</p> <p>SB1. Handle a dip unit train .</p> <p>SB2. Handle the solution availability in tank from main mixer.</p> <p>SB3. Handle the ingredients used for dipping operation.</p> <p>SB4. Handling of various types of material handling equipment</p> <p>SB5. 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.</p>
	<p><b>Analytical Thinking</b></p> <p>The user/individual on the job needs to know and understand how to:</p> <p>SB6. Diagnose common problems in the dip unit train based on visual inspection, sound, temperature etc</p> <p>SB7. Suggest improvements(if any) in process based on experience</p>



Prepare dip unit train and collect material for dipping

## NOS Version Control

<b>NOS Code</b>	RSC / N 1004		
<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 Cord Dipping	<b>Next review date</b>	02/12/15



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# National Occupational Standard



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## Overview

This unit about performing synthetic cord dipping operation.

<b>Unit Code</b>	<b>RSC / N 1005</b>
<b>Unit Title (Task)</b>	<b>Perform synthetic cord dipping operation</b>
<b>Description</b>	This unit is about performing synthetic cord dipping operation.
<b>Scope</b>	<p>This unit/task covers the following:</p> <ul style="list-style-type: none"> <li>• Ensure housekeeping and safety in dipping operation area.</li> <li>• Operate a dip unit train.</li> <li>• Perform dipping operation.</li> <li>• Winding up of dipped fabric</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 dimensions of the fabric roll, the shell is in confirmation to as specified in the instructions /organization's SOP</p>
<b>Operation</b>	<p>PC2. Loading sequence of ingredients to be strictly followed as per instructions /SOP.</p> <p>PC3. Perform and monitor the fabric operation in the dip unit train as per the SOP.</p> <p>PC4. Ensure that the fabric is well spread before entering the dip saturator tank</p> <p>PC5. Ensure proper flow of dip solution from main mixer tank to the saturator tank by restricted opening of valves on the dip solution line</p> <p>PC6. Ensure the line speed is maintained to maintain the Dipping dwell time</p> <p>PC7. Pass the fabric through the pull roll assembly and squeeze roll</p> <p>PC8. Set properly the Vacuum dewebber /suction pressure and suction Nip gap to get uniform dipping with NO webbing across the width of fabric</p> <p>PC9. Ensure that for drying, heat setting and normalizing ovens the temperatures are set correctly as per specifications</p> <p>PC10. Pass the fabric through the ovens ensuring the temperatures and the exposure time are maintained</p> <p>PC11. Ensure Fabric are passed through wind up accumulator</p> <p>PC12. Ensure that the spreaders are utilized correctly to bring the width to the specification at the wind up</p> <p>PC13. Wind up dipped fabric on wooden or metallic shells with proper taper tension control.</p>
<b>Health &amp; Safety</b>	<p>PC14. Ensure the use of certified tools and equipments for material handling</p> <p>PC15. Handle the ingredients intended for dipping using hand gloves and other safety equipment as directed by organizations safety department</p>

**Perform synthetic cord dipping operation**

	<p>PC16. Adhere to all safety norms (such as wearing protective gloves and shoes, safety masks etc)</p> <p>PC17. Comply with health, safety, environment guidelines and regulations in accordance with international/national standards or the organizational standards.</p> <p>PC18. Follow the guidance of safety department to contain spillages which may affect the health and safety of self or the environment in the dip mixer area</p>
<b>Knowledge and Understanding (K)</b>	
<b>A. Organizational Context</b> (Knowledge of the company/ organization and its processes)	<p>The user/individual on the job needs to know and understand:</p> <p>KA1. Dipping 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 &amp; good shopfloor practices (eg. 3S &amp; 5S)</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>
<b>B. Technical Knowledge</b>	<p>The user/individual on the job needs to know and understand:</p> <p>KB1. Dipping operation using dip unit train, dip saturator tank and other equipments .</p> <p>KB2. Different fabric types in use, variation in the same type of fabric and the impact of incorrect setting of tension on the fabric</p> <p>KB3. Types of different greige fabric and its impact on quality of dipped fabric</p> <p>KB4. Various defects on greige fabric and effective way to minimize process waste or quality in case it is required to be dipped</p> <p>KB5. Various defects on greige and dipped fabric and its impact on calendered fabric</p> <p>KB6. Spot rectifying defects ,wherever it is possible and appropriate , generated by the dip unit</p>

