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RSDC
RUBBER SKILL DEVELOPMENT COUNCIL

Facilitator Guide



Sector
Rubber

Sub-Sector
Manufacturing/Plastics Processing

Occupation
Plastics Processing

Reference ID: RSC/Q4801 (CPC/Q0103)
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Machine Operator Assistant - Plastics Processing

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217, 2nd Floor, Rectangle One, Saket District Centre, New Delhi - 110017

Phone: +91 11 41009347, 41009348

Email: info@rsdcindia.in

Website: www.rsdcindia.in

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Shri Narendra Modi
Prime Minister of India

“ Skilling is building a better India.
If we have to move India towards
development then Skill Development
should be our mission. ”

Acknowledgements

The Rubber Skill Development Council (RSDC) would like to thank all the individuals and institutions who contributed in various ways towards the preparation of this participant handbook. The facilitator guide could not have been completed without their active contribution. Special gratitude is extended to those who collaborated during the preparation of the different modules in the facilitator guidebook. Wholehearted appreciation is also extended to all who provided peer review for these modules.

The preparation of this facilitator guide would not have been possible without the rubber industry's support. Industry feedback has been extremely beneficial since inception to conclusion and it is with their guidance that we have tried to bridge the existing skill gaps in the industry. We hope that this Facilitator Guide provides a sound learning support to our young friends to build a lucrative career in the Rubber Skill Sector of our country.

About this Guide

The facilitator guide (FG) for Machine Operator Assistant - Plastics Processing is primarily designed to facilitate skill development and training of people, who want to become Machine Operator Assistants - Plastics Processing in various plastic processing companies.

The Facilitator Guide is aligned to the Qualification Pack (QP) and the National Occupational Standards (NOS) as drafted by the Rubber Skill Development Council (RSDC) and ratified by National Skill Development Corporation (NSDC).

It includes the following National Occupational Standards (NOSs)-

- Familiarization with basic concepts, job requirements & basic related process (RSC/N4801(CPC/N0109))
- Basic Knowledge about different plastic materials (RSC/N4802 (CPC/N0110))
- Familiarized with various Plastics processing techniques & to assist the Operator in Injection moulding machine, Extrusion, Blow Moulding, etc. (RSC/N4803 (CPC/N0111))
- Maintain basic health and safety practices at the workplace, 5S (RSC/N4101 (CPC/N0411))

Post this training, the participants will be able to perform tasks as professional Machine Operator Assistants - Plastics Processing. We hope that this Facilitator Guide provides a sound learning support to our young friends to build a lucrative career in the Rubber, Chemicals and Petrochemicals skill sector of our country.

Symbols Used



Ask



Explain



Elaborate



Notes



Objectives



Do



Demonstrate



Activity



Team Activity



Facilitation Notes



Practical



Say



Resources



Example



Summary



Role Play



Learning Outcomes

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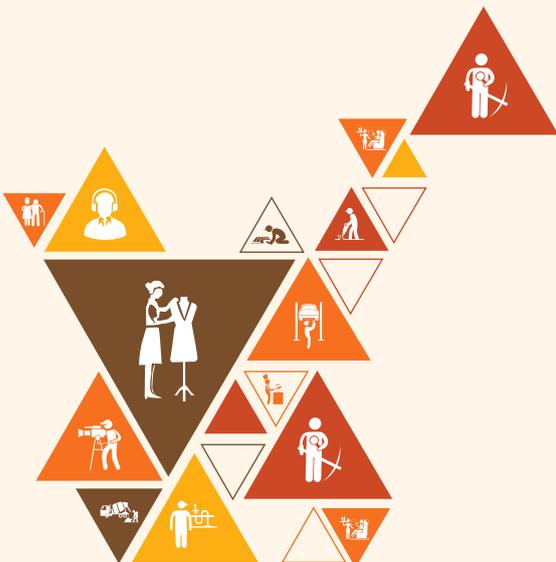
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1. Introduction to the Job Role

Unit 1.1 - History of Plastic

Unit 1.2 - Industrial Association



Key Learning Outcomes



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

1. Describe the history of the development of plastic products
2. Identify the major industrial associations related to Blow Moulding

Unit 1.1: History of Plastic

Unit Objectives

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

1. State the history of the development of plastic
2. Recognise the current industrial scenario of plastic
3. Compare different types of plastic

Resources to be Used

Participant handbook, notebook, pen, whiteboard, markers, etc.

Note

This session of the programme will give the trainees an overview regarding the history of development of plastic products

Say

Good day and very warm welcome to the training program “Machine Operator Assistant- Plastics Processing”

Ask

Ask the trainees the following questions:

- Can anyone mention the different classes of plastics?
- Can anyone state the use of high density polyethylene?
- Can anyone mention the different sectors where plastic finds application?

Write down the trainees’ answers on whiteboard/flipchart. Take appropriate cues from the answers and start teaching the lesson.

Elaborate

In this session, discuss the following points:

- History of development of plastics
- Current Industrial Scenario of plastics
- Types of plastic

Say

Let us now familiarise ourselves with different set of equipment used for plastic processing.

Practical

- Divide the classes in two or three groups
- Take them to the lab
- Show them different equipment used in plastic processing
- Let the students check and inspect the equipment to learn about the process better

Practical	Duration	Resources used
Familiarise with different equipment in lab	Learning names and inspecting equipment- 2 hours Asking relevant questions- 25 mins	Whiteboard/Flipchart, marker, pen, notebook, chart, etc.

Do

- Familiarise the trainees with different equipment names
- Tell them the functions of the equipment briefly
- Make sure everyone is involved during the lab session
- Encourage them to ask questions
- Ensure that the purpose of the practical is fulfilled

Say

Let us now participate in another interesting session for understanding the application of plastics better.

Activity

- The activity will be in the form of a 'show and tell session'
- Call the trainees one by one, provide them with a wide variety of plastic products such as – sewage pipes, plastic bottles, garbage cans, Tupperware, carpets, etc.
- Ask them to identify the class of plastic from which it is made
- Also, ask them to mention other products which could be made from that similar class of plastic

Activity	Duration	Resources used
Practise activity session	Duration – 1 hour	Whiteboard/Flipchart, marker, laptop, notebooks, pen, etc.

Do



- Ensure that each and every trainee participates in the group activity session
- Encourage the trainees to ask questions during the group activity session
- Encourage peer discussion in the class

Notes for Facilitation



- Ask the trainees if they have a brief idea about plastic materials
- Ensure that the trainees know the functions of various equipment in plastic processing
- Encourage them to learn at home from participant handbook and from their surroundings about different things made of plastic
- Ask them if they have any queries regarding the unit

Unit 1.2: Industrial Association

Unit Objectives

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

1. Compare the equipment used for Injection Moulding

Resources to be Used

Participant handbook, notebook, pen, whiteboard, markers, charts, pendrive, laptop, etc.

Note

This session of the programme will give the trainees an overview of different associations related to plastic processing and equipment used for injection moulding.

Say

Good day and very warm welcome to the training program “Machine Operator Assistant-Plastics Processing”. Do you know any names of association related to plastic processing in India?

Ask

Ask the trainees the following questions:

- Why do we need industrial association in plastic processing?
- What is injection moulding?
- What equipment can be used for injection moulding?

Write down the trainees’ answers on whiteboard/flipchart. Take appropriate cues from the answers and start teaching the lesson.

Elaborate

In this session, discuss the following points:

- Different Plastic processing association
- Equipment used for injection moulding
- Current scenario of plastic industry

Say

Let us now participate in an interesting activity to know about plastic products from different polymers

Practical

- This will be a lab-based activity
- Trainees will be shown different types of polymers in the lab
- Trainees will jot down the properties of different polymers
- They will be taught about products derived from different polymers
- Trainees will be given a task on individual basis
- They need to make two columns: On the left side they will enlist the name of the polymers and on the right side products derived from it

Activity	Duration (approx.)	Resources to be used
Lab –based activity session	Duration – 2 hours	Whiteboard/Flipchart, Marker, laptop, pen, Notebooks, etc.

Do

- Ensure that each and every trainee participates in the activity session
- Encourage the trainees to ask questions during the activity session
- Encourage peer discussion in the class
- Make sure they complete the given task on time

Notes for Facilitation

- Ask the trainees if they know about industrial associations in plastic processing
- Encourage trainees to learn about the current industrial scenario
- Ensure that the students have clear idea regarding the equipment used for injection moulding

Answers to Exercises for PHB

1. d) PETE
2. d) Chillers and Cooling Tank
3. c) PVC
4. b) PP
5. a) Shredders

Activity

 <p>PETE Prescription bottles</p>	 <p>HDPE Plastic crates</p>	 <p>PS Plastic cutlery</p>	 <p>PP Disposable cups</p>
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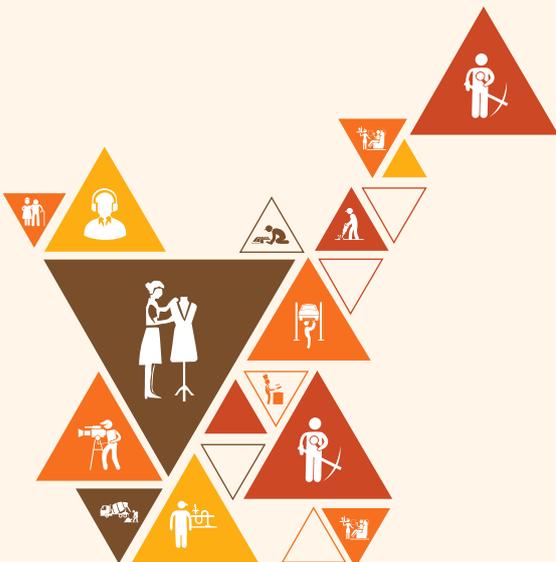


2. Basic Concepts, Job Requirements & Basic Related Process

Unit 2.1 - Process Requirements

Unit 2.2 - Material to be Processed and Apparatus Required

Unit 2.3 - Cleaning of Mould/Die



RSC/N4801,
CPC/N0109

Key Learning Outcomes



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

1. Identify the process requirements
2. Compare the material to be processed and different apparatus required
3. Practice the cleaning of mould
4. Practice escalation of queries and coordinating with various departments

Unit 2.1: Process Requirements

Unit Objectives

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

1. Compare the different process parameters
2. Interpret control diagrams for plastic processing machinery
3. Identify the Do's and Don'ts of plastic manufacturing process

Resources to be Used

- Participant handbook
- Pen drives
- Computers
- Vernier calliper
- Micrometer
- Drills
- Tapes
- Dies
- Plastics raw material like PP, HDPE, PET, PBT, PVC
- Basics machines for training like hand blow molding, semiautomatic blow molding, automatic blow molding,
- Pre drying system like Oven Drier, Hopper Drier, Dehumidifier, Chillers etc.

Note

This session of the programme will give the trainees an overview regarding the plastic manufacturing process

Say

Hello everyone and a warm welcome to the training program “Machine Operator Assistant-Plastics Processing”. We will go through different parts of plastic manufacturing process through this session.

Ask

Ask the trainees the following questions:

- What is the meaning of process parameter?
- Do you know what the use of hydraulic pressure is?
- What is the purpose of making a diagram?

Write down the trainees' answers on whiteboard/flipchart. Take appropriate cues from the answers and start teaching the lesson.

Elaborate

In this session, discuss the following points:

- Teach them about different process parameters:
 - Heaters
 - Hydraulic pressure
 - Rotating speed of the screw
 - Screw pressure
 - The flow of coolant/water
- Explain the control diagram for moulding machine
- Explain the things to do and things to avoid during the manufacturing process

Say

We will go to visit a nearby plastic manufacturing plant to closely observe the process sequentially

Practical

- The trainees will learn from an practical experience
- They will be taken to nearby plastic processing plant
- The trainees should be guided and managed properly
- They are expected to see the process and note down everything
- The trainees will have to interact with other workers
- During the visit, their queries must be resolved
- They must remain under the supervision of the trainer

Activity	Duration	Resources to be used
Practical- Industry visit	Duration – 4 hours	Marker, laptop, pen, Notebooks, etc.

Do

- Ensure that each and every trainee attends industry-visit
- Encourage the trainees to ask questions during the visit session
- Encourage the trainees to make notes , as it will help in better understanding
- Make sure that they interact with other workers
- See if they jot down notes

Notes for Facilitation

- Ask the trainees if they understand the different process parameters
- Ensure that the trainees have clear idea about the plastic processing machinery through control diagram
- Encourage them to ask questions
- Make sure that they know how to follow the do's and don'ts during manufacturing process

Unit 2.2: Material to be Processed and Apparatus Required

Unit Objectives

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

1. Compare the different types of mould/die required
2. Identify different spare parts of plastic processing machinery

Resources to be Used

- Participant handbook
- Pen drives
- Computers
- Vernier calliper
- Micrometer
- Drills
- Tapes
- Dies
- Plastics raw material like PP, HDPE, PET, PBT, PVC
- Basics machines for training like hand blow molding, semiautomatic blow molding, automatic blow molding,
- Pre drying system like Oven Drier, Hopper Drier, Dehumidifier, Chillers etc.

Note

This session of the programme will give the trainees an overview regarding the different types of mould/die and spare parts of plastic processing machinery.

Say

Good day and very warm welcome to the training program “Machine Operator Assistant-Plastics Processing”. Today we will discuss spare parts of plastic processing machinery.

Ask

Ask the trainees the following questions:

- Can you identify different type of mould?
- Can you tell me some of the parts of plastic manufacturing machinery?

Write down the trainees' answers on whiteboard/flipchart. Take appropriate cues from the answers and start teaching the lesson.

Elaborate

In this session, discuss the following points:

- Explain students how to identify different types of mould:
 - steel
 - pre-hardened steel
 - aluminium
 - beryllium-copper alloy
- Explain comparative performance of different types of mould
- Teach them how to choose mould depending on cost-effectiveness
- Elaborate different spare parts of processing machinery:
 - Screen changer
 - Barrel
 - Sheet dies

Say

Let us now have an hands on experience about how spare parts of a processing machinery look like through a lab session.

Practical

- The activity will be a practical demonstration session in the lab
- Students will be taught about different spare parts of the manufacturing machinery
- They will observe and understand how everything works
- They are expected to note down everything about the demonstration

Activity	Duration	Resources to be used
Practical- Lab session	Duration – 2 hour	Whiteboard, Marker, laptop, pen, Notebooks, etc.

Do

- Ensure that each and every trainee attends the lab session actively
- Encourage peer discussion in the class
- Encourage the trainees to take notes , where required
- Explain things in easy words
- Question whether they understand everything
- Make sure everyone participates and responds to answer questions

Notes for Facilitation

- Ask the trainees if they have a clear idea about the different types of mould/die
- Ensure that the trainees understand the different components and features of mould/die
- Encourage the students to learn about spare parts for continuous operation

Unit 2.3: Cleaning of Mould/Die

Unit Objectives

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

1. Perform mould cleaning
2. Identify different types of trimming tools

Resources to be Used

- Participant handbook
- Pen drives
- Computers
- Vernier calliper
- Micrometer
- Drills
- Tapes
- Dies
- Plastics raw material like PP, HDPE, PET, PBT, PVC
- Basics machines for training like hand blow molding, semiautomatic blow molding, automatic blow molding,
- Pre drying system like Oven Drier, Hopper Drier, Dehumidifier, Chillers etc.

Note

This session of the programme will give the trainees an overview on how to clean mould/die

Say

Good day and very warm welcome to the training program “Machine Operator Assistant- Plastic processing”. Today our discussion will revolve around cleaning of mould/die.

Ask

Ask the trainees the following questions:

- What are the ways to clean the mould/die?
- What are the tools that can be used for cleaning the mould/die?

Write down the trainees’ answers on whiteboard/flipchart. Take appropriate cues from the answers and start teaching the lesson.

Elaborate

In this session, discuss the following points:

- Explain various methods to clean mould
 - Visual inspection
 - Wiping with clothes
 - Dry ice blasting technology
 - Ultrasonic method
- Demonstrate different types of trimming tools and their usage
 - Hacksaw
 - Coping saw
 - Band saw
 - Table saw
 - Jigsaw
 - Router

Say

Let us now participate in an interesting activity to clear our concept on trimming tools.

Activity

- This will be a group activity
- The students will be divided in two groups
- Small chits should be made and kept in a bowl
- Each group will send one of its teammates
- He/she will choose a chit from the bowl and see the name given
- He /she will describe the function of the tool without naming it
- The team will guess the name of the tool
- Best group will be declared winner

Activity	Duration (approx.)	Resources to be used
Guessing game	2 hours	Whiteboard/Flipchart, Marker, laptop, projector, screen

Do



- Guide the students to understand the activity
- Make sure everybody participates
- Clear the concept where participants get stuck
- Try to instil peer-learning by the activity

Notes for Facilitation



- Ask the trainees if they know how to clean the mould
- Encourage the trainees to be able to recognise different trimming tools
- Ensure that the students are able to use different types of trimming tools

Answers to Exercises for PHB

1. c) Jack Saw
2. c) Coping Saw
3. b) Dry-ice Blasting
4. b) Screen Changer
5. a) Aluminium



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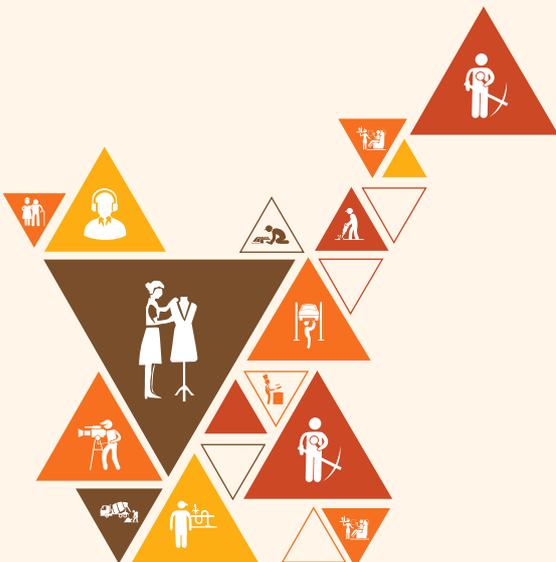
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3. Escalation of Queries and Interaction with Other Departments

Unit 3.1 - Consulting Superiors at the Workplace

Unit 3.2 - Coordination with Other Department Person



RSC/N4801,
CPC/N0109

Key Learning Outcomes



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

1. Describe the ways to consult a superior.
2. Discuss different ways to coordinate with other departments.

Unit 3.1: Consulting Superiors at the Workplace

Unit Objectives

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

1. Report doubts to seniors
2. Practice coordination with different department

Resources to be Used

- Participant handbook
- Pen drives
- Computers
- Vernier calliper
- Micrometer
- Drills
- Tapes
- Dies

Note

This session of the programme will give the trainees an overview of consulting with superiors and other departments in case there is any queries.

Say

Hello and welcome to the training program “Machine Operator Assistant- Plastics Processing”. We will get to know about the ways to approach other department.

Ask

Ask the trainees the following questions:

- Do you think your seniors/superiors can help you with any queries?
- What is the best way to approach superiors for clarification on something?

Write down the trainees’ answers on whiteboard/flipchart. Take appropriate cues from the answers and start teaching the lesson.

Elaborate

In this session, discuss the following points:

- Let the students understand the importance of interacting with superiors
- Teach them ways to interact with superiors
- Tell them how to clarify concepts with the help of other departments

Say

Let us now participate in an interesting activity for understating the session well.

Activity

- The activity will be in the form of a practise session
- This will be an individual activity
- Tell everyone to interact with the superiors
- Instruct them to ask relevant questions and doubts getting clarified by the superiors
- Tell them to get to know any extra tip from their experience
- Everything should be jotted down
- Evaluate on the basis of individual performance

Activity	Duration (approx.)	Resources to be used
Practise Session	Duration – 2 hours	Whiteboard/Flipchart, marker, laptop, pen, notepad, etc.

Do

- Ensure that each and every trainee participates in the Practise Session
- Encourage the trainees to ask questions during the activity session
- Encourage peer discussion in the class

Say

Let us now participate in another interesting activity to understand proper coordination with other departments.

Activity

- The activity will be in the form of a practise session
- Tell the trainees to interact with other departments
- Ask the trainees to understand how other departments are linked or different with/from their department
- Everything will be jotted down
- Evaluation should be based on individual performance

Activity	Duration (approx.)	Resources to be used
Practise Session	Duration – 2 hours	Whiteboard/Flipchart, marker, laptop, pen, notepad, etc.

Do

- Ensure that each and every trainee attends the practise activity
- Encourage peer discussion in the class
- Encourage the trainees to take notes , where required

Notes for Facilitation

- Ask the trainees if they know how to interact with their superiors
- Encourage other trainees to understand the impact of coordinating with persons from other departments
- Ask if they understand the benefits of interacting with superiors/people from other departments
- Ensure that the trainees grow by peer-learning

Unit 3.2: Coordination with Other Department Person

Unit Objectives

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

1. Coordinate with your colleagues
2. Effective communication with cross-functional colleagues

Resources to be Used

- Participant handbook
- Pen drives
- Computers
- Vernier calliper
- Micrometer
- Drills
- Tapes
- Dies

Note

This session of the programme will give the trainees an overview of how to coordinate with colleagues and develop effective communication with cross-functional colleagues

Say

Hello and welcome to the training program “Machine Operator - Plastics Processing”. We will get to know about the ways to approach other department.

Ask

Ask the trainees the following questions:

- How can we establish a good relationship with colleagues?
- What is the best way to establish Effective communication with cross-functional colleagues?

Write down the trainees’ answers on whiteboard/flipchart. Take appropriate cues from the answers and start teaching the lesson.

Elaborate

In this session, discuss the following points:

- Let the students understand the importance of interacting with colleagues
- Teach them ways to interact cross functional colleagues

Say

Let us now participate in an interesting activity for understating the session well.

Activity

- The activity will be in the form of a practise session
- Ask the trainees to jot down whatever they know about a cross-functional colleagues
- Ask the trainees to list the ways of coordinating with people from different departments
- Evaluate on the basis of individual performance

Activity	Duration (approx.)	Resources to be used
Listing activity	Duration – 2 hours	Whiteboard/Flipchart, marker, laptop, pen, notepad, etc.

Do

- Ensure that each and every trainee attends the listing activity
- Encourage peer discussion in the class

Notes for Facilitation

- Ask the trainees if they know how to coordinate with colleagues
- Encourage other trainees to understand the impact of coordinating with colleagues
- Ask if they understand the benefits of effective communication with cross-functional colleagues

Answers to Exercises for PHB

1. a) A person higher in rank and degree
2. d) Make your work inefficient
3. b) Appearing decisive in presenting your options



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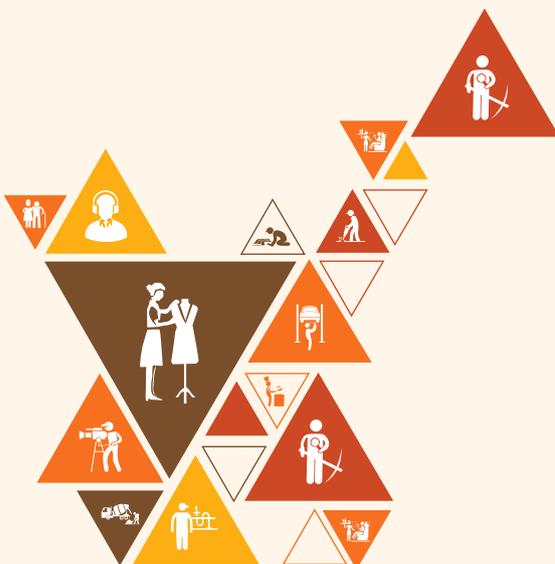
4. Basic Knowledge about Different Plastic Material

Unit 4.1 - Different Types of Plastic Materials

Unit 4.2 - Processing Behaviour of Various Plastic Raw
Materials

Unit 4.3 - Safe Storage of Raw Materials

Unit 4.4 - Hazards and Safety Aspects



RSC/N4802,
CPC/N0110

Key Learning Outcomes



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

1. Identify different types of plastic materials
2. Compare characteristics of various plastic materials
3. Recognise the processing behaviour of various plastic raw materials
4. Practice safe storage of raw materials
5. Identify various kinds of hazards and safety practices

Unit 4.1: Different Types of Plastic Materials

Unit Objectives

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

1. Compare different types of plastic materials
2. Identify the types of additives added to plastic
3. Identify the various types of raw materials used in the plastic industry
4. Compare the properties of various plastic materials

Resources to be Used

- Participant handbook
- Vernier calliper
- Micrometer
- Drills
- Tapes
- Dies
- Plastics raw material like PP, HDPE, PET, PBT, PVC
- Basics machines for training like hand blow molding, semiautomatic blow molding, automatic blow molding,
- Pre drying system like Oven Drier, Hopper Drier, Dehumidifier, Chillers etc.

Note

This session of the programme will give the trainees an overview of different types of plastic materials

Say

Good day and very warm welcome to the training program “Machine Operator Assistant- Plastic Processing”. We will start our session after a brief discussion on types of plastic.

Ask

Ask the trainees the following questions:

- Are all things made of plastic come from same material?
- Can you name some of the types of plastic?
- What are the properties of plastic materials?

Write down the trainees' answers on whiteboard/flipchart. Take appropriate cues from the answers and start teaching the lesson.

Elaborate

In this session, discuss the following points:

- Different types of plastic materials
 - Acrylonitrile Butadiene Styrene
 - Nylon
 - Acetate or cellulose
 - Polystyrene
 - Polyethylene
- Various kinds of additives in use
 - Colourant
 - Plasticizers
 - Stabilizers
 - Anti-oxidants
 - Flame retardants
 - Ultraviolet light absorbers
 - Antistatic agents
- The importance of reinforcements to strengthen the material like:
 - Anti-microbial
 - Fillers
 - Flowing agents
 - Release agents
 - Flame retardants
- Type of Raw Material for Plastic Industry
 - PolymethylMethacrylate (PMMA)
 - Polycarbonate (PC)
 - Polyethylene (PE)
 - Polypropylene (PP)
 - Polyethylene Terephthalate (PETE)
 - Polyvinyl Chloride (PVC)

Say

Let us now participate in an interesting activity to get an understanding about different types of plastic material.

Practical

- This will be a practical demonstration
- Students will be guided by the trainer to the lab
- Different types of plastic material should be shown to the students
- They must observe the properties of each material
- The trainees need to compare each material with other materials
- The outcomes should be jotted down on notebook
- Students should be evaluated on individual basis

Activity	Duration (approx.)	Resources to be used
In Lab session	Duration – 3 hours	Plastic materials, colorants, mould of different shape and sizes

Do

- Ensure that each and every trainee participates in the practical session
- Encourage the trainees to ask questions
- Encourage peer discussion to enhance creativity

Say

Did you enjoy the activity? Let us now go through another activity to have a clear understanding on use of additives in plastic processing.

Practical

- This will be a practical demonstration
- Students will be supervised by the trainer
- Different types additives are shown to the trainees
- They must observe the properties of additives when the trainer explain it
- The outcomes should be jotted down on notebook
- Students should be evaluated on individual basis

Activity	Duration (approx.)	Resources to be used
In Lab session	Duration – 3 hours	Plastic materials, colorants, mould of different shape and sizes

Ask

Ask the trainees the following questions:

- Are additives important?
- How do additives impact the strength of a material?
- Name the various kinds of additives
- Tell me about some properties of additives?

Write down the trainees' answers on whiteboard/flipchart. Take appropriate cues from the answers and start teaching the lesson.

Do

- Draw real-life examples while conducting this activity
- Encourage trainees to participate individually in this activity
- Keep the ambience constructive and positive
- Appreciate each trainee for active participation

Notes for Facilitation

- Guide the trainees to learn about different types of plastic materials
- Ensure that the students are able to identify properties of different plastic materials
- Encourage the trainees to learn about different types of additives
- Teach them the impact of additives and reinforcements in the process of plastic manufacturing

Unit 4.2: Processing Behaviour of Various Plastic Raw Materials

Unit Objectives

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

1. Compare the mould temperature and melt temperature for different kinds of plastic
2. Interpret the conversion procedure and processing characteristics of plastics

Resources to be Used

- Participant handbook
- Vernier calliper
- Micrometer
- Drills
- Tapes
- Dies
- Plastics raw material like PP, HDPE, PET, PBT, PVC
- Basics machines for training like hand blow molding, semiautomatic blow molding, automatic blow molding,
- Pre drying system like Oven Drier, Hopper Drier, Dehumidifier, Chillers etc.

Note

This session of the programme will give the trainees an overview regarding the processing characteristics of plastic raw materials.

Say

Hello everyone and a very warm welcome to the training program “Machine Operator Assistant-Plastics Processing”. Before we start this session, can anybody tell me what “melting point” is?

Ask

Ask the trainees the following questions:

- Can you name some materials of plastic?
- What is the difference between the melting point and moulding point?
- What are some of the characteristics of plastic during conversion?

Write down the trainees' answers on whiteboard/flipchart. Take appropriate cues from the answers and start teaching the lesson.

Elaborate

In this session, discuss the following points:

- Melting temperature of different plastic materials
- Processing temperature
- Processing characteristics of plastic materials
- Conversion procedure
 - Melting the thermoplastic
 - Injecting the molten thermoplastic
 - Shaping the molten thermoplastic
 - Cooling the shaped thermoplastic
 - Removal of the thermoplastic article

Say

We will go through an interesting activity to understand processing behaviour of plastic materials in a better and simple way

Activity

Ask the trainees to perform the following activities:

- This will be an individual activity
- There will be a time limit for the given task
- Students are expected to make three columns
- They will write about material name, melting time and moulding time on those columns
- Top three persons that write as many names with characteristics will be declared winners
- After the task is complete, everything will be written on whiteboard
- The trainer will interact with students individually

Activity	Duration	Resources to be used
Activity- Naming materials	Duration – 2 hours	Chart paper, pen, marker, colour pencil, marker, sketch pen, etc.

Do

- Ensure all the trainees participate in the activity session
- Encourage peer discussion
- Help the trainees identify the correct their mistakes

Notes for Facilitation

- Ask the trainees if they understand the processing behaviour of the plastic material
- Encourage trainees to learn about different melting and moulding temperatures of materials
- Ensure that the trainees know the conversion procedure

Unit 4.3: Safe Storage of Raw Materials

Unit Objectives

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

1. Identify the required materials for plastic processing
2. Practise safe storage of raw materials

Resources to be Used

- Participant handbook
- Vernier calliper
- Micrometer
- Drills
- Tapes
- Dies
- Plastics raw material like PP, HDPE, PET, PBT, PVC
- Basics machines for training like hand blow molding, semiautomatic blow molding, automatic blow molding,
- Pre drying system like Oven Drier, Hopper Drier, Dehumidifier, Chillers etc.

Note

This session of the programme will give the trainees an overview regarding the safe storage of raw materials of plastic

Say

Good day and very warm welcome to the training program “Machine Operator Assistant-Plastics Processing”. Today we will learn about safe storage of raw materials in plastic processing.

Ask

Ask the trainees the following questions:

- Can you identify different plastic materials?
- Why do we need to store plastic materials?

Write down the trainees’ answers on whiteboard/flipchart. Take appropriate cues from the answers and start teaching the lesson.

Elaborate

In this session, discuss the following points:

- Required materials for plastic processing
- Safe storage of raw materials

Say

Let us dive into an activity to learn about storing raw materials in a simple way.

Activity

- This is an individual activity
- Tell students to enlist different raw materials
- Trainees will write about the ways to safely store the material
- The students will be evaluated on individual basis
- The best answer will be chosen by the trainer and read out aloud

Activity	Duration	Resources used
Make a list	Duration – 2 hours	Chart paper, pen, marker, colour pencil, marker, sketch pen, etc.

Do

- Ensure all the trainees participate in the activity session
- Encourage peer discussion
- Correct any mistakes made by students, checking lists on individual basis

Notes for Facilitation

- Ask the trainees if they know about different raw materials of plastic
- Ensure that the trainees understand the process of storing materials safely
- Make sure that the students do not have any problems understanding the concept

Unit 4.4: Hazards and Safety Aspects

Unit Objectives

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

1. Identify the various kinds of hazards
2. Implement safety practices

Resources to be Used

- Participant handbook
- Vernier calliper
- Micrometer
- Drills
- Tapes
- Dies
- Plastics raw material like PP, HDPE, PET, PBT, PVC
- Basics machines for training like hand blow molding, semiautomatic blow molding, automatic blow molding,
- Pre drying system like Oven Drier, Hopper Drier, Dehumidifier, Chillers etc.

Note

This session of the programme will give the trainees an overview regarding various kinds of hazards and ways to implement safety practices

Say

Hello and welcome to the training program “Machine Operator Assistant-Plastics Processing”. We are going to discuss about hazards and safety practices in plastic processing.

Ask

Ask the trainees the following questions:

- Can anyone state the different hazards associated with plastic processing?
- Why do we need safety practices?

Write down the trainees’ answers on whiteboard/flipchart. Take appropriate cues from the answers and start teaching the lesson.

Elaborate

In this session, discuss the following points:

- Types of hazards
- Safety aspects

Say

Hope, the session seems interesting. Let us go through an activity to make things interesting.

Practical

- This will be a group practical
- Students will be taken to lab by the trainer
- The trainer will demonstrate ways to handle machines safely
- Other than handling machines, trainers will also show students other safety aspects
- Students will note down all the relevant information

Activity	Duration	Resources used
Practical Session	Duration – 2 hours	Chart paper, pen, marker, colour pencil, marker, sketch pen, etc.

Do

- Ensure all the trainees participate in the practical
- Try demonstrating things with examples from everyday life
- Ensure that the students note down everything

Notes for Facilitation

- Ask the trainees if they have any questions
- Ensure that the students know all the raw materials in plastic processing
- Make sure that the trainees understand the safety aspects of the processing

Answers to Exercises for PHB

1. d) 280-320°C
2. b) 50-80°C
3. b) Plasticate
4. a) 180-240°C
5. b) Plasticizers



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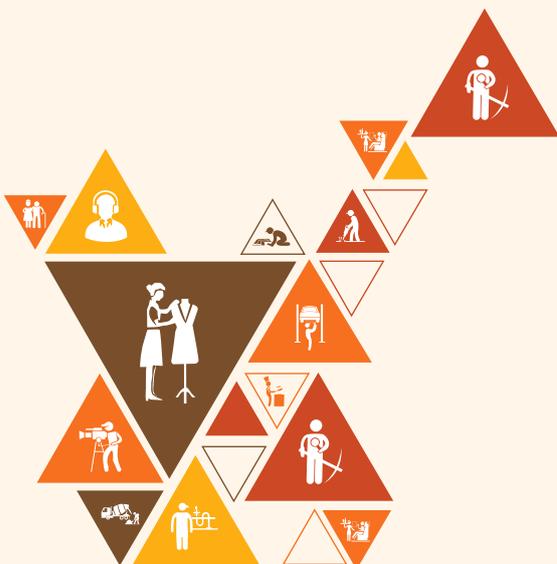
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5. Pre-Moulding

- Unit 5.1 - Semi-Automatic & Fully-Automatic Operation of Machines
- Unit 5.2 - Machine Operating Procedure
- Unit 5.3 - Setting of Injection Moulding Machine



RSC/N4803,
CPC/N0111

Key Learning Outcomes



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

1. Discuss different operation of machines
2. Describe the start-up procedure
3. Describe the shutdown procedure
4. Discuss the different principles of injection moulding
5. Discuss the various parameters that should be kept in mind while setting up an injection moulding machine

Unit 5.1: Semi-Automatic & Fully-Automatic Operation of Machines

Unit Objectives

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

1. Identify the different type of plastic processing machines
2. Employ machine operating procedure
3. Practice setting various vital parameters of an Injection Moulding machine
4. Compare different ancillary equipment used in plastic processing
5. setup temperature, speed of a plastic processing machinery

Resources to be Used

- Participant handbook
- Plastics raw material like PP, HDPE, PET, PBT, PVC
- Basics machines for training like hand blow molding, semiautomatic blow molding, automatic blow molding,
- Pre drying system like Oven Drier, Hopper Drier, Dehumidifier, Chillers etc.