**Perform sythetic cord dipping operation**

	<p>KB7. Effect of short length or width of dipped fabric on productivity</p> <p>KB8. Handling defective portion of greige or dipped fabric if it occurs during the middle of the run</p> <p>KB9. Effect of improper dipped roll packaging and storing</p> <p>KB10. Improper identification and its impact on calendaring and in the manufacturing of product</p> <p>KB11. Effect of underage dipped fabric usage at calenders on shrinkage and its physical properties Cleanliness and safety requirements for commencing an dip mixing operation.</p> <p>KB12. The process and importance of quality checks.</p> <p>KB13. Types of defects leading to rejections and their indicators, reasons and possible solutions.</p> <p>KB14. Potential problems in the dipping operations</p> <p>KB15. Units of measurement.</p> <p>KB16. Response to emergencies, for example, power failures, fire, system failures and manual intervention to avoid disasters.</p> <p>KB17. Knowledge of appropriate batch sizes with respect to appropriate material.</p> <p>KB18. Maintenance of dip unit train</p> <p>KB19. Handling and packing correctly the dipped fabric rolls.</p>
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**Skills (S)**

<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 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>

### Perform synthetic cord dipping operation

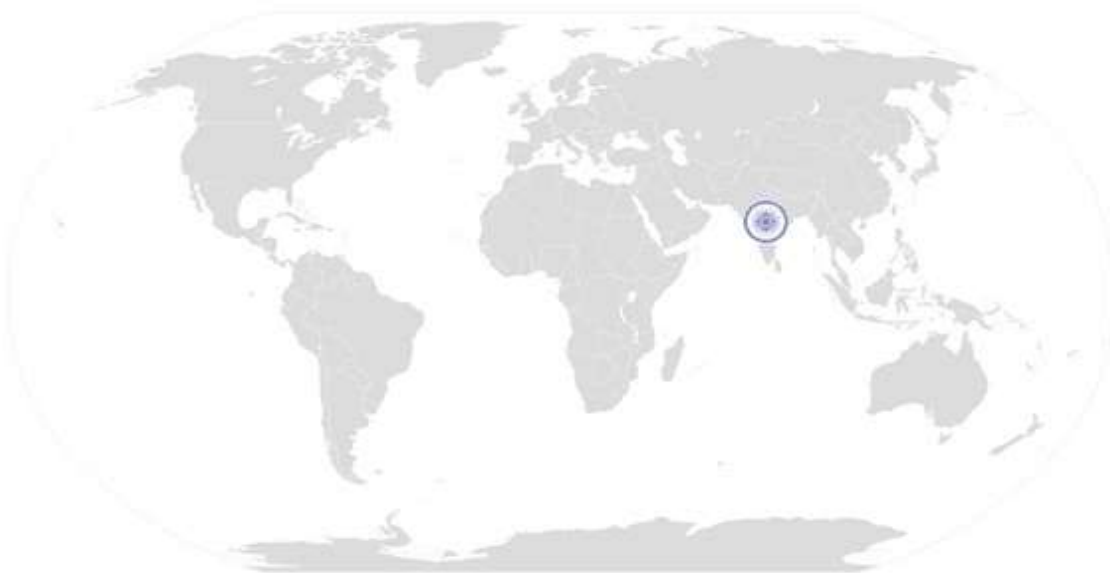
	<p>The user/individual on the job needs to know and understand how to:</p> <p>SA8. Express statements, opinions or information clearly so that others can hear and understand</p> <p>SA9. Respond appropriately to any queries</p> <p>SA10. Communicate with supervisor</p> <p>SA11. Communicate with upstream 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>
	<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 one'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>
<b>B. Professional Skills</b>	<b>Material and Equipment Handling</b>
	<p>The user/individual on the job needs to know and understand how to:</p> <p>SB1. Handle a dip unit train</p> <p>SB2. Handle greige fabric rolls</p> <p>SB3. Handle dipped fabric rolls.</p> <p>SB1. Handling of various types of material handling equipment.</p>
	<b>Analytical Thinking</b>
	<p>The user/individual on the job needs to know and understand how to:</p> <p>SB2. Diagnose common problems in the dip unit train based on visual inspection, sound, temperature etc</p>