Note

This session of the programme will give the trainees an overview the types of plastic processing machines

Ask

Ask the trainees the following questions:

- What is the use of injection moulding machine?
- What is the use of plastic extrusion machine?

Write down the trainees' answers on whiteboard/flipchart. Take appropriate cues from the answers and start teaching the lesson.

Elaborate

In this session, discuss the following points:

- Types of plastic processing machines

Say

Let us now participate in an interesting activity to get an understanding of types of plastic processing machines

Practical

- Students will be guided by the trainer to the lab
- Bring different types of plastic processing machine to the lab
- Ask the students to identify the different machines
- Ask the students to list the uses of the different plastic processing machines

Activity	Duration (approx.)	Resources to be used
Lab session	2 hours	Injection Moulding Machine, Plastic extrusion machine, Plastic blow moulding machine, pen, notebook, marker, writing, pad, etc.

Do

- Keep the ambience constructive and positive
- Ensure that all trainees participate in this activity
- Appreciate each trainee for active participation

Notes for Facilitation

- Guide the trainees to learn about the operation of an extruder
- Ensure that the trainees know how to operate the hydraulic system
- Ensure that the trainees know how to operate the chiller
- Teach them how to start the blow moulding machine

Unit 5.2: Machine Operating Procedure

Unit Objectives

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

1. Operate an extruder
2. Operate the hydraulic system
3. Set the temperature accurately
4. Operate the chiller
5. Start the blow moulding machine

Resources to be Used

- Participant handbook
- Plastics raw material like PP, HDPE, PET, PBT, PVC
- Basics machines for training like hand blow molding, semiautomatic blow molding, automatic blow molding,
- Pre drying system like Oven Drier, Hopper Drier, Dehumidifier, Chillers etc.

Note

This session of the programme will give the trainees an overview of how to operate an extruder, hydraulic system, chiller, etc.

Say

Good day and very warm welcome to the training program “Machine Operator- Plastic Processing”. We will start our session after a brief discussion on types of plastic.

Ask

Ask the trainees the following questions:

- What is an extruder?
- What is a chiller?

Write down the trainees’ answers on whiteboard/flipchart. Take appropriate cues from the answers and start teaching the lesson.

Elaborate

In this session, discuss the following points:

- Types of Machines
- Start-up Procedure
- Shut-Down Procedure

Say

Let us now participate in an interesting activity to get an understanding of the functioning of an extruder.

Practical

- This will be a practical demonstration
- Students will be guided by the trainer to the lab
- Bring an extruder to the lab
- Set to a certain temperature
- Stop the extruder
- Ask the students to observe carefully the process of minimized polymer degradation
- Cover the face of the die tooling with plastic-coated aluminium foil with the plastic side facing the tooling. This minimizes the amount of oxygen entering the system and therefore minimized polymer degradation
- Ask the students to take notes
- Ask them to practise the same procedure in the lab

Activity	Duration	Resources used
Lab session	3 hours	Extruder, pen, notebook, marker, writing, pad, etc.

Do

- Ensure that each and every trainee participates in the practical session
- Encourage the trainees to ask questions

Notes for Facilitation

- Ensure that the trainees know the different plastic processing machines
- Ensure that the trainees know the uses of plastic processing machines

Unit 5.3: Setting of Injection Moulding Machine

Unit Objectives

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

1. Set the parameters accurately
2. Set the temperature accurately
3. Perform the compounding process
4. Explain the importance of power supply during plastic processing
5. Summarise the importance of the correct hydraulic oil level
6. Use chemically treated water in an injection moulding machine

Resources to be Used

- Participant handbook
- Plastics raw material like PP, HDPE, PET, PBT, PVC
- Basics machines for training like hand blow molding, semiautomatic blow molding, automatic blow molding,
- Pre drying system like Oven Drier, Hopper Drier, Dehumidifier, Chillers etc.

Note

This session of the programme will give the trainees an overview of the principles of injection moulding and setting parameters in the same.

Ask

Ask the trainees the following questions:

- What is injection moulding?
- What is a chiller?

Write down the trainees' answers on whiteboard/flipchart. Take appropriate cues from the answers and start teaching the lesson.

Elaborate

In this session, discuss the following points:

- Principle of injection moulding
- Parameter setting
- Compounding / colour blending

Say

Let us now participate in an interesting activity to get an understanding of the principle of injection moulding

Practical

- This will be an individual activity
- Ask the trainees to list the principles of injection moulding

Activity	Duration	Resources to be used
Lab session	2 hours	Pen, notebook, marker, writing, pad, etc.

Do

- Ensure that each and every trainee participates in the activity session
- Encourage the trainees to ask questions

Notes for Facilitation

- Guide the trainees to learn about the principle of injection moulding
- Ensure that the trainees know how to set parameter

Answers to Exercises for PHB

1. 275°F
2. 80-120 psi
3. 5-15 psi
4. Heat transfer and pressure flow
5. 440-480 VAC
6. Serving life of hydraulic oil
7. 70-90°F
8. Composite
9. Masterbatches



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6. Moulding Operation

Unit 6.1 - Temperature, Speed of a Plastic Processing Machine

Unit 6.2 - Clamping System

Unit 6.3 - Mould Loading and Unloading Procedure

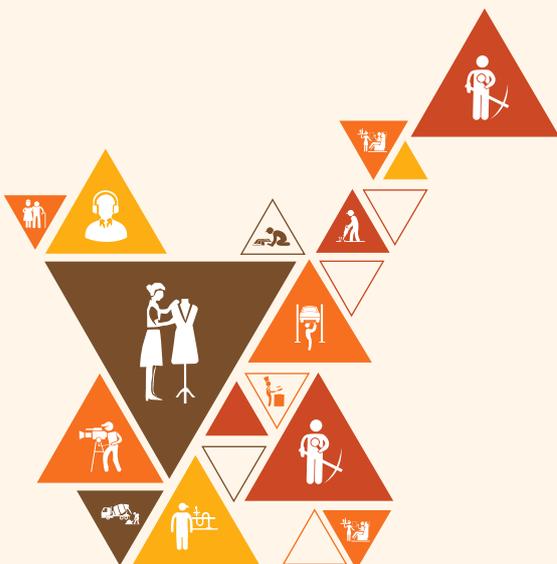
Unit 6.4 - Drying Operation

Unit 6.5 - Load the Material of Pigment in the Hopper

Unit 6.6 - Calculation of Different Parameters

Unit 6.7 - Inspection of the Final Product and the Machine

Unit 6.8 - Post Moulding Operation



RSC/N4803,
CPC/N0111

Key Learning Outcomes



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

1. Describe melt temperature
2. Describe mould temperature
3. Explain the operation of clamping system
4. Discuss the process of loading and unloading of mould
5. Explain the process of dry cycling
6. State the usage of colour feeder
7. Perform regular maintenance of the machine
8. Perform post moulding operation
9. Calculation of different parameters
10. Monitoring of parameters
11. Inspect the final product

Unit 6.1: Temperature, Speed of a Plastic Processing Machine

Unit Objectives

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

1. Compare the two different types of temperature

Resources to be Used

- Participant handbook
- Vernier calliper, micrometer, drills, tapes and dies
- Plastics raw material like PP, HDPE, PET, PBT, PVC
- Basics machines for training like hand blow molding, semiautomatic blow molding, automatic blow molding,
- Pre drying system like Oven Drier, Hopper Drier, Dehumidifier, Chillers, M/C with accessories etc. etc.

Note

This session of the programme will give the trainees an overview of two different types of temperature

Ask

Ask the trainees the following questions:

- What is melt temperature?
- What is mould temperature?

Write down the trainees' answers on whiteboard/flipchart. Take appropriate cues from the answers and start teaching the lesson.

Elaborate

In this session, discuss the following points:

- Melt Temperature
- Mould Temperature

Say

Let us now participate in an interesting activity to get an understanding of different temperatures

Activity

- This will be an individual activity
- Ask the trainees to Compare the two different types of temperature and jot down the points

Activity	Duration	Resources used
Comparing activity	Duration – 2 hours	Pen, notebook, marker, writing, pad etc.

Do

- Make sure that all the trainees are active participants
- Watch carefully and enquire if the trainees require any support from you.
- If required, use words of encouragement

Notes for Facilitation

- Ensure that the trainees know about melt temperature
- Ensure that the trainees know about mould temperature

Unit 6.2: Clamping System

Unit Objectives

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

1. Compare different types of clamping system

Resources to be Used

- Participant handbook
- Vernier calliper, micrometer, drills, tapes and dies
- Plastics raw material like PP, HDPE, PET, PBT, PVC
- Basics machines for training like hand blow molding, semiautomatic blow molding, automatic blow molding,
- Pre drying system like Oven Drier, Hopper Drier, Dehumidifier, Chillers, M/C with accessories etc. etc.

Note

This session of the programme will give the trainees an overview of different types of clamping system

Ask

Ask the trainees the following questions:

- What are the different clamping methods?
- What is toggle type clamping?

Write down the trainees' answers on whiteboard/flipchart. Take appropriate cues from the answers and start teaching the lesson.

Elaborate

In this session, discuss the following points:

- Manual Clamping
- Toggle type clamping
- Hydraulic clamping
- Hydro-mechanical clamping
- Tie-bar less clamping

Say

Let us now participate in an interesting activity to get an understanding of different clamping system

Activity

- This will be an individual activity
- Ask the trainees to Compare the two different types clamping and jot the points

Activity	Duration	Resources used
Comparing activity	Duration – 2 hours	Pen, notebook, marker, writing, pad etc.

Do

- Encourage trainees to participate individually in this activity
- Ensure that all trainees participate in the class

Notes for Facilitation

- Ensure that the trainees know about manual clamping
- Ensure that the trainees know about toggle type clamping
- Ensure that the trainees know about hydraulic clamping
- Ensure that the trainees know about hydro-mechanical clamping
- Ensure that the trainees know about Tie-bar less clamping

Unit 6.3: Mould Loading and Unloading Procedure

Unit Objectives

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

1. Practise mould loading and unloading
2. Setup a dry run
3. Practise loading the pigmenting material in the hopper

Resources to be Used

- Participant handbook
- Vernier calliper, micrometer, drills, tapes and dies
- Plastics raw material like PP, HDPE, PET, PBT, PVC
- Basics machines for training like hand blow molding, semiautomatic blow molding, automatic blow molding,
- Pre drying system like Oven Drier, Hopper Drier, Dehumidifier, Chillers, M/C with accessories etc. etc.

Note

This session of the programme will give the trainees an overview of mould loading and unloading, setting a dry run, loading the pigmenting material in the hopper

Ask

Ask the trainees the following questions:

- How is mould loading and unloading done?
- How is pigment material loaded in the hopper?

Write down the trainees' answers on whiteboard/flipchart. Take appropriate cues from the answers and start teaching the lesson.

Elaborate

In this session, discuss the following points:

- Loading and Unloading Procedure

Say

Let us now participate in an interesting activity to get an understanding of how mould can be loaded onto the plastics moulding machine and then unloaded

Activity

- This will be an individual activity
- Ask the trainees to list the steps of loading the mould onto the plastics moulding machine
- Ask the trainees to list the steps of unloading the mould

Activity	Duration (approx.)	Resources to be used
Listing activity	Duration – 2 hours	Pen, notebook, marker, writing, pad etc.

Do

- Encourage everyone to participate actively in class.
- Encourage the trainees to help each other.
- Appreciate each trainee for their participation.

Notes for Facilitation

- Ensure that the trainees know about loading and unloading procedure
- Ensure that the trainees know about Mould unloading

Unit 6.4: Drying Operation

Unit Objectives

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

1. Compare between different dry checking methods
2. Perform the method of pre-drying

Resources to be Used

- Participant handbook
- Vernier calliper, micrometer, drills, tapes and dies
- Plastics raw material like PP, HDPE, PET, PBT, PVC
- Basics machines for training like hand blow molding, semiautomatic blow molding, automatic blow molding,
- Pre drying system like Oven Drier, Hopper Drier, Dehumidifier, Chillers, M/C with accessories etc. etc.

Note

This session of the programme will give the trainees an overview of different dry checking methods

Ask

Ask the trainees the following questions:

- What are the different dry checking methods?
- What is pre-drying method?

Write down the trainees' answers on whiteboard/flipchart. Take appropriate cues from the answers and start teaching the lesson.

Elaborate

In this session, discuss the following points:

- Dry Run
- Arrange for pre-drying

Say 

Let us now participate in an interesting activity to get an understanding of different dry checking methods

Activity 

- This will be an individual activity
- Ask the trainees to describe the methods of dry run and steps for pre-drying

Activity	Duration	Resources used
Listing activity	Duration – 2 hours	Pen, notebook, marker, writing, pad etc.

Do 

- Keep the ambience constructive and positive
- Ensure that all trainees participate in this activity
- Appreciate each trainee for active participation

Notes for Facilitation 

- Ensure that the students know about different dry checking methods
- Ensure that the students know how to Perform the method of pre-drying

Unit 6.5: Load the Material of Pigment in the Hopper

Unit Objectives

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

1. Identify different colour feeders
2. Calculate the amount of colourant to be added
3. Calculate feed rate

Resources to be Used

- Participant handbook
- Vernier calliper, micrometer, drills, tapes and dies
- Plastics raw material like PP, HDPE, PET, PBT, PVC
- Basics machines for training like hand blow molding, semiautomatic blow molding, automatic blow molding,
- Pre drying system like Oven Drier, Hopper Drier, Dehumidifier, Chillers, M/C with accessories etc. etc.

Note

This session of the programme will give the trainees an overview of different colour feeders, calculations of the amount of colourant to be added and feed rate

Ask

Ask the trainees the following questions:

- What are the different colour feeders?
- What is feed rate?

Write down the trainees' answers on whiteboard/flipchart. Take appropriate cues from the answers and start teaching the lesson.

Elaborate

In this session, discuss the following points:

- Operation of colour feeder

Say



Let us now participate in an interesting activity to get an understanding of how a colour feeder operates

Activity



- This will be an individual activity
- Ask the trainees to describe the methods in which a colour feeder operates

Activity	Duration	Resources used
Description	Duration – 1 hour	Pen, notebook, marker, writing, pad etc.

Do



- Ensure that all trainees participate in the class
- Encourage everyone to help each other

Notes for Facilitation



- Ensure that the trainees know about different colour feeders
- Ensure that the trainees know how to calculate the amount of colourant to be added
- Ensure that the trainees know how to calculate feed rate

Unit 6.6: Calculation of Different Parameters

Unit Objectives

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

1. Identify different process parameters

Resources to be Used

- Participant handbook
- Vernier calliper, micrometer, drills, tapes and dies
- Plastics raw material like PP, HDPE, PET, PBT, PVC
- Basics machines for training like hand blow molding, semiautomatic blow molding, automatic blow molding,
- Pre drying system like Oven Drier, Hopper Drier, Dehumidifier, Chillers, M/C with accessories etc. etc.

Note

This session of the programme will give the trainees an overview of different process parameters

Ask

Ask the trainees the following questions:

- What are the different process parameters?

Write down the trainees' answers on whiteboard/flipchart. Take appropriate cues from the answers and start teaching the lesson.

Elaborate

In this session, discuss the following points:

- Calculation of tonnage
- Importance of mould dimensions
- Maximum daylight
- Injection Unit
- Shot Capacity
- Plasticizing unit
- Types of nozzles
- Ring Plunger Set

Say

Let us now participate in an interesting activity to get an understanding of the working process of injection unit

Activity

- This will be an individual activity
- Ask the trainees to describe how an injection unit works

Activity	Duration	Resources used
Description	Duration – 1 hour	Pen, notebook, marker, writing, pad etc.

Do

- Watch carefully and enquire if the trainees require any support from you.
- If required, use words of encouragement.

Notes for Facilitation

- Ensure that the trainees know about different process parameters
- Ensure that the trainees know how to calculate tonnage

Unit 6.7: Inspection of the Final Product and the Machine

Unit Objectives

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

1. Perform system checks
2. Conduct a thorough examination of the final product

Resources to be Used

- Participant handbook
- Vernier calliper, micrometer, drills, tapes and dies
- Plastics raw material like PP, HDPE, PET, PBT, PVC
- Basics machines for training like hand blow molding, semiautomatic blow molding, automatic blow molding,
- Pre drying system like Oven Drier, Hopper Drier, Dehumidifier, Chillers, M/C with accessories etc. etc.

Note

This session of the programme will give the trainees an overview of system checks and how to conduct a thorough examination of the final product

Ask

Ask the trainees the following questions:

- How is system checking done?
- Why is thorough examination of final product necessary?

Write down the trainees' answers on whiteboard/flipchart. Take appropriate cues from the answers and start teaching the lesson.

Elaborate

In this session, discuss the following points:

- Trial Run to Get Extruded Sample
- Visual Check of Final Product

Say

Let us now participate in an interesting activity to get an understanding of the causes of quality defects found in polymers and thermoplastic materials and remedies for the same

Activity

- This will be an individual activity
- Ask the trainees to list the causes of quality defects found in polymers and thermoplastic materials
- Ask the trainees to list the remedies for quality defects found in polymers and thermoplastic materials

Activity	Duration	Resources used
Description	Duration – 2 hours	Pen, notebook, marker, writing, pad etc.

Do

- Encourage trainees to participate individually in this activity
- Ensure that all trainees participate in the class.

Notes for Facilitation

- Ensure that the trainees know how to perform system checks
- Ensure that the trainees know how to conduct a thorough examination of the final product

Unit 6.8: Post Moulding Operation

Unit Objectives

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

1. Recognise the different types of post moulding operation
2. Arrange the final product in racks

Resources to be Used

- Participant handbook
- Vernier calliper, micrometer, drills, tapes and dies
- Plastics raw material like PP, HDPE, PET, PBT, PVC
- Basics machines for training like hand blow molding, semiautomatic blow molding, automatic blow molding,
- Pre drying system like Oven Drier, Hopper Drier, Dehumidifier, Chillers, M/C with accessories etc. etc.

Note

This session of the programme will give the trainees an overview of different types of post moulding operation and how to arrange the final product in racks

Ask

Ask the trainees the following questions:

- What is post moulding operation?
- What are the types of post moulding operation?

Write down the trainees' answers on whiteboard/flipchart. Take appropriate cues from the answers and start teaching the lesson.

Elaborate

In this session, discuss the following points:

- types of post moulding operation
 - deflashing
 - trimming
- putting labels on finished plastic product

Say

Let us now participate in an interesting activity to get an understanding the types of post moulding operation and the factors to be taken into consideration for putting a label onto finished plastic product:

Activity

- This will be an individual activity
- Ask the trainees to list the types of post moulding operation
- Ask the trainees to list the factors which should be taken into consideration for putting a label onto finished plastic product:

Activity	Duration	Resources used
Listing activity	Duration – 2 hours	Pen, notebook, marker, writing, pad etc.

Do

- Encourage everyone to participate actively in class.
- Encourage the trainees to help each other.
- Appreciate each trainee for their participation.

Notes for Facilitation

- Ensure that the traineesRecognise the different types of post moulding operation
- Ensure that the trainees know how to arrange the final product in racks

Answers to Exercises for PHB

1. a) Polyoxymethylene
2. c) Thermometer
3. c) 8~15
4. b) 25:1
5. d) Burrs
6. a) Chemical Blasting
7. a) Hydro-chemical clamping



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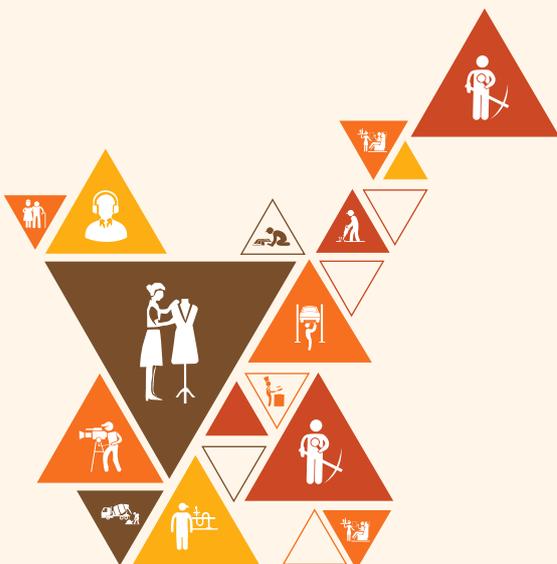
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7. Process Requirements for Blow Moulding

Unit 7.1 - . Blow Moulding

Unit 7.2 - Equipment Used for Plastic Processing



RSC/N4803,
CPC/N0111

Key Learning Outcomes



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

1. Discuss the blow moulding process
2. Discuss some of the dos and don'ts of the blow moulding process?
3. Discuss the different equipment required for the blow moulding process

Unit 7.1: . Blow Moulding

Unit Objectives

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

1. Discuss the blow moulding process
2. Set the screw rotation speed
3. Describe the standard protocol to be maintained

Resources to be Used

- Participant handbook
- Plastics raw material like PP, HDPE, PET, PBT, PVC
- Basics machines for training like hand blow molding, semiautomatic blow molding, automatic blow molding,
- Pre drying system like Oven Drier, Hopper Drier, Dehumidifier, Chillers, M/C with accessories etc. etc.

Note

This session of the programme will give the trainees an overview of the blow moulding process, the standard protocol to be maintained and how to set the screw rotation speed

Ask

Ask the trainees the following questions:

- What is blow moulding?
- What is screw rotation speed?

Write down the trainees' answers on whiteboard/flipchart. Take appropriate cues from the answers and start teaching the lesson.

Elaborate

In this session, discuss the following points:

- Blow Moulding Process
- Screw rotation speed
- Do's and Don'ts of Blow Moulding Process

Say

Let us now participate in an interesting activity to get an understanding do's and don'ts of blow moulding process

Activity

- This will be an individual activity
- Ask the trainees to list the do's and don'ts of blow moulding process

Activity	Duration (approx.)	Resources used
Listing activity	Duration – 1 hour	Pen, notebook, marker, writing, pad etc.

Do

- Keep the ambience constructive and positive
- Ensure that all trainees participate in this activity
- Appreciate each trainee for active participation.

Notes for Facilitation

- Ensure that the students understand the blow moulding process
- Ensure that the students know how to set the screw rotation speed
- Ensure that the students understand the standard protocol to be maintained

Unit 7.2: Equipment Used for Plastic Processing

Unit Objectives

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

1. Discuss the usage of different plastic materials

Resources to be Used

- Participant handbook
- Plastics raw material like PP, HDPE, PET, PBT, PVC
- Basics machines for training like hand blow molding, semiautomatic blow molding, automatic blow molding,
- Pre drying system like Oven Drier, Hopper Drier, Dehumidifier, Chillers etc.

Note

This session of the programme will give the trainees an overview of the usage of different materials

Ask

Ask the trainees the following questions:

- What are the equipment used in plastic processing?

Write down the trainees' answers on whiteboard/flipchart. Take appropriate cues from the answers and start teaching the lesson.

Elaborate

In this session, discuss the following points:

- equipment used in plastic processing
 - Hydraulic Press
 - Extruder Screens
 - Mixers and blenders
 - Cooling tank
 - Melt pump
 - Granulators and Shredders
 - Vacuum tank

Say

Let us now participate in an interesting activity to get an understanding of the equipment used in plastic processing

Activity

- This will be an individual activity
- Ask the trainees to list the equipment used in plastic processing

Activity	Duration	Resources used
Listing activity	Duration – 1 hour	Pen, notebook, marker, writing, pad etc.

Do

- Watch carefully and enquire if the trainees require any support from you
- If required, use words of encouragement

Notes for Facilitation

- Ensure that the trainees know about the equipment used in plastic processing

Answers to Exercises for PHB

1. b) Split mould
2. d) 5
3. a) Increased
4. c) Pascal's Law
5. b) 20%



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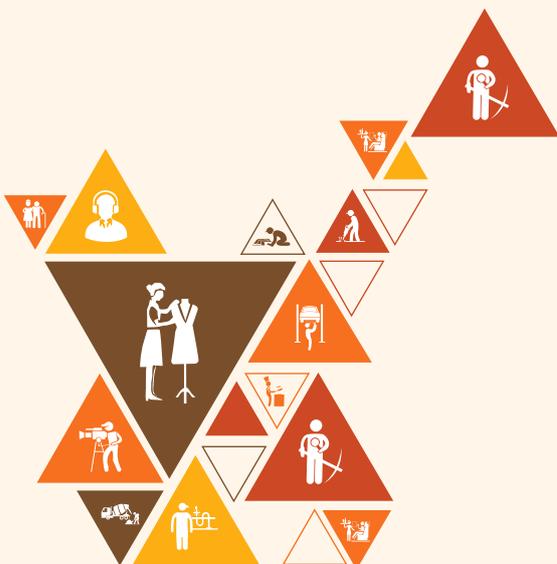
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8. Pre-Extrusion Operation

Unit 8.1 - Introduction



RSC/N4803,
CPC/N0111

Key Learning Outcomes



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

1. Discuss pre-extrusion operations
2. Discuss the different equipment used in the process

Unit 8.1: Introduction

Unit Objectives

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

1. Implement the basics of pre-extrusion procedure

Resources to be Used

- Participant handbook
- Plastics raw material like PP, HDPE, PET, PBT, PVC
- Basics machines for training like hand blow molding, semiautomatic blow molding, automatic blow molding,
- Pre drying system like Oven Drier, Hopper Drier, Dehumidifier, Chillers etc.

Note

This session of the programme will give the trainees an overview of the basics of pre-extrusion procedure

Ask

Ask the trainees the following questions:

- What is extrusion?
- What is ancillary equipment?

Write down the trainees' answers on whiteboard/flipchart. Take appropriate cues from the answers and start teaching the lesson.

Elaborate

In this session, discuss the following points:

- Ancillary Equipment
 - Air Compressor
 - Hopper
 - Dehumidifier
 - Cooling Towers

Say 

Let us now participate in an interesting activity to get an understanding of the ancillary equipment for plastic processing, used primarily for pre-extrusion process

Practical 

- This will be an individual activity
- Ask the trainees to list different ancillary equipment and their characteristics

Activity	Duration (approx.)	Resources to be used
Listing activity	Duration – 1 hour	Pen, notebook, marker, writing, pad etc.

Do 

- Encourage trainees to participate individually in this activity
- Ensure that all trainees participate in the class

Notes for Facilitation 

- Ensure that the trainees know about the different ancillary equipment used for plastic processing, used primarily for pre-extrusion process

Answers to Exercises for PHB

1. b) Resin
2. c) Moisture
3. a) 70°F-90°F



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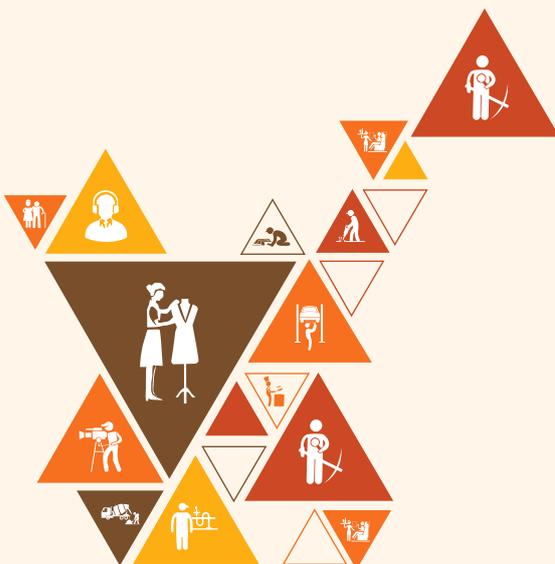
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9. Extrusion Process

Unit 9.1 - Corona Treatment and Printing

Unit 9.2 - Storing the Final Product



RSC/N4803,
CPC/N0111

Key Learning Outcomes



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

1. Practise corona treatment
2. Discuss the storage of final products

Unit 9.1: Corona Treatment and Printing

Unit Objectives

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

1. Perform corona treatment of plastic raw material
2. Practise printing of plastic material

Resources to be Used

- Participant handbook
- Pen drives
- Computers
- Vernier calliper
- Micrometer
- Drills
- Tapes
- Dies
- Plastics raw material like PP, HDPE, PET, PBT, PVC
- Basics machines for training like hand blow molding, semiautomatic blow molding, automatic blow molding,
- Pre drying system like Oven Drier, Hopper Drier, Dehumidifier, Chillers, M/C with accessories etc.

Note

This session of the programme will give the trainees an overview of Corona Treatment

Ask

Ask the trainees the following questions:

- What is corona?

Write down the trainees' answers on whiteboard/flipchart. Take appropriate cues from the answers and start teaching the lesson.

Elaborate

In this session, discuss the following points:

- Corona treatment and printing
- Working of corona treatment

Say

Let us now participate in an interesting activity to get an understanding of the corona treating system

Activity

- This will be an individual activity
- Ask the trainees to list steps of corona treatment

Activity	Duration (approx.)	Resources to be used
Listing activity	Duration – 1 hour	Pen, notebook, marker, writing, pad etc.

Do

- Ensure that all trainees participate in this activity
- Appreciate each trainee for active participation

Notes for Facilitation

- Ensure that the trainees know about how corona is treated

Unit 9.2: Storing the Final Product

Unit Objectives

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

1. Practise methods of storing the final product after the plastic extrusion process

Resources to be Used

- Participant handbook
- Pen drives
- Computers
- Vernier calliper
- Micrometer
- Drills
- Tapes
- Dies
- Plastics raw material like PP, HDPE, PET, PBT, PVC
- Basics machines for training like hand blow molding, semiautomatic blow molding, automatic blow molding,
- Pre drying system like Oven Drier, Hopper Drier, Dehumidifier, Chillers, M/C with accessories etc.

Note

This session of the programme will give the trainees an overview of how to store the final product

Ask

Ask the trainees the following questions:

- What is final product?

Write down the trainees' answers on whiteboard/flipchart. Take appropriate cues from the answers and start teaching the lesson.

Elaborate

In this session, discuss the following points:

- Storing the Final Product
- Roll-out shelving racks
- Reinforced rack tops
- Pneumatic roll-out shelving racks
- Mould and die storage racks
- Multiple smaller injection mould rack
- Full-extension roll-out shelving racks

Say

Let us now participate in an interesting activity to get an understanding of types of mould storing racks and their usage

Activity

- This will be an individual activity
- Ask the trainees to list the types of mould storing racks and their usage

Activity	Duration	Resources used
Listing activity	Duration – 1 hour	Pen, notebook, marker, writing, pad etc.

Do

- Watch carefully and enquire if the trainees require any support from you.
- If required, use words of encouragement

Notes for Facilitation

- Ensure that the trainees know about the types of mould storage racks and their usage

Answers to Exercises for PHB

1. b) Twice
2. d) 50/60 Hz
3. a) Reinforced rack tops



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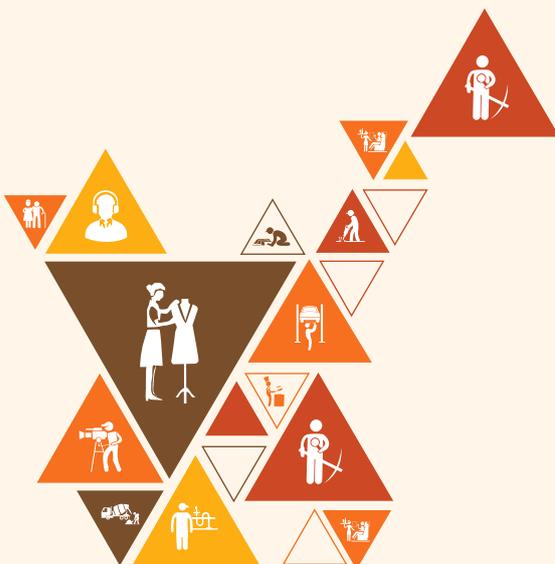
10. Maintain Basic Health and Safety Practices at the Workplace

Unit 10.1 - Knowledge of risks/hazards

Unit 10.2 - Use of PPE

Unit 10.3 - Fire and Rescue techniques

Unit 10.4 - Safe Lifting and Carrying Practices



RSC/N4101,
CPC/N0411

Key Learning Outcomes



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

1. Compare risks and hazards
2. Use appropriate PPE (personal protective equipment)
3. Practise fire safety and rescue techniques
4. Demonstrate safe lifting and carrying practices

Unit 10.1: Knowledge of risks/hazards

Unit Objectives

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

1. Identify the different types of risks and hazards
2. State the common cause of hazard

Resources to be Used

- Participant handbook
- Pen drives
- Computers
- Vernier calliper
- Micrometer
- Drills
- Tapes
- Dies
- Plastics raw material like PP, HDPE, PET, PBT, PVC
- Basics machines for training like hand blow molding, semiautomatic blow molding, automatic blow molding,
- Pre drying system like Oven Drier, Hopper Drier, Dehumidifier, Chillers, M/C with accessories etc.

Note

This session of the programme will give the trainees an overview of different types of risks and hazards and the causes of the same

Ask

Ask the trainees the following questions:

- What do you mean by risks and hazards?

Write down the trainees' answers on whiteboard/flipchart. Take appropriate cues from the answers and start teaching the lesson.

Elaborate

In this session, discuss the following points:

- Risks and Hazards
- Common Causes of Hazard

Say

Let us now participate in an interesting activity to get an understanding of common causes of hazard

Activity

- This will be an individual activity
- Ask the trainees to list the common causes of hazard

Activity	Duration	Resources used
Listing activity	Duration – 1 hour	Pen, notebook, marker, writing, pad etc.

Do

- Encourage trainees to participate individually in this activity
- Ensure that all trainees participate in the class.

Notes for Facilitation

- Ensure that the trainees know about the common causes of hazard

Unit 10.2: Use of PPE

Unit Objectives

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

1. Compare the different types of PPE
2. Practise personal hygiene

Resources to be Used

- Participant handbook
- Pen drives
- Computers
- Vernier calliper
- Micrometer
- Drills
- Tapes
- Dies
- Plastics raw material like PP, HDPE, PET, PBT, PVC
- Basics machines for training like hand blow molding, semiautomatic blow molding, automatic blow molding,
- Pre drying system like Oven Drier, Hopper Drier, Dehumidifier, Chillers, M/C with accessories etc.

Note

This session of the programme will give the trainees an overview of different types of PPE and personal hygiene practices

Ask

Ask the trainees the following questions:

- What do you mean PPE?
- What are the common personal hygiene practices?

Write down the trainees' answers on whiteboard/flipchart. Take appropriate cues from the answers and start teaching the lesson.

Elaborate

In this session, discuss the following points:

- Types of PPE
- Personal Hygiene

Say

Let us now participate in an interesting activity to get an understanding of types of PPE and personal hygiene practices

Activity

- This will be an individual activity
- Ask the trainees to list types of PPE and their usage
- Ask the trainees to list the steps of maintaining personal hygiene

Activity	Duration	Resources used
Listing activity	Duration – 2 hour	Pen, notebook, marker, writing, pad etc.

Do

- Ensure that all trainees participate in the class
- Encourage everyone to help each other

Notes for Facilitation

- Ensure that the trainees know about the types of PPE
- Ensure that the trainees know how to maintain personal hygiene

Unit 10.3: Fire and Rescue techniques

Unit Objectives

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

1. Implement fire rescue techniques
2. Practise accident reporting

Resources to be Used

- Participant handbook
- Pen drives
- Computers
- Vernier calliper
- Micrometer
- Drills
- Tapes
- Dies
- Plastics raw material like PP, HDPE, PET, PBT, PVC
- Basics machines for training like hand blow molding, semiautomatic blow molding, automatic blow molding,
- Pre drying system like Oven Drier, Hopper Drier, Dehumidifier, Chillers, M/C with accessories etc.

Note

This session of the programme will give the trainees an overview of fire rescue techniques and how to report accidents

Ask

Ask the trainees the following questions:

- How can fire be caused at workplaces?
- How can fire be avoided?

Write down the trainees' answers on whiteboard/flipchart. Take appropriate cues from the answers and start teaching the lesson.

Elaborate

In this session, discuss the following points:

- The various classes of fire
- Causes of Fire
- Types of Fire Extinguishers
- Correct use of a fire extinguisher
- Accident Reporting

Say

Let us now participate in an interesting activity to get an understanding of classes of fire and their causes and how can fire be prevented

Activity

- This will be an individual activity
- Ask the trainees to list classes of fire and causes of the same
- Ask the trainees to list the types of fire extinguishers and their usage

Activity	Duration	Resources used
Listing activity	Duration – 2 hours	Pen, notebook, marker, writing, pad etc.