RSC / N 1005

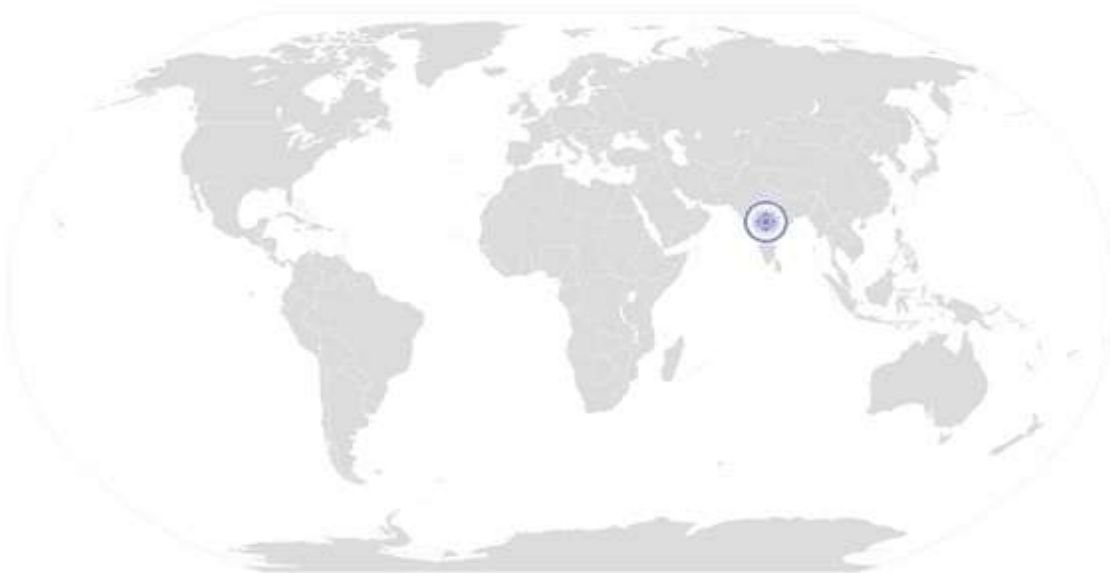
**Perform sythetic cord dipping operation**

	SB3. Suggest improvements(if any) in process based on experience
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## NOS Version Control

<b>NOS Code</b>	RSC / N 1005		
<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 Cord Dipping	<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 completion of synthetic cord dipping.

<b>Unit Code</b>	<b>RSC / N 1006</b>
<b>Unit Title (Task)</b>	<b>Perform post dipping activities</b>
<b>Description</b>	This unit is about performing the activities which are carried out after dipping operation 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 dipping operation area</li> <li>• Identification of prepared dip fabric with tags</li> <li>• Maintain record on details on greige fabric</li> <li>• Record affected portion on the ID tag for suitable action while calendaring</li> <li>• Maintain proper record at the dip unit log book to enable traceability and feedback to fabric suppliers for any defects</li> <li>• Segregate the rolls with off spec conditions and hold them for disposition by technical</li> <li>• Send sample to lab for testing</li> <li>• Proper storage of fabric roll</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 proper identification of prepared dip fabric with tags</p> <p>PC2. Maintain record of details on greige fabric</p> <p>PC3. Record affected portion on the ID tag for suitable action while calendaring</p> <p>PC4. Maintain proper record at the dip unit log book to enable traceability and feedback to fabric suppliers for any defects</p> <p>PC5. Segregate the rolls with off spec conditions and hold them for disposition by technical</p> <p>PC6. Draw sample for lab testing and release.</p> <p>PC7. Ensure proper storage of fabric rolls</p>
<b>Material disposal</b>	PC8. Dispose of waste material safely, as per organizational SOP.
<b>Batch Marking</b>	PC9. Ensure identification and traceability by marking/coding for the right product as per the instructions laid down by the company (in terms of Roll number, dipped fabric code weight, length, width and date of dipping and operators name).
<b>Sampling</b>	PC10. Send sample of the dipped fabric in the specified sample size and method as directed by the company

<b>Health &amp; Safety</b>	<p>PC11. Handle the dipped material using hand gloves and other safety equipment.</p> <p>PC12. Knowledge of the first aid for handling any injury while cord dipping</p> <p>PC13. Adhere to all safety norms (such as wearing protective gloves , shoes, safety masks etc).</p> <p>PC14. 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 Context</b> (Knowledge of the company / organization and its processes)	<p>The user/individual on the job needs to know and understand:</p> <p>KA1. Implications of poorly prepared material and power failures.</p> <p>KA2. Significance of Proper identification of dipped fabric rolls</p> <p>KA3. Importance of identifying nonconforming products and their storage.</p> <p>KA4. Risk and impact of not following defined procedures/work instructions.</p> <p>KA5. The escalation matrix and procedures for reporting identified problems.</p> <p>KA6. Types of documentation in the organization and their importance.</p> <p>KA7. Records to be maintained and the implications of their non-maintenance.</p> <p>KA8. Importance of housekeeping &amp; good shopfloor practices (eg. 3S &amp; 5S)</p> <p>KA9. Health, safety, and environment guidelines, legislations and regulations as applicable.</p> <p>KA10. Personal protection (which protective equipment to be used and how).</p> <p>KA11. Potential hazards and actions to minimize them.</p> <p>KA12. Impact of poor practices on health, safety and environment.</p> <p>KA13. The escalation matrix and procedures for reporting hazards.</p> <p>KA14. Handover/Takeover of the equipment/work area as per organizational SOP.</p>
<b>B. Technical Knowledge</b>	<p>The user/individual on the job needs to know and understand:</p> <p>KB1. Proper storage of dipped fabric rolls .</p> <p>KB2. Effect of short length or width of dipped fabric on productivity</p> <p>KB3. Handling defective portion of greige or dipped fabric</p> <p>KB4. Effect of improper dipped roll packaging and storing</p> <p>KB5. Improper identification and its impact on calendaring and in the manufacturing of product</p> <p>KB6. Effect of underage dipped fabric usage at calenders on shrinkage and its physical properties</p> <p>KB7. Process and importance of quality checks.</p> <p>KB8. Batch marking techniques.</p> <p>KB9. Implications of incorrect batch marking.</p> <p>KB10. Implications of inappropriate waste disposal.</p> <p>KB11. Types of defects leading to rejections and their indicators, reasons and possible solutions.</p> <p>KB12. Units of measurement.</p>

**Perform Post-Dipping Activities**

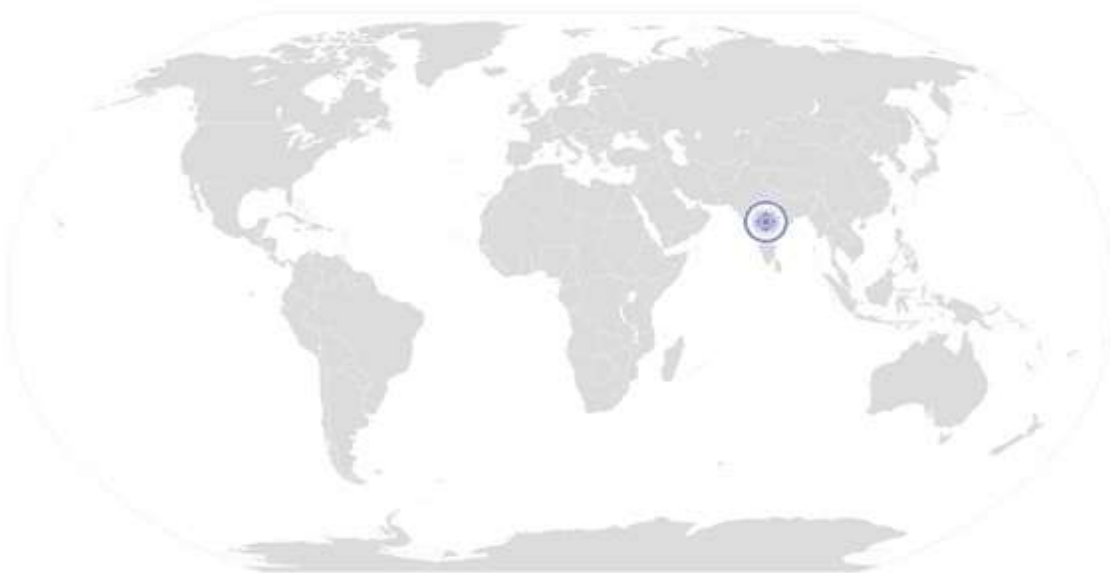
	KB13. Coding systems for identification and traceability. KB14. Knowledge of weighing scales. KB15. Use of reading lengths on meter gauge KB16. Marking defected areas on dipped fabric.
<b>Skills (S)</b>	
<b>A. Core Skills/ Generic Skills</b>	<b>Writing Skills</b>
	The user/ individual on the job needs 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 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>