Do

- Encourage trainees to work together
- Appreciate each trainee for active participation

Notes for Facilitation

- Ensure that the trainees know about different classes of fire and causes of the same
- Ensure that the trainees know about the types of fire extinguishers and their usage

Unit 10.4: Safe Lifting and Carrying Practices

Unit Objectives

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

1. Practise safe lifting
2. Employ 5S procedures
3. Practise segregation of waste into hazardous, non-hazardous
4. Employ techniques of waste disposal
5. Practise labelling of chemicals

Resources to be Used

- Participant handbook
- Pen drives
- Computers
- Vernier calliper
- Micrometer
- Drills
- Tapes
- Dies
- Plastics raw material like PP, HDPE, PET, PBT, PVC
- Basics machines for training like hand blow molding, semiautomatic blow molding, automatic blow molding,
- Pre drying system like Oven Drier, Hopper Drier, Dehumidifier, Chillers, M/C with accessories etc.

Note

This session of the programme will give the trainees an overview of safe lifting, waste disposal techniques and labelling chemicals

Ask

Ask the trainees the following questions:

- What is safe lifting?
- What are the proper ways of disposing waste?

Write down the trainees' answers on whiteboard/flipchart. Take appropriate cues from the answers and start teaching the lesson.

Elaborate

In this session, discuss the following points:

- Safe lifting and carrying
- Moving injured people during an emergency
- 5s procedures
- Segregation of waste into hazardous/non-hazardous waste
- Techniques of waste disposal
- Labelling of fluids, oils, lubricants, solvents, chemicals etc. and proper storage

Say

Let us now participate in an interesting activity to get an understanding the methods of safe handling and carrying and waste disposal methods

Activity

- This will be an individual activity
- Ask the trainees to list the safe lifting techniques
- Ask the trainees to list the techniques of waste disposal

Activity	Duration	Resources used
Listing activity	Duration – 2 hours	Pen, notebook, marker, writing, pad etc.

Do

- Ensure that all trainees participate in this activity
- Appreciate each trainee for active participation

Notes for Facilitation

- Ensure that the trainees know about Safe lifting techniques
- Ensure that they trainees know how to employ 5S procedure
- Ensure that the trainees know how to segregate waste into hazardous, non-hazardous waste
- Ensure that the trainees know the techniques of waste disposal
- Ensure that trainees know how to label chemicals

Answers to Exercises for PHB

1. d) All of the above
2. c) Insulation
3. c) Water-fire extinguishers
4. d) 5s procedure
5. b) Powder fire extinguishers



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11. Employability & Entrepreneurship Skills

Unit 11.1 - Personal Strengths & Value Systems Unit

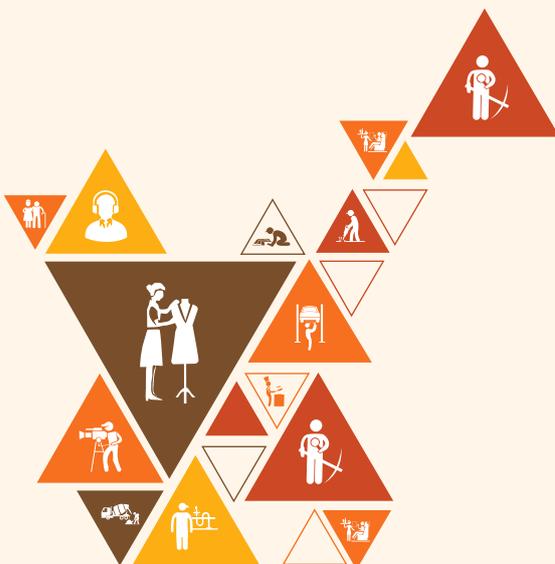
Unit 11.2 - Digital Literacy: A Recap

Unit 11.3 - Money Matters

Unit 11.4 - Preparing for Employment & Self Employment

Unit 11.5 - Understanding Entrepreneurship

Unit 11.6 - Preparing to be an Entrepreneur



Key Learning Outcomes



By the end of this module, the trainees will be able to:

1. Explain the meaning of health
2. List common health issues
3. Discuss tips to prevent common health issues
4. Explain the meaning of hygiene
5. Discuss the purpose of Swacch Bharat Abhiyan
6. Explain the meaning of habit
7. Discuss ways to set up a safe work environment
8. Discuss critical safety habits to be followed by employees
9. Explain the importance of self-analysis
10. Discuss motivation with the help of Maslow's Hierarchy of Needs
11. Discuss the meaning of achievement motivation
12. List the characteristics of entrepreneurs with achievement motivation
13. List the different factors that motivate you
14. Discuss the role of attitude in self-analysis
15. Discuss how to maintain a positive attitude
16. List your strengths and weaknesses
17. Discuss the qualities of honest people
18. Describe the importance of honesty in entrepreneurs
19. Discuss the elements of a strong work ethic
20. Discuss how to foster a good work ethic
21. List the characteristics of highly creative people
22. List the characteristics of highly innovative people
23. Discuss the benefits of time management
24. List the traits of effective time managers
25. Describe effective time management technique
26. Discuss the importance of anger management
27. Describe anger management strategies
28. Discuss tips for anger management
29. Discuss the causes of stress
30. Discuss the symptoms of stress
31. Discuss tips for stress management
32. Identify the basic parts of a computer
33. Identify the basic parts of a keyboard
34. Recall basic computer terminology
35. Recall the functions of basic computer keys
36. Discuss the main applications of MS Office
37. Discuss the benefits of Microsoft Outlook
38. Identify different types of e-commerce

39. List the benefits of e-commerce for retailers and customers
40. Discuss Digital India campaign will help boost e-commerce in India
41. Describe how you will sell a product or service on an e-commerce platform
42. Discuss the importance of saving money
43. Discuss the benefits of saving money
44. Discuss the main types of bank accounts
45. Describe the process of opening a bank account
46. Differentiate between fixed and variable costs
47. Describe the main types of investment options
48. Describe the different types of insurance products
49. Describe the different types of taxes
50. Discuss the uses of online banking
51. Discuss the main types of electronic funds transfer
52. Discuss the steps to follow to prepare for an interview
53. Discuss the steps to create an effective Resume
54. Discuss the most frequently asked interview questions
55. Discuss how to answer the most frequently asked interview questions
56. Identify basic workplace terminology
57. Discuss the concept of entrepreneurship
58. Discuss the importance of entrepreneurship
59. Describe the characteristics of an entrepreneur
60. Describe the different types of enterprises
61. List the qualities of an effective leader
62. Discuss the benefits of effective leadership
63. List the traits of an effective team
64. Discuss the importance of listening effectively
65. Discuss how to listen effectively
66. Discuss the importance of speaking effectively
67. Discuss how to speak effectively
68. Discuss how to solve problems
69. List important problem solving traits
70. Discuss ways to assess problem solving skills
71. Discuss the importance of negotiation
72. Discuss how to negotiate
73. Discuss how to identify new business opportunities
74. Discuss how to identify business opportunities within your business
75. Explain the meaning of entrepreneur
76. Describe the different types of entrepreneurs
77. List the characteristics of entrepreneurs
78. Recall entrepreneur success stories
79. Discuss the entrepreneurial process
80. Describe the entrepreneurship ecosystem

81. Discuss the purpose of the Make in India campaign
82. Discuss key schemes to promote entrepreneurs
83. Discuss the relationship between entrepreneurship and risk appetite
84. Discuss the relationship between entrepreneurship and resilience
85. Describe the characteristics of a resilient entrepreneur
86. Discuss how to deal with failure
87. Discuss how market research is carried out
88. Describe the 4 Ps of marketing
89. Discuss the importance of idea generation
90. Recall basic business terminology
91. Discuss the need for CRM
92. Discuss the benefits of CRM
93. Discuss the need for networking
94. Discuss the benefits of networking
95. Discuss the importance of setting goals
96. Differentiate between short-term, medium-term and long-term goals
97. Discuss how to write a business plan
98. Explain the financial planning process
99. Discuss ways to manage your risk
100. Describe the procedure and formalities for applying for bank finance 15. Discuss how to manage their own enterprise
101. List the important questions that every entrepreneur should ask before starting an enterprise

Unit 11.1: Personal Strengths & Value Systems Unit

Unit Objectives

By the end of this unit, the trainees will be able to:

1. Explain the meaning of health
2. List common health issues
3. Discuss tips to prevent common health issues
4. Explain the meaning of hygiene
5. Discuss the purpose of Swachh Bharat Abhiyan
6. Explain the meaning of habit
7. Discuss ways to set up a safe work environment
8. Discuss critical safety habits to be followed by employees
9. Explain the importance of self- analysis
10. Discuss motivation with the help of Maslow's Hierarchy of Needs
11. Discuss the meaning of achievement motivation
12. List the characteristics of entrepreneurs with achievement motivation
13. List the different factors that motivate you
14. Discuss the role of attitude in self- analysis
15. Discuss how to maintain a positive attitude
16. List your strengths and weaknesses
17. Discuss the qualities of honest people
18. Describe the importance of honesty in entrepreneurs
19. Discuss the elements of a strong work ethic
20. Discuss how to foster a good work ethic
21. List the characteristics of highly creative people
22. List the characteristics of highly innovative people
23. Discuss the benefits of time management
24. List the traits of effective time managers
25. Describe effective time management techniques
26. Discuss the importance of anger management
27. Describe anger management strategies
28. Discuss tips for anger management
29. Discuss the causes of stress
30. Discuss the symptoms of stress
31. Discuss tips for stress management

11.1.1: Health, Habits, Hygiene: What is Health?

Resources to be Used

Participant Handbook

Ask

- What do you understand by the term “Health?”
- According to you, who is a healthy person?

Say

Discuss the meaning of health and a healthy person as given in the Participant Handbook.

Ask

When did you visit the doctor last? Was it for you or for a family member?

Say

Discuss the meaning of health and a healthy person as given in the Participant Handbook.

Role Play

- Conduct a small skit with volunteers from the class. Consider one of the villagers has been appointed as a health representative of the village, what measures will you as a health representative suggest to the common villagers to prevent common health issues discussed.
- You will need at least 4 volunteers (Narrator, Health Representative, Head of the Village, Doctor).
- Explain the health concerns of the village to the Narrator. The Narrator will brief the class about the skit.
- Give the group of volunteers, 5 minutes to do discuss.
- At the end of 5 minutes, ask the group to present the skit to the class assuming them as the villagers.
- The class can ask questions to the group as a common villager.

Summary

- Conduct a small skit with volunteers from the class. Consider one of the villagers has been appointed as a health representative of the village, what measures will you as a health representative suggest to the common villagers to prevent common health issues discussed.

- You will need at least 4 volunteers (Narrator, Health Representative, Head of the Village, Doctor).
- Explain the health concerns of the village to the Narrator. The Narrator will brief the class about the skit.
- Give the group of volunteers, 5 minutes to do discuss.
- At the end of 5 minutes, ask the group to present the skit to the class assuming them as the villagers.
- The class can ask questions to the group as a common villager.

Say

Let us now see how many of these health standards we follow in our daily life.

Ask

How many of you think that you are healthy? How many of you follow healthy habits?

Say

- Let's do an exercise to find out how healthy you are.
- Open your Participant Handbook section 'Health, Habits, Hygiene: What is Health?', and read through the health standards given.
- Tick the points which you think are true for you.
- Try to be as honest as possible as this test is for your own learning.

Do

- Ensure that all the participants have opened the right page in the Participant Handbook.
- Read aloud the points for the participants and explain if required.
- Give them 5 minutes to do the exercise.
- At the end of 5 minutes, ask the participants to check how many ticks have they got.

Summary

Tell them that they need to follow all the tips given in this checklist regularly in order to remain healthy and fit.

Ask **Discuss:**

- Is it necessary to practice personal hygiene every day? Why?
- How does a person feel when they do not practice good personal hygiene? Why?
- Can good personal hygiene help a person feel good about his/her self? How?

Say 

Discuss the meaning of hygiene as given in the Participant Handbook.

Activity 

Health Standard Checklist: Hygiene

Say 

- Let's do an exercise to find out if we maintain good hygiene habits or not.
- Open the Participant Handbook and read through the Health Standard checklist given.
- Tick the points which you think are true for you.
- Try to be as honest as possible as this test is for your own learning.

Do 

- Ensure that all the participants have opened the right page in the Participant Handbook.
- Read aloud the points for the participants and explain if required.
- Give them 5 minutes to do the exercise. .
- At the end of 5 minutes, ask the participants to check how many ticks have they got.
- Ask them to calculate their score.
- Tell them what each score indicates by reading aloud what has been mentioned in the Participant Handbook.

Ask 

- How many of you have heard about "Swachh Bharat Abhiyan"?
- Can you tell the class what it is about?

Summary

Tell them about Swachh Bharat Abhiyan as given in the Participant Handbook and request them to take a pledge to keep our country clean.

Ask

What is a habit?

Say

Discuss some good habits which can become a way of life.

Summary

Tell them about good and bad habits and the reasons to make good habits a way of life.

11.1.2: Health, Habits, Hygiene: What is Health?

Resources to be Used

- Participant Handbook
- Safety signs and symbols
- Safety equipments
- Blank papers
- Pens

Ask

- What do you understand by the term “Health?”
- According to you, who is a healthy person?

Say

- There are many common safety hazards present in most workplaces at one time or another. They include
- unsafe conditions that can cause injury, illness and death.
- Safety Hazards include:
 - Spills on floors or tripping hazards, such as blocked aisles or cords running across the floor.
 - Working from heights, including ladders, scaffolds, roofs, or any raised work area.
 - Unguarded machinery and moving machinery parts; guards removed or moving parts that a worker can accidentally touch.
 - Electrical hazards like cords, missing ground pins, improper wiring.
 - Machinery-related hazards (lockout/tag out, boiler safety, forklifts, etc.)

Team Activity

Safety Hazards

- There are two parts to this activity.
- First part will cover the potential safety hazards at work place.
- Second part will cover a few safety signs, symbols and equipments at work place.
- Use this format for the first part of the activity.

PART 1		
Hazard	What could happen?	How could it be corrected?

Ask 

How could you or your employees get hurt at work?

Say 

Let's understand it better with the help of an activity. You will be given a handout within your groups. You have to think about the possible hazards of your workplace, what damage these hazards could cause and about the corrective action.

Do 

- Divide the class into five to six groups of four participants each.
- Put the format on the board for the activity.
- Give blank papers and pens to each group.
- The group is expected to think and discuss the potential safety hazards in the workplace.
- Ask the group to discuss and fill the format using the blank sheet.
- Give the groups 5 minutes for the activity.
- For the second part of the activity, show the class some pictures of safety signs, symbols and equipments.
- Now they will put down a few safety symbols, signs or equipment against the safety hazards identified.
- Give them 5 to 10 minutes to discuss and draw/note it.
- At the end of 10 minutes the groups will present their answers to the class.

Say 

- Now, let's discuss the answers with the class.
- All the groups will briefly present their answers.

Do 

- Ask the audience to applaud for the group presentation.
- Ask de-brief questions to cull out the information from each group.
- Keep a check on time.
- Tell the group to wind up the discussion quickly if they go beyond the given time limit.

Ask **De-briefing**

- What did you learn from the exercise?
- As an entrepreneur, is it important to ensure the safety of your employees from possible hazards? Why?

Summary

- Ask the participants what they have learnt so far.
- Ask if they have any questions related to what they have talked about so far.
- Close the discussion by summarizing the tips to design a safe workplace and non-negotiable employee safety habits.

11.1.3: Self Analysis- Attitude, Achievement Motivation: What is Self Analysis?

Resources to be Used

- Participant Handbook
- Old newspapers
- Blank papers
- Pencils/ pens

Activity

- This is a paper pencil activity.
 - What are the three sentences that describe you the best?
 - What do you need to live happily?
 - What are your strengths and weaknesses?

Do

- Write the three questions on the board/ flipchart before the session begins.
- Give plain papers and pencils/ pens to each participant.
- Tell participants to write the answer for the three questions on the paper.
- Tell them the purpose of this activity is not to judge anyone but to understand more about self.

Say

Discuss the concept of Self Analysis and motivation with reference to Maslow's Hierarchy of Needs as discussed in the Participant Handbook.

Team Activity

Tower building

- Each group which will create tower using the old newspapers.

Do

- Divide the class into groups.
- Give them some old newspapers.
- The task is to create a tower out of the newspapers.
- The group which will create the highest tower standing on its own will be considered the winning group.
- Groups can use as many newspapers as they want to and in any way they want.

Ask

- What did the winning group do differently?
- If you were given a chance, how would you have made the tower differently?
- How did you feel while making the tower?
- Did you feel motivated?

Say

Discuss the concept of achievement motivation and characteristics of entrepreneurs with achievement motivation as discussed in the Participant Handbook.

Ask

Is your attitude positive or negative?

Say

Let me tell you a story:

It's Little Things that Make a Big Difference.

There was a man taking a morning walk at the beach. He saw that along with the morning tide came hundreds of starfish and when the tide receded, they were left behind and with the morning sun rays, they would die. The tide was fresh and the starfish were alive. The man took a few steps, picked one and threw it into the water. He did that repeatedly. Right behind him there was another person who couldn't understand what this man was doing. He caught up with him and asked, "What are you doing? There are hundreds of starfish. How many can you help? What difference does it make?" This man did not reply, took two more steps, picked up another one, threw it into the water, and said, "It makes a difference to this one." What difference are we making? Big or small, it does not matter. If everyone made a small difference, we'd end up with a big difference, wouldn't we?

Ask

What did you learn from this story?

Activity**What Motivates You?**

- This is an individual activity.
- It is an exercise given in the Participant Handbook.

Do

- Ask the class to open their Participant Handbook and complete the exercise given in the section What Motivates You?
- Ensure that the participants have opened the correct page for the activity.
- Give the class 5 minutes to complete the activity.

Say

Discuss the concept of attitude and how to cultivate a positive attitude as discussed in the Participant Handbook.

Summary

Discuss the concept of attitude and how to cultivate a positive attitude as discussed in the Participant Handbook.