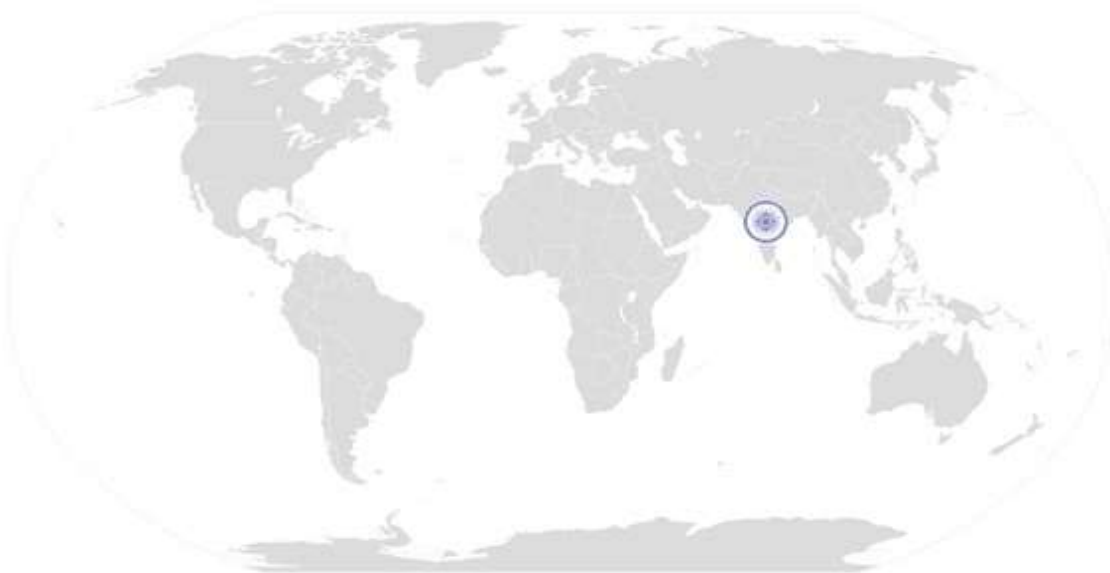
**Perform Post-Dipping Activities**

	<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 one'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>
	<p><b>Reliability</b></p>
<b>B. Professional Skills</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>
	<p><b>Material and Equipment Handling</b></p>
<b>B. Professional Skills</b>	<p>The user/individual on the job needs to know and understand how to:</p> <p>SB1. Handle dipped fabric rolls.</p> <p>SB2. Handle greige fabric, dip solution and tools used for dipping.</p> <p>SB3. Handling of various types of material handling equipment</p> <p>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.</p>
	<p><b>Analytical Thinking</b></p>
<b>B. Professional Skills</b>	<p>The user/individual on the job needs to know and understand how to:</p> <p>SB5. Diagnose common problems in the dip unit train based on visual inspection, sound, temperature etc</p> <p>SB6. Suggest improvements(if any) in process based on experience</p>

<b>NOS Code</b>	RSC / N 1006		
<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 Cord Dipping	<b>Next review date</b>	02/12/15



# National Occupational Standard



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## Overview

This unit is about carrying out housekeeping

**RSC / N 5001**
**Carry Out Housekeeping Activities**

National Occupational Standard

<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>	This unit/task covers the following: <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>	To be competent, the user/individual on the job must be able to: PC1. Inspect the area while taking into account various surfaces PC2. Identify the material requirements for cleaning the areas inspected, by considering risk, time, efficiency and type of stain PC3. Ensure that the cleaning equipment is in proper working condition PC4. Select the suitable alternatives for cleaning the areas in case the appropriate equipment and materials are not available and inform the appropriate person PC5. Plan the sequence for cleaning the area to avoid re-soiling clean areas and surfaces PC6. Inform the affected people about the cleaning activity PC7. Display the appropriate signage for the work being conducted PC8. Ensure that there is adequate ventilation for the work being carried out PC9. Wear the personal protective equipment required for the cleaning method and materials being used
<b>Operations</b>	PC10. Use the correct cleaning method for the work area, type of soiling and surface PC11. Carry out cleaning activity without disturbing others PC12. Deal with accidental damage, if any, caused while carrying out the work PC13. Report to the appropriate person any difficulties in carrying out your work PC14. Identify and report to the appropriate person any additional cleaning required that is outside one's responsibility or skill
<b>Post housekeeping activities</b>	PC15. Ensure that there is no oily substance on the floor to avoid slippage PC16. Ensure that no scrap material is lying around PC17. Maintain and store housekeeping equipment and supplies

### 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.

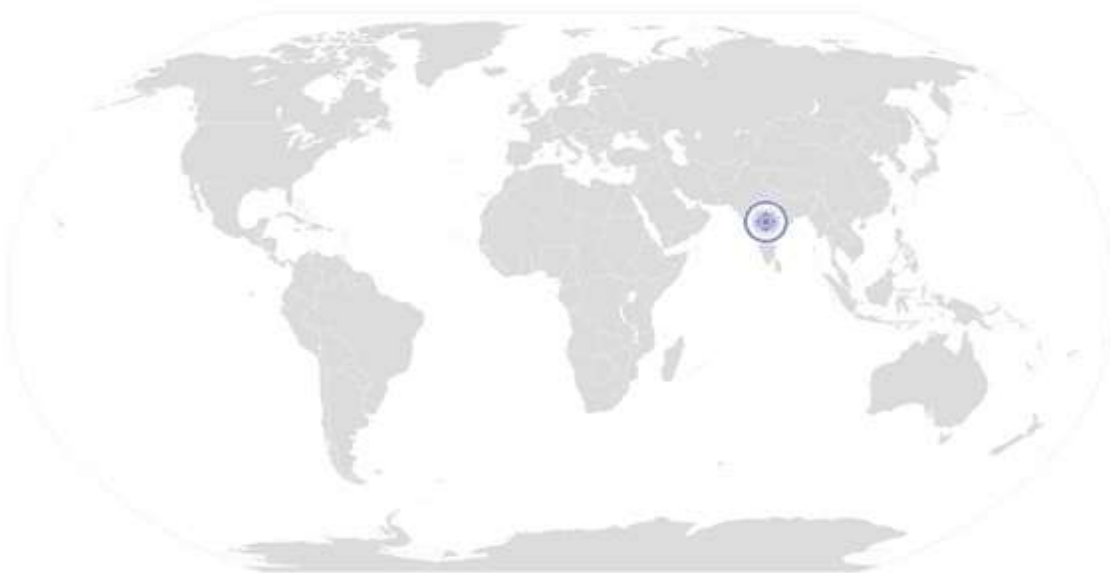


**Carry Out Housekeeping Activities**

	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>	TBD	<b>Version number</b>	<b>1.0</b>
<b>Industry</b>	<b>Rubber Manufacturing</b>	<b>Drafted on</b>	<b>20/03/14</b>
<b>Industry Sub-sector</b>	<b>Tyre and NonTyre</b>	<b>Last reviewed on</b>	<b>05/05/14</b>
<b>Occupation</b>	<b>Tyre Cord Dipping</b>	<b>Next review date</b>	<b>05/05/15</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**

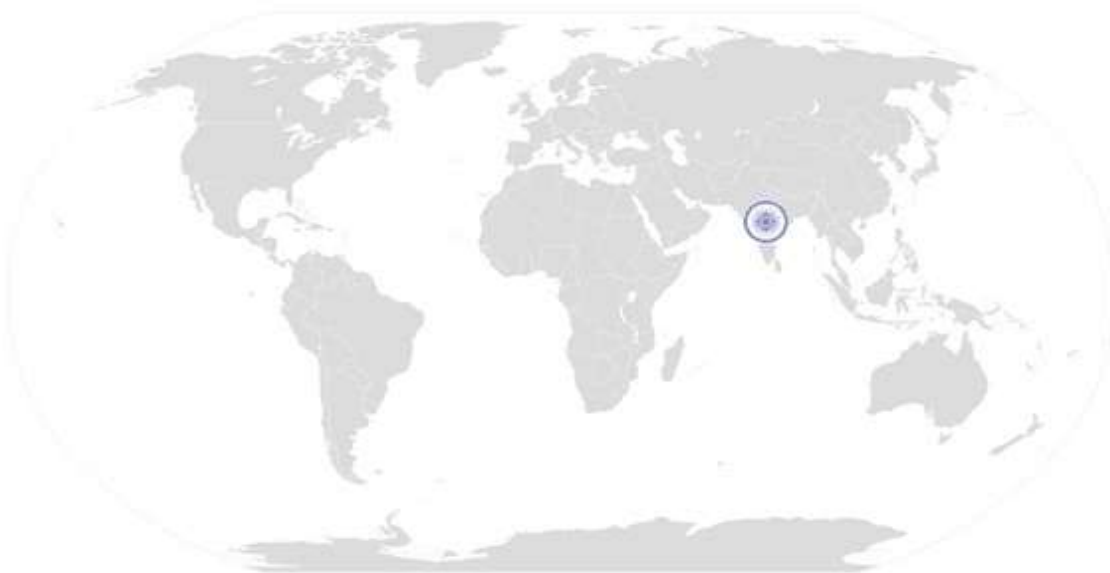
	<b>Motivation</b>
	<p>The user/individual on the job needs to know and understand how to:</p> <p>SA16. Take responsibility for completing one’s own work assignment</p> <p>SA17. Take initiative to enhance/learn skills in ones’s area of work</p> <p>SA18. The capacity to learn from experience in a range 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

To Carry Out Reporting And Documentation

<b>NOS Code</b>	RSC / N 5002		
<b>Credits(NSQF)</b>	TBD	<b>Version number</b>	1.0
<b>Industry</b>	Rubber Manufacturing	<b>Drafted on</b>	20/03/14
<b>Industry Sub-sector</b>	Tyre and NonTyre	<b>Last reviewed on</b>	05/05/14
<b>Occupation</b>	Tyre Cord Dipping	<b>Next review date</b>	05/05/15


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# 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>
	<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>
	<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>