11.1.4: Honesty & Work Ethics

Resources to be Used

Participant Handbook

Ask

- What do you understand by honesty?
- Why is it important for entrepreneurs to be honest?
- Do you remember any incident where your honesty helped you in gaining confidence?
- Do you remember any incident where someone lost business due to dishonesty?

Say

- Talk about honesty, qualities of an honest person, and the importance of honesty in entrepreneurs as discussed in the Participant Handbook.
- “Let’s understand it better with the help of some case scenarios. You will be given some cases within your groups. You have to analyse the case scenario that has been given to you and then find an appropriate solution to the problem.
- Keep your discussion focussed around the following:
 - What went wrong?
 - Who was at fault?
 - Whom did it impact- the customer or the businessman?
 - How would it impact the business immediately? What would be the long term impact?
 - What could be done?
 - What did you learn from the exercise?

Do

- Divide the class into four groups of maximum six participants depending on the batch size.
- Give one case study to each group.
- Instruct them to read the case carefully.
- Put down the de-brief questions on the board and ask the groups to focus their discussion around these questions.
- The group is expected to analyse and discuss the case amongst them and find a solution to the given problem.
- Give the class 5-10 minutes to discuss the case and note down their solutions.
- At the end of 10 minutes the team should present their case solution to the class. The presentation can be a narration or a role play.
- Ask the group to select a group leader for their group. The group leader to discuss and assign roles to the group members for the presentation.

Ask

Case Study Analysis

Scenario 1

Aakash has a small mobile retail sales and repair shop in Allahabad. He has one of the most popular outlets and has great rapport with his customers.

It's around 11 AM when a customer barges in to the shop and starts shouting at Aakash for giving her a faulty instrument. The screen of her mobile is cracked from one side. Aakash remembered thoroughly checking the handset before handing it over to the customer. The customer threatens to sue him and to go to Consumer Court for cheating her. Now, the problem occurred somewhere outside the shop but as other customers were listening to the conversation, it might impact his business. The situation needs to be managed very sensitively. What would you do if you were in Aakash's place?

Scenario2

Rajni does beautiful Phulkari embroidery on suits and sarees. She has a small home-based business. She has a huge list of customers on Facebook and WhatsApp who give her orders regularly. Smita is one of her old and regular customers. As her sister-in-law's wedding was around the corner, Smita wanted to buy few handcrafted Phulkari duppatta. She placed an order for three duppattas via WhatsApp and requested Rajni to send them as soon as possible. When the parcel reached Smita through courier she found that out of the three duppattas, only one was hand embroidered and the other two had machine embroidery on them. Even the length and the quality of the material was not as desired. Smita was heartbroken. It was a complete waste of money and moreover she couldn't wear what she had planned to during the wedding functions. She sent a message to Rajni on WhatsApp, expressing her anger and disappointment.

Smita has also sent a feedback and expressed her disappointment on the social media. This will directly affect Rajni's business. What would you do if you were in Rajni's place?

Scenario 3

Shankar is a tattoo artist who has a small tattoo showroom in a big, reputed mall in New Delhi. Mr Saksham had an appointment for today, at 11:00 am but he reached at 11:50 am. Meanwhile, Shankar had to reschedule his next appointment. After availing Shankar's services, Mr Saksham started yelling in an abusive language, refusing to pay the requisite amount, and finding faults in the services provided by him. Who was at fault in this case? What should Shankar do? Should he confront Saksham or give in to the demands of the client?

Scenario 4

Shailender is an online cloth reseller who does business through social networking sites such as Facebook and WhatsApp. Priyanka made online payment for a dress to Shailender. But she did not receive the dress for a month. When she asked for a cancellation, Shailender started misleading her. For almost 45 days, he kept promising her that he will pay the amount today, tomorrow, day after tomorrow, etc. Even after repeated calls and messages when she did not receive the payment or the dress, she decided to write a post against him on a popular social media platform. As a result, Shailender lost lots of customers and his flourishing business faced a major crisis. How could this situation have been managed?

Say

- Ask the participants what they have learnt so far.
- Ask if they have any questions related to what they have talked about so far.
- Close the discussion by summarizing the tips to design a safe workplace and non-negotiable employee safety habits.

Do

- Congratulate each group for the group presentation.
- Ask the audience to applaud for them.
- Ask de-brief questions to cull out the information from each group.
- Keep a check on time. Tell the group to wind up the discussion quickly if they go beyond the given time limit.

Summary

- Ask the participants what they have learnt from the exercise/ activity.
- Ask if they have any questions related to what they have talked about so far.
- Close the discussion by summarizing the importance of honesty and work ethics for entrepreneurs.

11.1.5: Creativity and Innovation

Resources to be Used

Participant Handbook, Chart papers, Marker pens

Say

- Let's have a look at these stories.
- There are some inspiring stories about people which I would like to share with you.
- Narrate these stories to the class.

A.P.J. Abdul Kalam

Who has not heard of A.P.J. Abdul Kalam: Avul Pakir Jainulabdeen Abdul Kalam hailed from a very humble background. His father was a boat owner. To help his family, Kalam would work as a newspaper vendor. With limited resources, he graduated in Physics and studied aerospace engineering. He was instrumental in India's step towards nuclear energy. In 2002, he became the 11th President of India.

Water filter/purifier at source

Two young boys studying in classes 4 and 5, from Lingzya Junior High School, Sikkim designed a simple innovative low cost water purifier.

Inspiration behind the idea: Most people today prefer to use a water filter/purifier at their home.

Both the children have given idea to have filter/purifier at the source of water so that everyone has access to clean water without having to make an investment in purchasing a filter/purifier.

Soring's idea is to have a centralised purification system at the point of distribution like water tank while

Subash's idea is to have such purifiers attached to public taps.

Source: <http://www.rediff.com/getahead/report/achievers-top-31-amazing-innovations-from-youngindians/20151208.htm>

Solar seeder

This is a story of a innovative solar seeder and developed by Subash Chandra Bose, a class 8, student from St Sebastiyar Matriculation School, Pudukkottai, Tamil Nadu. Subash has developed a solar powered seed drill, which can undertake plantation for different size of seeds at variable depth and space between two seeds.

Source: <http://www.rediff.com/getahead/report/achievers-top-31-amazing-innovations-from-youngindians/20151208.htm>

Looms for physically challenged

Now this is really inspiring of two sisters, Elakkiya a Class 6 student and Pavithra a Class 9 student of SRC Memorial Matriculation, Erode, Tamil Nadu.

The two sisters have come up with loom for lower limbed physically challenged. In their loom they have replaced the pedal operated system with a motor and a gearbox attached to a pulley mechanism.

Source: <http://www.rediff.com/getahead/report/achievers-top-31-amazing-innovations-from-youngindians/20151208.htm>

Ask

- If they can, why can't you? Discuss concepts related to 'Creativity and Innovation' with the participants as given in the Participant Handbook.

Say

- Recall the stories on motivation.
- What is the inner drive that motivates people to succeed?
- Let's learn more about such creative and innovative entrepreneurs with the help of an activity.

Team Activity

Activity De-brief

Think of any one famous entrepreneur and write a few lines about him or her.

- Why did you choose this particular entrepreneur?
- What is his/her brand name?
- What creativity does he/she possess?
- What was innovative about their ideas?

Do

- Instruct the participants that this is group work.
- Divide the class into small groups of 4 or 6 depending on the batch size.
- Give each group a chart paper.
- Tell the participants they have to write a few lines about any one famous entrepreneur.
- Give the participants 10 minutes to discuss and write.
- Keep a check on time. Tell the group to wind up quickly if they go beyond the given time limit.
- Ask each group to read out what they have written.
- Ask the de-brief questions.

Summary

- Ask the participants what they have learnt from the exercise/ activity.
- Ask if they have any questions related to what they have talked about so far.
- Close the discussion by summarizing the importance of honesty and work ethics for entrepreneurs.

Notes for Facilitation

- Source for stories on innovations:
<http://www.rediff.com/getahead/report/achievers-top-31-amazing-innovations-from-youngindians/20151208.htm>

11.1.6: Time Management

Resources to be Used

Participant Handbook

Ask

Does this sound like you?

- I can never get enough time to finish what I am doing in a day.
- I have so many things to do that I get confused.
- I want to go for a walk and exercise, but I just do not have the time.
- I had so much to do, so I could not deliver that order on time.
- I would love to start my dream business; but, I just do not have the time.

Example

- Let's look at these two examples:

Example 1:

Ankita works from home as a freelance writer. She says she can easily put in 8 hours of dedicated work in a day. Because she works from home, she saves money on travel and has a comfortable work routine. But there is a challenge and it is distraction. As she works from home, she can easily just get up and sit down on the sofa to watch TV, wasting valuable time. She may have chores to do, errands to run and bills to pay. She ends up working only two to three hours a day and the result is, her work gets piled up. She is unable to take on more work due to this. Even though her quality of work is appreciated her clients are not very happy about the delay in submission.

Example 2:

Javed has started a successful online selling company from home and makes a good living from his sales. He has set up a small office space in his living room. As both his parents are working full-time, he also has the role of taking care of his two younger siblings. He almost spends half of his day with the younger kids. He does not mind it but it means taking time away from the work. He is still able to manage his online business with these commitments. He wants to spend some more dedicated hours so as to increase his profits. He also wants to look into new business avenues. What should he be doing.

Ask

- Does this happen with you too?
- Do you find it difficult to prioritize your work?
- Are you able to manage your time effectively?

Activity

- Conduct a group discussion based on the above examples.
- Direct the discussion on how to prioritize work and manage time effectively.

Say

- Time management is not only about how hard you work but also about how smart you work.
- Discuss “What is Time Management” with the participants as given in the Participant Handbook.

Ask

- Why is it important to manage time? How does it help?
- What happens when you don’t manage your time effectively?
- Do you find it difficult to prioritize your work?

Say

- Discuss the benefits of time management given in the Participant Handbook.
- Let’s learn effective time management with the help of an activity.

Activity

Effective Time Management

- This activity has two parts:

PART 1 TO-DO LIST

- You have to make a to-do list.
- List all of the activities/ tasks that you have to do.
- Try to include everything that takes up your time, however unimportant it may be.
- If they are large tasks, break them into action steps, and write this down with the larger task.
- You can make one list for all your tasks or have separate to-do lists for personal and professional tasks.

PART 2 URGENT-IMPORTANT GRID

- You have to make a grid as shown on the board here. .
- This grid has four boxes. As you can see, each box has a different heading.
- At the heart of the urgent-important grid, are these two questions:
 - Is this task important?
 - Is this task urgent?
 - Now, you have to think about each activity that you have written in your to-do list and put it into one of the four categories.
- What do these categories depict?
- **Category 1: Urgent/Important**
 - This category is for the highest priority tasks. They need to get done now.
- **Category 2: Not Urgent/Important**
 - This is where you want to spend most of your time.
 - This category allows you to work on something important and have the time to do it properly.
 - This will help you produce high quality work in an efficient manner.
 - The tasks in this category are probably the most neglected ones, but also the most crucial ones for success.
 - The tasks in this category can include strategic thinking, deciding on goals or general direction and planning – all vital parts of running a successful business.
- **Category 3: Urgent/Not Important**
 - This is where you are busy but not productive. These tasks are often mistaken to be important, when they're most often busywork.
 - Urgent but not important tasks are things that prevent you from achieving your goals.
 - However, some may be activities that other people want you to do.
- **Category 4: Not Important and Not Urgent**
 - This category doesn't really include tasks, but rather habits that provide comfort, and a refuge from being disciplined and rigorous with your time management.
 - Some may be activities that other people want you to do.
 - These might include unplanned leisure activities as well.

TO- DO list format

1.	
2.	
3.	
4.	
5.	
6.	
7.	
8.	
9.	
10.	
11.	
12.	

URGENT-IMPORTANT GRID

<p>URGENT/ IMPORTANT</p> <ul style="list-style-type: none"> ○ Meetings ○ Last minute demands ○ Project deadlines ○ Crisis 	<p>NOT URGENT/ IMPORTANT</p> <ul style="list-style-type: none"> ○ Planning ○ Working towards goals ○ Building relationship ○ Personal commitments
<ul style="list-style-type: none"> ○ Interruptions ○ Phone calls/ E-mails ○ Other people's minor demands <p>URGENT/ NOT IMPORTANT</p>	<ul style="list-style-type: none"> ○ Internet surfing ○ Social media ○ Watching TV <p>NOT URGENT/ NOT IMPORTANT</p>

URGENT/ IMPORTANT GRID format

<p>URGENT/ IMPORTANT</p>	<p>NOT URGENT/ IMPORTANT</p>
<p>URGENT/ NOT IMPORTANT</p>	<p>NOT URGENT/ NOT IMPORTANT</p>

Do 

- Put down the formats for the to-do list and the urgent/ important grid on the board.
- Instruct the participants to prepare their to-do list first.
- Give the participants 10 minutes to prepare the list.
- Once done, instruct them to divide the tasks in to-do list into the four categories.
- Explain the four categories to the participants giving examples specific to their context.
- As you explain the categories fill the grid with the type of tasks.
- Give the participants 40 minutes to fill the grid.
- Then explain how to balance the tasks between the four categories.
- Keep a check on time. Tell the group to wind up quickly if they go beyond the given time limit.

Say **Activity De-brief:****How can we balance tasks between the four categories?****How to manage time through this grid?**

- **Category 1: Urgent/Important**
 - Try to keep as few tasks as possible here, with the aim to eliminate.
 - If you spend too much of your time in this category, you are working solely as a trouble shooter, and never finding time to work on longer-term plans.
- **Category 2: Not Urgent/Important**
 - Plan these tasks carefully and efficiently as they are most crucial ones for success.
 - If necessary, also plan where you will do these tasks, so that you're free from interruptions.
 - Include strategic thinking, deciding on goals or general direction and planning in your planning process.
- **Category 3: Urgent/Not Important**
 - Ask yourself whether you can reschedule or delegate them.
 - A common source of such activities is other people. Sometimes it's appropriate to say "no" to people politely, or to encourage them to solve the problem themselves.
- **Category 4: Not Important and Not Urgent**
 - You also want to minimize the tasks that you have in this category.
 - These activities are just a distraction – avoid them if possible.
 - You can simply ignore or cancel many of them.
 - Politely say "no" to work assigned by others, if you can, and explain why you cannot do it.
 - Schedule your leisure activities carefully so that they don't have an impact on other important tasks.
- Discuss the traits of effective time managers and effective time management techniques as given in the Participant Handbook.

Summary

- Discuss the traits of effective time managers and effective time management techniques as given in the Participant Handbook.

Notes for Facilitation

- Here is a short story. You can conclude the session narrating the story. To make it more interesting you can perform the demonstration described and discuss the short story.
 - One day an expert in time management was speaking to a group of students. As he stood in front of the group, he pulled out a large wide-mouthed glass jar and set it on the table in front of him. Then he took out a bag of about a dozen rocks and placed them, one at a time, into the jar. When the jar was filled to the top and no more rocks would fit inside, he asked, "Is this jar full?" Everyone in the class said, "Yes." Then he said, "Really?"
 - He reached under the table and pulled out a bucket of gravel (small stones). He dumped some gravel in and shook the jar causing pieces of gravel to work themselves down into the space between the rocks. Then he asked the group once more, "Is the jar full?" By this time, the class began to understand. "Probably not," one of them answered. "Good!" he replied.
 - He reached under the table and brought out a bucket of sand. He started dumping the sand in the jar and it went into all of the spaces left between the rocks and the gravel. Once more he asked the question, "Is this jar full?" "No!" the class shouted. Once again he said, "Good." Then he grabbed a jug of water and began to pour it in until the jar was filled to the brim. Then he looked at the class and asked, "What is the point of this illustration?" "One student raised his hand and said, "No matter how full your schedule is, if you try really hard you can always fit some more things in it!" "No," the speaker replied, "that's not the point. The truth this illustration teaches us is: If you don't put the big rocks in first, you'll never get them in at all." What are the 'big rocks' in your life? Your children; your loved ones; your education; your dreams; a worthy cause; teaching or mentoring others; doing things that you love; time for yourself; your health; your mate (or significant other). Remember to put these BIG ROCKS in first or you'll never get them in at all. If you sweat about the little stuff (the gravel, sand, and water) then you'll fill your life with little things you worry about that don't really matter, and you'll never have the time you need to spend on the big, important stuff (the big rocks).
- End the story with these lines...
So, tonight, or in the morning tomorrow, when you are reflecting on this short story, ask yourself this question: What are the 'big rocks' in my life? Then, put those in your jar first

11.1.7: Anger Management

Resources to be Used

Participant Handbook

Ask

- What is anger? Is anger good or bad?
- Is anger normal or an abnormal behaviour? How can anger harm you?
- Why is it important for entrepreneurs to manage their anger?

Say

- Talk about anger and the importance of anger management in entrepreneurs as discussed in the Participant Handbook.
- Let us do a small activity. This is an individual activity.
- Think of the incidents and situations that angered you and hurt you.

Do

- Instruct them to note down these situations under different categories (as given in the Activity).
- Give the class 3-5 minutes to think and note down their answers.
- At the end of 5 minutes, ask some participants to volunteer and present their answers.
- They can also share these situations with their fellow participants if they do not wish to share it with the entire class.

Activity

- Do you remember any incident which has hurt
 - you physically
 - you mentally
 - your career
 - your relationships

Ask

- Do you ever get angry?
- What are the things that make you angry?
- Do you remember any incident where your anger management helped you in maintaining healthy relationship?
- Do you remember any incident where someone lost business/ friend/ relationship due to temper (anger)?

Say

- There are a few strategies which can help in controlling your anger. Let's do an activity to understand the anger management process better.
- This is an individual activity.
- Think of the incidents/ situations which trigger your anger (the cause).
- Then think what happened as a result of your anger (the effect).
- You need to come up with some techniques to manage your anger.

Do

- There are a few strategies which can help in controlling your anger. Let's do an activity to understand the anger management process better.
- This is an individual activity.
- Think of the incidents/ situations which trigger your anger (the cause).
- Then think what happened as a result of your anger (the effect).
- You need to come up with some techniques to manage your anger.