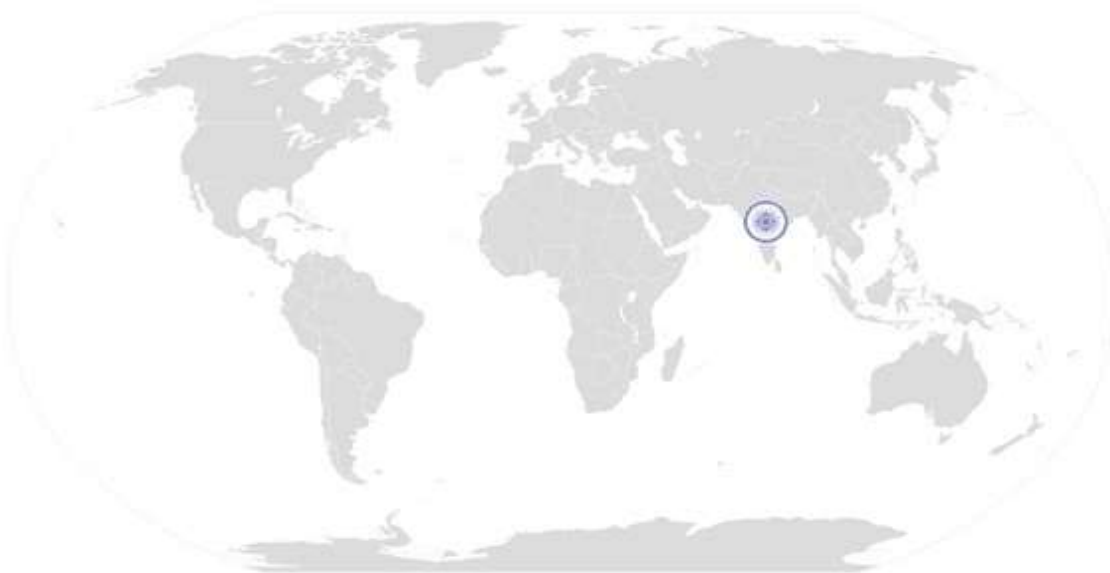
## NOS Version Control

**To Carry Out Quality Checks**

<b>NOS Code</b>	<b>RSC / N 5003</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>20/03/14</b>
<b>Industry Sub-sector</b>	<b>Tyre and NonTyre</b>	<b>Last reviewed on</b>	<b>05/05/14</b>
<b>Occupation</b>	<b>Tyre Cord Dipping</b>	<b>Next review date</b>	<b>05/05/15</b>


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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>

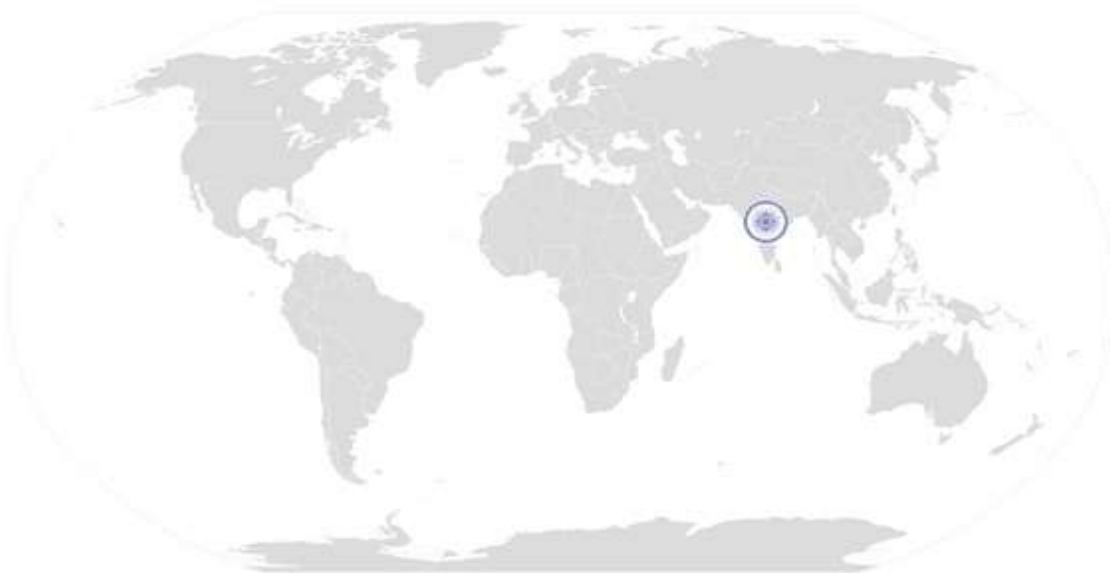
### To Carry Out Problem Identification And Escalation

	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>20/03/14</b>
<b>Industry Sub-sector</b>	<b>Tyre and NonTyre</b>	<b>Last reviewed on</b>	<b>05/05/14</b>
<b>Occupation</b>	<b>Tyre Cord Dipping</b>	<b>Next review date</b>	<b>05/05/15</b>


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**CRITERIA FOR ASSESSMENT OF TRAINEES**

**Job Role**                                 Synthetic Cord Dipping Operator  
**Qualification Pack**                     RSC/ Q 1002  
**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 1004 Prepare dip unit train and collect material for dipping	Equipment readiness	PC1. Ensure that the all the components of dip unit train are functioning properly.	9	5	4
		PC2. Ensure that the emergency safety feature of the train is working.	9	5	4
		PC3. delete	0	0	0