Activity

Trigger points and Anger Management Techniques Activity

Anger Triggers

List of triggers that make you angry:
Someone says you did something wrong.
You want something you can't have now.
You get caught doing something you shouldn't have been doing.
You are accused of doing something you didn't do.
You are told that you can't do something.
Someone doesn't agree with you.
Someone doesn't do what you tell him to do.
Someone unexpected happens that messes up your schedule.

Result of your anger:

Write the techniques that you use to manage your anger:**Anger Management Techniques**

--

Say 

- Now, let's discuss the problems and solution with all.
- The individual will first briefly describe trigger points to the class.
- Then discuss the result of the anger. Other participants are requested to remain quiet while one is making the presentation.
- Post presentation, other participants may ask questions.

Do 

- Congratulate each individual for sharing their points.
- Ask the audience to applaud for them.
- Ask de-brief questions after the presentation to the class.
- Keep a check on the time. Ask the participants to wind up the activity quickly if they go beyond the given time limit.

Ask

De-brief questions:

- In the situation described by the presenter, who was at fault?
- How could you have handled this situation alternatively?

Summary

- Close the discussion by summarizing the strategies and tips of anger management for entrepreneurs.
- Ask the participants what have they learnt from this exercise/ activity.
- Ask if they have any questions related to what they have talked about so far.

Notes for Facilitation

- Encourage the participants to share information about them while presenting the situations to the class.
- Keep the format of the Activity prepared in a chart paper so that it can be displayed during the session.

11.1.8: Stress Management: What is stress?

Resources to be Used

Participant Handbook

Ask

- You are waiting in the reception for an interview or a very important meeting, suddenly your legs are shaky, your hands are cold, you are feeling nervous. Have you ever been in this kind of situation?
- Have you had days when you had trouble sleeping?
- Have you ever been so worried about something that you ended up with a terrible headache?

Say

- You've probably heard people say, "I'm really stressed out" or "This is making me totally stressed."

Ask

- What do you understand by stress?
- What gives you stress?
- How do you feel when you are stressed or what are the symptoms of stress?
- How can stress harm you?
- Why is it important for entrepreneurs to manage stress?

Say

- When we feel overloaded or unsure of our ability to deal with certain challenges, we feel stressed.
- Discuss about stress, causes of stress, and symptoms of stress as discussed in the Participant Handbook.
- Let's understand the causes of stress and how to deal with them with the help of some case scenarios.
- You will be given some cases.
- You have to analyse the case scenario and then find an appropriate solution to the problem.
- This will be a group activity.

Do

- Divide the class into four groups of 5- 6 participants (depending on the batch size).
- Assign one case scenario to each group.
- Instruct them to read the case carefully.
- The group is expected to analyse and discuss the case amongst them and find a solution to the given problem.

- Explain their discussion should result in getting answers for the following questions:
 - What was/ were the cause(s) of stress?
 - Was the stress avoidable or manageable under the given circumstances?
 - If yes, how do you think that the stress could be avoided (managed)?
 - If no, then why not?
- Give the class 10-12 minutes to discuss the case and note down their solutions.
- At the end of 12 minutes, the team should present their case solution to the larger group.
- Ask the group to select a group leader for their group.
- The group leader should discuss and assign roles to the group members for the presentation.
- Explain their discussion should result in getting answers for the following questions.

Team Activity

Case Study Analysis

Scenario 1

Akash's alarm doesn't go off and he gets late getting out of the house. He hits traffic and ends up 15 minutes late to work, which his boss notices. He gets to his desk and finds he has to complete 2 reports in next one hour. Just when he is about to begin work, a message pops up "Telecon with the client begins in 10 minutes. Please be in the conference room in 5 minutes."

He is not prepared for the call. He is stressed. He does not want to speak to his boss about this. He is stressed, feeling uncomfortable and sick; not in a position to attend the call or finish the reports on time.

Scenario 2

While paying his overdue bills, Rahul realised that it's the middle of the month and he has only Rs 500 left in his account. He has already asked all of his friends, and family for loans, which he hasn't paid back yet. He is still contemplating over the issue when his phone rings. His sister's birthday is due next week and she has seen a beautiful dress which she wants to buy but cannot tell the parents as it is a bit expensive. She wishes if Rahul could buy the dress for her. Rahul has promised to buy her the dress for her birthday.

Rahul is stressed, does not understand what to do. He is unable to concentrate on his work and unable to complete the tasks assigned. His team leader has already warned him of the delay.

Scenario 3

Sheela calls the cable company as she has unknown charges on her bill. She has to go through the automated voice mail menu three times and still can't get through to a customer care executive. After 15 minutes of repeated efforts, her call is answered. She explains the entire issue to the customer care executive but before the person could suggest a way out, the call drops.

Now Sheela has to call back and repeat the whole process all over again with a new customer care executive. She is very angry and calls again but cannot connect this time.

She has to leave to office so she decides to call from office and check. When she connects this time she is angry and argues with the executive on the call. All her co-workers around are looking at her as her volume has suddenly increased. She bangs the phone and ends the call.

Her co-worker Neelam enquires what has happened to her. She ignores her and just walks off. She has become irritable and her behaviour and tone with other co-workers is not acceptable.

Scenario 4

Arpit is a young entrepreneur who started doing business through Facebook few weeks back. He had always been into a job. Although Arpit has very few financial liabilities, it wasn't an easy decision to leave a comfortable job at once and look for newer pastures. Arpit's boss warned him of the consequences and the challenges of starting a business when nobody ever in his family had been in business.

He has not been able to get a good deal till now. This is an important life shift for him which comes with unknown variables. Arpit is nervous and is wondering if he has what it takes to fulfill the requirement of his new role, or the new experiences he's likely to face.

Ask**De-brief questions:**

- What was/ were the cause(s) of stress?
- Was the stress avoidable or manageable under the given circumstances?
- If yes, how do you think that the stress could be avoided (managed)?
- If no, then why not?

Say

- Now, let's discuss the problem and solution with the larger group.
- The group will first briefly describe the case to the class.
- Then discuss the issue identified and the proposed solution.
- Post presentation, the other groups may ask questions to the group that has presented.

Do

- Congratulate each group for sharing their points.
- Ask the audience to applaud for them.
- Ask de-brief questions to cull out the information from each group.
- Keep a check on time. Tell participants to wind up the discussion quickly if they go beyond the given time limit.

Say

- While it is common and normal to feel some tension. This feeling nervous and tensed can interfere with your thinking process and can have a negative impact on your performance.
- Stress can deplete the most vibrant of souls. It can have a negative effect on every aspect of a person's life including their health, emotional well-being, relationships, and career. However, one needs to understand the causes and types of stress before looking for ways to manage it.

De-brief:**Scenario 1**

The cause of stress was lack of time management and the habit of procrastinating. If Akash would have managed his time well, planned alternate ways to get up on time, finished prior tasks on time and planned for client meetings in advance then he wouldn't have faced stress.

Scenario 2

The cause of stress was lack of financial planning. Rahul should have planned his financial resources well in advance and saved some money for the rainy day. Also, differentiating between needs and wants and keeping a check on non-essential expenditure would have saved Rahul from this situation.

Scenario 3

Sometimes, stress is caused due to external factors instead of internal ones. In this case, the stress was unavoidable because we have no control over this customer care system. Every time, you will get in touch with a new executive and will have to explain all over again. This might cause stress but despite being frustrated and angry there is little that we can do about it. All Sheela could do was to find ways to calm herself down through some breathing exercises and meditation, reading some good book or listening to music and then start afresh.

Scenario 4

A positive, major life change can be a source of good stress. Regardless of how good the change is, it can be stressful. Stress caused by a positive and major life change can be beneficial because it causes a person to step out of their comfort zone and learn new skills. Here, Arpit may become a successful entrepreneur or learn new ways to do things differently. Now let us see this scenario, can I have a volunteer to read out this case to the class.

Do 

- Ask one of the participant who can volunteer and read out this scenario to the class.

Scenario 5

Rakesh lives in Kathmandu with his wife and two beautiful daughters Sarah and Sanya. Nepal was hit by a massive earthquake and Rakesh's building collapsed during the earthquake. During evacuation, Rakesh realised that though his wife and Sarah were fine and suffered only minor bruises, Sanya was nowhere in the scene. Panic stricken, he started calling her name and searching her frantically. A little later, he heard a meek voice from beneath the debris. He quickly removed the rubble to find a huge bed. Rakesh was pretty sure that Sanya was trapped underneath. Though he was badly bruised, he gathered all his courage and with all his might, he lifted the several-ton bed to save Sanya's life. Everyone was relieved to see Sanya alive and also extremely surprised to see this father's ability to access superhuman strength.

- Ask the audience to applaud for the participant after the scenario is read completely.
- Discuss the scenario, ask de-brief questions:
- What kind of stress was Rakesh undergoing in this case?
 - Was the stress avoidable or manageable under the given circumstances?
 - What was the result of the stress?

Say

De-brief:

- Not all stress is harmful; good stress is actually energizing. This was a case of lifesaving stress, or hero stress, which is an important example of good stress. You may have heard stories in which a person performs an impossible feat of physical strength in order to save their life or the life of someone they love. This type of stress causing a surge of adrenaline is good for us.

Summary

- Close the discussion by summarizing the tips to manage stress as given in the Participant Handbook.
- Ask the participants what they have learnt from this exercise/ activity.
- Ask if they have any questions related to what they have talked about so far.

Notes for Facilitation

- Keep printed copies of the activities/ scenarios ready for the session.
- Put down the de-brief questions on a flip chart so that it can be displayed in the class during the activity.
- Encourage participation and make the discussions interactive.

Unit 11.2: Digital Literacy: A Recap

Unit Objectives

By the end of this unit, the trainees will be able to:

1. Identify the basic parts of a computer
2. Identify the basic parts of a keyboard
3. Recall basic computer terminology
4. Recall the functions of basic computer keys
5. Discuss the main applications of MS Office
6. Discuss the benefits of Microsoft Outlook
7. Identify different types of e-commerce
8. List the benefits of e-commerce for retailers and customers
9. Discuss Digital India campaign will help boost e-commerce in India
10. Describe how you will sell a product or service on an e-commerce platform

11.2.1: Computer and Internet Basics: Basic Parts of a Computer

Resources to be Used

Participant Handbook , Computer Systems with the required applications

Say

- Let's take a quick recap of the basic computer parts.
- Discuss 'Basic Parts of Computer' and 'Basic Parts of a Keyboard' with the class as given in the Participant Handbook.

Explain

- Explain all the parts of the computer and the keyboard by demonstrating on the real system.

Ask

- Do you know about internet?
- Have you ever used internet?
- Why do you think internet is useful?
- What was the last task you performed on internet?

Say

- Let's look at some basic internet terms.
- Discuss 'Basic Internet Terms' with the participants as given in the Participant Handbook.

Summary

- Ask the participants what they have learnt from this exercise/ activity.
- Ask if they have any questions related to what they have talked about so far.
- Close the discussion by summarizing the importance of computer and internet for entrepreneurs.

Practical

- Divide the class into four groups of 5- 6 participants (depending on the batch size).
- Assign one case scenario to each group.
- Instruct them to read the case carefully.

- The group is expected to analyse and discuss the case amongst them and find a solution to the given problem.
- Explain their discussion should result in getting answers for the following questions:
 - What was/ were the cause(s) of stress?
 - Was the stress avoidable or manageable under the given circumstances?
 - If yes, how do you think that the stress could be avoided (managed)?
 - If no, then why not?
- Give the class 10-12 minutes to discuss the case and note down their solutions.
- At the end of 12 minutes, the team should present their case solution to the larger group.
- Ask the group to select a group leader for their group.
- The group leader should discuss and assign roles to the group members for the presentation.
- Explain their discussion should result in getting answers for the following questions.

Do

- Group the participants for the activity depending on the batch size and the number of computer systems available in the lab.
- Explain the purpose and duration of the activity.
- Ensure the participants complete the practical exercises assigned.

11.2.2: MS Office and Email: About MS Office

Resources to be Used

Participant Handbook, Computer Systems with MS Office

Ask

- What is the most frequent activity that you do on the computer?
- Do you know how to make presentations on the computer?

Say

- Give a brief introduction of MS Office as given in the Participant Handbook.
- Discuss the most popular office products. Explain in brief their application, benefits and working.
- **Microsoft Word** is a word processing program that allows for the creation of documents. The program is equipped with templates for quick formatting. There are also features that allow you to add graphics, tables, etc.
- **Microsoft Excel** is a tool for accounting and managing large sets of data. It can also simplify analysing data. It is also used to create charts based from data, and perform complex calculations. A Cell is an individual data box which will have a corresponding Column and Row heading. This gives the cell a name, referred to as the Cell Reference. There can be multiple pages in each workbook. Each page, or sheet, is called a Worksheet. When you open a new Excel file, it automatically starts you with three worksheets, but you can add more.

Explain

Explain the working and frequently used features of Office on a real system.

Ask

- What do you know about e-mails?
- Do you have an email id?
- How often do you check your e-mails?

Say

- Communication is vital for every business. The fastest and the safest way to communicate these days are through emails. MS Outlook helps to manage your emails in a better way and also offers a host of other benefits.
- Discuss “Why Choose Microsoft Outlook?” with the participants as given in the Participant Handbook.

Do

- Ask the participants to assemble in the computer lab.
- Explain the working of Outlook on a real system.

Demonstrate

- Demonstrate how to create email id.
- Demonstrate how to write new mails, send mails.
- Demonstrate how to use MS Office application to create a letter and send it as attachment in an email.
- Demonstrate how to use other MS Office applications.

Practical

- Give some hands on practice exercises
- Group the participants for the activity depending on the batch size and the number of computer systems available in the lab.
- Explain the purpose and duration of the activity.

Summary

- Ask the participants what they have learnt from this exercise/ activity.
- Ask if they have any questions related to what they have talked about so far.

11.2.3: E-Commerce

Resources to be Used

Computer System with internet connection, Participant Handbook

Ask

- How many of you have done shopping online?
- Can you name at least five shopping websites?
- What is the product that you most frequently buy online?
- Why do you do shopping online instead of going to the market?

Say

- Give a brief introduction of “What is E-commerce”. Refer to the Participant Handbook.
- E-commerce emerged in the early 1990s, and its use has increased at a rapid rate. Today, many companies sell their products online. Everything from food, clothes, entertainment, furniture and many other items can be purchased online.

Explain

Explain the working and frequently used features of Office on a real system.

Ask

- What other types of transactions have you performed on the internet other than buying products?

Say

- Give examples of e-commerce activities from Participant Handbook.

Team Activity

E-commerce examples

- Instruct the participants to list some of the payment gateways that they have used for e-commerce activities.
- Give them 5 minutes to make this list.

- Discuss payment gateways and transaction through payment gateways.
- Conclude the discussion by mentioning how important e-commerce has become in our day to day transactions.

Say

- E-commerce activities can be classified based on the types of participants in the transaction.
- Discuss “Types of E-commerce” from the Participant Handbook.

Do

- Discuss all types of E-commerce by giving examples and names of some popular websites which use them.
- Make the discussion interactive by asking the class to share some popular e-commerce sites of each type.

Say

- E-commerce activities bring a host of benefits for both, retailers and customers.
- Discuss benefits of E-commerce from the Participant Handbook.

Explain

- The majority of the population that uses E-commerce activities lives in tier-1 and tier-2 cities. To encourage the use of digital money in tier-3 and 4 areas, PM Mr. Modi launched the “Digital India Campaign”.
- Discuss “Digital India Campaign” from the Participant Handbook.
- By Digital India project the government will deliver services via mobile connectivity and in doing so, is expected to bring the internet and broadband to remote corners of the country. This connectivity will in turn enhance e-commerce activities also. Furthermore, the Indian Government is also modernizing India Post and aims to develop it as a distribution channel for e-commerce related services.

Say

- Now let us discuss how to sell a product using E-commerce.
- Every product has to be sold on a platform on the internet. Think of it as a shop that you have to sell your product. Now this shop can be your own or shared or rented. If the shop is your own or rented there will be only your products in that shop. If the shop is shared, there will be products of multiple sellers in that shop. A common example is a departmental store which has products from multiple brands in the shop.

- Similarly, in E-commerce the shop is the website where your products are displayed. If it is your own website it will exclusively showcase your products. In this case the cost that you will incur will be:
 - Developing the website
 - Hosting the website
 - Maintenance of the website
- If you rent a website it will also showcase your own products but the development, hosting and maintenance parts goes to the owner. This saves time and the cost to manage these activities.
- Smaller companies usually go for renting a website and the bigger ones develop their own website.
- The concept of shared platforms has become very popular in recent times. In this platform the sellers have to register and then they can sell their goods on a common platform. Among the most popular of these are Amazon, Myntra, Flipkart, etc.

Role Play

- Tell the participants to choose a product or service that they want to sell online.
- Tell them to write a brief note explaining how they will use existing e-commerce platforms, or create a new ecommerce platform to sell their product or service.

Ask

- How much money are you carrying in your wallet?
- Do you have a credit/debit card?
- How do you make payments while doing online shopping?

Say

- Demonetization has made carrying cash in the wallet very difficult. People either shop through cards or some other form of digital money.
- So what do you think is digital money?
- In this form the money is both paid and received digitally. There is no hard cash involved. It is an instant and convenient way to make payments.
- There are various types of digital payments. Let us discuss some of them in brief here.
- The first one is the most commonly used system i.e. the cards. Debit card, credit card, prepaid card, all fall under this category.
- Then is the e-wallet or the mobile wallet. This has become the most used form of digital money after demonetization. Examples are Paytm, state bank buddy, Freecharge, etc.
- Many other forms of digital money are also coming up in market like mobile apps, Aadhar card based payment, etc.

Do

Demonstrate how to make and receive payments through digital models like Paytm and state bank buddy.

Ask

Why do you think people have started using digital money instead of hard cash? Is demonetization the only reason?

Say

- Digital money gives a lot of advantages over the conventional hard cash. Some of them are:
 - Digital payments are easy and convenient. You do not need to take loads of cash with you, a mobile phone or a card will suffice.
 - With digital payment modes, you can pay from anywhere anytime.
 - Digital payments have less risk.

Summary

- Ask the participants what they have learnt from this exercise/ activity.
- Ask if they have any questions related to what they have talked about so far.
- Close the discussion by summarizing the importance of e-commerce and digital money.