		PC4. Ensure that the dip saturator tank is clean.	4	0	4
		PC5. Set parameters for the machine and equipment as per the organizational SOP.	14	8	6
	Raw material appropriateness	PC6. Ensure that all the ingredients required are approved and released by laboratory.	6	6	0
		PC7. Check if the dip solution has been released by the lab for usage	6	6	0
		PC8. Draw out the required quantity of dip solution from main mixer to the saturator tank meant for dipping fabric on dipping line.	6	0	6
		PC9. Ensure the Fabric to be dipped in the shift are available at the unit site	12	6	6
		PC10. Ensure all balance unused left over ingredients are stored properly to avoid any contamination or deterioration during storage and are used up while net dipping operation .	12	6	6
		Health & Safety	PC11. Ensure the use of certified safe chain hoist/s for lifting material .	5	5
	PC12. Adhere to all safety norms (such as wearing protective gloves ,mask and safety shoes).		10	6	4
	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
<i>RSC / N 1005 Perform sythetic cord dipping operation</i>	Raw material appropriateness	PC1. Ensure that the dimensions of the fabric roll ,the shell is in confirmation to as specified in the instructions /organization's SOP	14	6	8
	Operation	PC2. Loading sequence of ingredients to be strictly followed as per instructions /SOP.	8	2	6
		PC3. Perform and monitor the fabric operation in the dip unit train as per the SOP.	4	0	4

		PC4. Ensure that the fabric is well spread before entering the dip saturator tank	4	0	4
		PC5. Ensure proper flow of dip solution from main mixer tank to the saturator tank by restricted opening of valves on the dip solution line	3	0	3
		PC6. Ensure the line speed is maintained to maintain the Dipping dwell time	7	4	3
		PC7. Pass the fabric through the pull roll assembly and squeeze roll	3	0	3
		PC8. Set properly the Vacuum dewebber /suction pressure and suction Nip gap to get uniform dipping with NO webbing across the width of fabric	12	6	6
		PC9. Ensure that for drying, heat setting and normalizing ovens the temperatures are set correctly as per specifications	12	6	6
		PC10. Pass the fabric through the ovens ensuring the temperatures and the exposure time are maintained	3	0	3
		PC11. Ensure Fabric are passed through wind up accumulator	2	0	2
		PC12. Ensure that the spreaders are utilized correctly to bring the width to the specification at the wind up	3	0	3
		PC13. Wind up dipped fabric on wooden or metallic shells with proper taper tension control.	3	0	3
	Health & Safety	PC14. Ensure the use of certified tools and equipments for material handling	4	4	0
		PC15. Handle the ingredients intended for dipping using hand gloves and other safety equipment as directed by organizations safety department	7	4	3
		PC16. Adhere to all safety norms (such as wearing protective gloves and shoes, safety masks etc)	7	4	3
		PC17. Comply with health, safety, environment guidelines and regulations in accordance with international/national standards or the organizational standards.	2	2	0
		PC18. Follow the guidance of safety department to contain	2	2	0

		spillages which may affect the health and safety of self or the environment in the dip mixer area			
			100	40	60
RSC / N 1006 Perform post dipping activities	Operation	PC1. Ensure proper identification of prepared dip fabric with tags	12	5	7
		PC2. Maintain record of details on greige fabric	12	8	4
		PC3. Record affected portion on the ID tag for suitable action while calendaring	13	6	7
		PC4. Maintain proper record at the dip unit log book to enable traceability and feedback to fabric suppliers for any defects	14	8	6
		PC5. Segregate the rolls with off spec conditions and hold them for disposition by technical	2	0	2
		PC6. Draw sample for lab testing and release.	8	8	0
		PC7. Ensure proper storage of fabric rolls	3	0	3
	Material disposal	PC8. Dispose of waste material safely, as per organizational SOP.	2	0	2
	Batch Marking	PC9. Ensure identification and traceability by marking/coding for the right product as per the instructions laid down by the company (in terms of Roll number,dipped fabric code weight, length , width and date of dipping and operators name ).	11	8	3
	Sampling	PC10. Send sample of the dipped fabric in the specified sample size and method as directed by the company			
	Health & Safety	PC11. Handle the dipped material using hand gloves and other safety equipment.	9	6	3
		PC12. Knowledge of the first aid for handling any injury while cord dipping	4	4	0
		PC13. Adhere to all safety norms (such as wearing protective gloves , shoes, safety masks etc).	7	4	3
		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/N5001 To Carry Out	Pre housekeeping	PC1. Inspect the area while taking into account various surfaces	3	3	0



Housekeeping	activities	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 surfaces	3	3	0
		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
	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/N5002 To Carry Out Reporting And Documentation	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 and Documentation	PC4. Identify documentation to be completed relating to one's role	10	6	4
		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 And Escalation	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
		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