Unit 11.3: Money Matters

Unit Objectives

By the end of this unit, the trainees will be able to:

1. Discuss the importance of saving money
2. Discuss the benefits of saving money
3. Discuss the main types of bank accounts
4. Describe the process of opening a bank account
5. Differentiate between fixed and variable costs
6. Describe the main types of investment options
7. Describe the different types of insurance products
8. Describe the different types of taxes
9. Discuss the uses of online banking
10. Discuss the main types of electronic funds transfer

11.3.1: Personal Finance – Why to Save?

Resources to be Used

Participant Handbook

Say

- How many of you save money?
- Why do you feel the need to save it?
- Do you plan your savings?
- Where do you keep the money you save?
- How do you use the money that you have saved?

Explain

- Let's look at these two examples:

Example 1:

Suhani works in a good company and earns Rs.30, 000 month. She always saves 5000 per month and keeps it aside as a personal saving. She keeps the money at home and has saved quite a lot. One day her mother has a medical emergency and has to be taken to the hospital. Her family is worried about the amount they have to spend for the treatment. It will cost them atleast 40,000.

Suhani says tells her family not to worry and that she has about 50,000, which she has saved over the months.

Example 2:

Jasmeet works in the same company and earns the same as Suhani. She is very fond of shopping and spends most of her money on buying new clothes. At the end of the month, she is always asking her father for money as her pay is finished.

Ask

- Who do you identify with –Suhani or Jasmeet ?
- How do you think Suhani manages to save money which Jasmeet is unable to do?

Say

- We should always set aside some and save some money from our monthly pay. The future is unpredictable.
- Saving money not only gives you a sense of financial security but it can be used in case of emergencies.
- Discuss “Importance of Saving” with the participants as given in the Participant Handbook.

Ask 

- What are the benefits of saving money?
- What does being financially independent mean to you?

Say 

- Discuss “Benefits of Saving” with the participants as given in the Participant Handbook.
- Now let us continue with Suhani’s story. Suhani has told her family not to worry and that she has about 50,000, which she has saved over the months. The family is happy about Suhani’s decision of saving money, which will be of great help for them now.

Suhani is going to the hospital today to pay the first instalment for the treatment. Suddenly finds only 35,000 in her cash box when she counts and does not remember using it. She has not kept any record and now she is upset.

Ask 

- Was it a good decision by Suhani to save a part of her earnings every month?
- Was it a wise decision to keep all her savings as cash in a cash box?
- Could she have managed to save money in a better and more effective manner?
- Do you want to learn how to save money and use it effectively?

Say 

- Let’s learn personal saving with the help of a group activity.

Team Activity **Personal Finance- Why to save**

- This activity has two parts:

PART 1
WAYS TO SAVE MONEY

- You are earning 30,000/- per month. You have recently changed your job and have to move to a metropolitan city. You are now living as a paying guest paying 10,000/- per month. Your other estimated expenditures like travel, food, recreation would be around Rs. 17, 000 per month.
- Make a list of different ways to save money.

PART 2
HOW WILL YOU USE THE MONEY

- After a year how much have you been able to save?
- How will you use the money that you have saved?

Do

- Divide the class into groups of four.
- Instruct the participants to think and prepare a list of the various ways they can save money.
- Give the participants 10 minutes to prepare the list.
- Once done, instruct them to think of how they could use the money they have saved.
- Give the participants 10 minutes to prepare the list.
- Keep a check on time. Tell the group to wind up quickly if they go beyond the given time limit.

Activity De-brief

- What were the different ways you could save money?
- How much money were you able to save?
- How will you use the money you have saved in one year?

Say

Discuss the importance of personal finance and why it is important to save money.

Summary

You can summarize the session by discussing:

- The importance of saving money.
- Ways to save money.
- How the money saved can be used for different purposes.

11.3.2: Types of Bank Accounts, Opening a Bank Account

Resources to be Used

Account opening sample forms, Participant Handbook

Ask

- How many of you save money?
- Where do you keep the money you save?
- How many of you have a bank account?
- What type of account do you have?

Explain

- Let's look at these two examples:

Reena is in the third year of college but in the evening she gives tuitions for children living in her colony. She earns 15,000/- per month. As her students stay in different parts of the city, she has to walk a lot.

To save time, she decides to buy a second hand scooter for herself. But she has to save money for it. Her class mate advises her to open a recurring deposit account in the bank.

She goes to the bank close to her home. The personal manager gives her some forms to fill. She is confused as she has never done this before. Her elder sister has an account in the same bank. She asks for help from her sister. She goes to the bank the next day with her sister. The personal banker gives her a list of documents that she will need to submit with the form for opening an account. The banker advises her to open a 6 months recurring deposit.

Ask

- Do you try to save money monthly but have to spend it on unforeseen expenditure?
- Have you ever thought of depositing your savings in a bank?

Say

- Before opening a bank account, you need to know the types of accounts we have in India.
- Discuss "Types of Bank Accounts" with the participants as given in the Participant Handbook.

Ask

- Can someone say what are the different types of bank accounts?

Say

- Let's learn about the different types of bank accounts through an activity.

Team Activity

Activity De-brief

Each group to present the key points of their account.

- Divide the class in four groups.
- Label the groups as savings account, current account, recurring account and fixed deposit.
- On a chart paper, ask them to write the key points of their account.

Say

- Now that you know about the four different types of accounts, let's learn how to open a bank account.
- Discuss "Opening a Bank Account" with the participants as given in the Participant Handbook.
- Discuss "Tips" that the participants should keep in mind while opening a bank account as given in the Participant Handbook.

Ask

- What are the main documents required for opening a bank account?
- What are some important points to ask the bank personnel while opening an account?

Say

- Mention officially valid KYC documents (refer to the Participant Handbook)
- Now, let's understand the procedure of opening a bank account through an activity.

Team Activity

Opening a Bank Account

- This activity is done in groups.
- Divide the class in groups of four or six.

PART 1

FILLING A BANK ACCOUNT OPENING FORM

- You have to fill a bank opening form.
- You can refer to the section "Opening a Bank Account" of your Handbook for reference.
- List all the steps that you will be required to fill in the form.
- List the documents that you needs for filling the form.
- Now fill in the form.

Activity De-brief**How did you design the form?**

- What all details did you fill in the form?
- What were your KYC documents?
- How would this activity help you in future?

Do 

- Instruct the participants to read the section “Opening a Bank Account’ of the Participant Handbook.
- Give each group one sample account opening form.
- Give the participants 5 minutes to read the form.
- Give them 15 minutes to fill it.
- Assist them by explaining each category and how to fill it.
- Keep a check on time.
- Tell the group to wind up quickly if they go beyond the given time limit.

Summary **Note:**

- You can summarize the unit through a role play.
 - A person wanting to open an account in the bank.
 - What is the procedure that he will go through?
 - Discuss the key points of different types of bank accounts.
 - How to select the type of account
 - How to fill the account opening form.
- A sample account opening form is given in the following page for reference. Use it for the activity in the class.

Sample Bank Account Opening form.

SAVING BANK ACCOUNT OPENING FORM	
Account No.: _____	Date: _____
Name of the Branch	
Village/Town	
Sub District/Block Name	
District	
State	
SSA Code/Ward No.	
Village Code/Town Code	

Applicant Details:

Full Name	Mr./Mrs./Ms.	First	Middle	Last Name
Marital Status				
Name of Spouse/Father				
Name of Mother				
Address				
Pin Code				
Tel No. Mobile			Date of Birth	
Aadhaar No.			Pan No.	
MNREGA Job Card No.				
Occupation/Profession				
Annual Income				
No. of Dependents				
Detail of Assets		Owning House: Y/N	Owning Farm : Y/N	No. of Animals : Any other:
Existing Bank Alc. of family members/household		Y/N If yes, No. of A/cs. _____		

Kisan Credit Card	Whether Eligible	Y/N
-------------------	------------------	-----

I request you to issue me a Rupay Card.

I also understand that I am eligible for an Overdraft after satisfactory operation of my account after 6 months of opening my account for meeting my emergency/ family needs subject to the condition that only one member from the household will be eligible for overdraft facility. I shall abide by the terms and conditions stipulated by the Bank in this regard.

Declaration: I hereby apply for opening of a Bank Account. I declare that the information provided by me in this application form is true and correct. The terms and conditions applicable have been read over and explained to me and have understood the same. I shall abide by all the terms and conditions as may be in force from time to time. I declare that I have not availed any Overdraft or Credit facility from any other bank.

Place:

Date:

Signature/LTI of Applicant

Nomination:

I want to nominate as under

Name of Nominee	Relationship	Age	Date of birth in case of minor	Person authorised in case to receive the amount of deposit on behalf of the nominee in the event of my /minor(s) death.

Place:**Date:****Signature/LTI of Applicant****Witness(es)***

1. _____

2. _____

***Witness is requires only for thumb impression and not for signature**

11.3.3: Costs: Fixed vs. Variables: What are Fixed and Variable Costs?

Resources to be Used

Participant Handbook, Blank sheets of paper, Pens

Ask

- What is cost?
- Will a telephone bill fall under the category of a fixed or variable cost?

Say

Discuss: Fixed and Variable cost with examples. Let us do a small activity.

Team Activity

Identify the type of cost

1. Rent
2. Telephone bill
3. Electricity bill
4. Machinery
5. Insurance
6. Office supplies/ Raw materials
7. Employee salaries
8. Commission percentage given to sales person for every unit sold
9. Credit card fees
10. Vendor bills

Do

- Divide the class into two groups. Read out the list of costs given in the activity.
- Read out each item from the cost list and ask the groups in turns to identify whether it is a fixed or variable cost.

Say

- We saw that your utility bills like rent, electricity, telephone, etc. are all fixed costs because you have to pay it every month.
- Variable costs is an expense which varies with production output or volume. For example commission, raw material, etc.
- Discuss “Cost: Fixed vs. variables” with the participants as given in the Participant Handbook.
- Illustrate the relation between the costs with a graph.

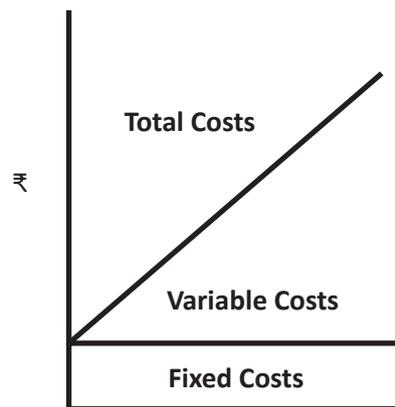


Fig. 11.3.3.1: Relation between fixed and variable costs

- Let's learn the difference between fixed and variable cost with the help of an activity.

Team Activity

Fixed vs. Variable Costs

You want to start your own entrepreneur business.

- State the type of business you want to start.
- List down all the cost or requirements for your business.
- How will you differentiate between the fixed and variable cost.

Activity De-brief

- What is the total cost of your business?
- What are the fixed costs?
- What are the variable costs?
- How did you differentiate between the fixed and variable costs?

Do

- Instruct the participants that this is group work.
- Divide the class into small groups of 4 or 6.
- Give each group a sheet of paper.
- Tell the participants that they have to start their own entrepreneur business.
- Ask them the type of business they want to start.
- Instruct them to differentiate between the fixed and the variable costs of the business they want to start.
- Give the participants 15 minutes to discuss and write.
- Keep a check on time. Tell the group to wind up quickly if they go beyond the given time limit.

Summary

- Note: You can summarize the unit either by having a role play between a consultant and a budding entrepreneur explaining the differences between fixed and variable costs or by discussing the key points of the unit.

Notes for Facilitation

- Answers for the activity - Identify the type of cost

1. Rent	(Fixed)
2. Telephone bill	(Fixed)
3. Electricity bill	(Fixed)
4. Machinery	(Fixed)
5. Insurance	(Fixed)
6. Office supplies/ Raw materials	(Variable)
7. Employee salaries	(Fixed)
8. Commission percentage given to sales person for every unit sold	(Variable)
9. Credit card fees	(Variable)
10. Vendor bills	(Variable)

11.3.4: Investments, Insurance and Taxes

Resources to be Used

Participant Handbook

Ask

- Ask the participants- “What do you see first thing in when you get your mobile bill? Apart from the amount and due date do you have a look at the taxes you are being billed for?”
- Why do you think people get their cars insured or have a medical insurance?
- You have saved money and want to invest it, how would you decide what is the best investment for your money?

Explain

- Let’s have a look at a few scenarios.

Ranbir has sold his house and deposited the money in his bank. His Chartered Accountant tells him that he will have to re-invest the money otherwise he will have to pay capital tax. What is capital tax and how is it different from income tax?

Jasmeet and Anup are blessed with a baby girl. They decide to have an insurance policy that will mature when their daughter is ready to higher education.

Shivani is working in a corporate office and getting good pay. She will have to pay income tax so she decides to invest her money in tax saving schemes. She goes to the bank manager to discuss the best products in which she can invest.

Say

Discuss the Investment, Insurance and Taxes as given in the Participant Handbook.

Ask

How do investments, insurances and taxes differ from each other?

Say

Let’s learn the differences between the three by having an activity.

Say 

We will have a quiz today.

Team Activity 

The activity is a quiz.

Do 

- Divide the class into groups of three and give a name to each group
- Explain the rules of the quiz. For each correct answer the group gets 1 mark. If the group is unable to answer the question is rolled over to the next group.
- Explain the purpose and duration of the activity.
- On the blackboard write the names of the groups.
- Ask the questions of the quiz.
- Keep a score for the groups.
- Set guidelines pertaining to discipline and expected tasks.

Summary 

- Summarize the unit by discussing the key points and answering question

Notes for Facilitation **Questions for the quiz****1. What are bonds?**

Bonds are instruments used by public and private companies to raise large sums of money.

2. Who issues the bonds?

Private and public companies issue the bonds.

3. Why are bonds issued?

To raise large amount of money as it cannot be borrowed from the bank.

4. Who is the buyer of stocks and equities?

The general public is the buyer.

5. What types of scheme is the Sukanya Samriddhi Scheme?

Small Saving Scheme

6. What is the difference between mutual and hedge funds?

Mutual funds are professionally managed financial instruments that invest the money in different securities on behalf of investors. Hedge funds invest in both financial derivatives and/or publicly traded securities.

7. Why is a loan taken from the bank to purchase real estate?

To lease or sell to make profit on appreciated property price.

8. Name the two types of insurances?

Life Insurance and Non-life or general insurance

9. Which insurance product offers financial protection for 15-20 years?

Term Insurance

10. What is the benefit of taking an endowment policy?

It offers the dual benefit of investment and insurance.

11. Mr. Das gets monthly return on one of his insurance policies. Name the policy?

Money Back Life Insurance

12. What are the two benefits of a Whole Life Insurance?

It offers the dual benefit of investment and insurance

13. Which policy covers loss or damage of goods during transit?

Marine Insurance

14. After what duration is the income tax levied?

One financial year

15. What is long term capital gain tax?

It is the tax payable for investments held for more than 36 months.

16. Name the tax that is added while buying shares?

Securities Transaction Tax

17. What is the source of corporate tax?

The revenue earned by a company.

18. Name the tax whose amount is decided by the state?

VAT or Value Added Tax

19. You have bought a T.V. What tax will you pay?

Sales Tax

20. What is the difference between custom duty and OCTROI?

Custom duty is the charges payable when importing or purchasing goods from another country. OCTROI is levied on goods that cross borders within India.

11.3.5: Online Banking, NEFT, RTGS, etc.

Resources to be Used

Participant Handbook, Computer System with internet connection, Debit card

Ask

- When was the last time you visited a bank?
- How do you pay your bill for electricity and telephone?
- Have you ever tried to transfer money from one bank account to another bank account using the online banking facility?

Say

- Most of us lead a busy life. Time has become more important than money. In this busy schedule no one has time to stand in bank queues. That's where Online Banking comes in. Online banking or internet banking means accessing your bank account and carrying out financial transactions through the internet.
- Discuss "What is online banking?" from the Participant Handbook.
- There are various advantages of online banking:
 - It saves time, as you need to visit the branch.
 - You can conduct your banking transactions safely and securely without leaving the comfort of your home.
 - Online Banking also gives you round the clock access.
 - Online Banking makes it possible for you to pay your bills electronically.

Do

- Show them how they can use the internet banking.
- Use the computer system and show the demo videos on how to use internet banking provided on most banking sites.
- Tell the class the various features of online banking:
 - Through their website set-up your online account.
 - Choose a secure username and password.
 - Set-up your contact information.
 - Once your information is verified, you are good to go.
 - Once you enter the portal explore all the features and learn your way through the portal.
- Discuss about maintaining the security of the online account.

Say



- One of the biggest advantage that online banking offers, as discussed earlier, is transferring money from one account to another. This transaction is called electronic funds transfer. Electronic transfers are processed immediately with the transferred amount being deducted from one account and credited to the other in real time, thus saving time and effort involved in physically transferring a sum of money.
- Discuss “Electronic Funds Transfer” from the Participant Handbook.

Do



- Discuss how to transfer money from one account to another using online banking (NEFT/ RTGS, etc.).
- Illustrate with an example.

Summary



- Close the discussion by summarizing the about online banking.
- Ask the participants if they have any questions related to what they have talked about so far.

Unit 11.4: Preparing for Employment & Self Employment

Unit Objectives

By the end of this unit, the trainees will be able to:

1. Discuss the steps to follow to prepare for an interview
2. Discuss the steps to create an effective Resume
3. Discuss the most frequently asked interview questions
4. Discuss how to answer the most frequently asked interview questions
5. Identify basic workplace terminology

11.4.1: Interview Preparation: How to Prepare for an Interview?

Resources to be Used

Participant Handbook

Ask

- Have you ever attended an interview?
- How did you prepare before going for an interview?

Say

- An interview is a conversation between two or more people (the interviewer(s) and interviewee) where questions are asked by the interviewer to obtain information from the interviewee.
- It provides the employer with an opportunity to gather sufficient information about a candidate and help them select the ideal candidate.
- It also provides the interviewee with an opportunity to present their true potential to the employer, build confidence and help make a decision about the job by asking questions regarding designation, salary, perks, benefits, promotions, transfers, etc.
- Let's do an activity to understand how to prepare for interviews better.

Activity 1

- Introducing Yourself

Do

- Select a participant and ask him/her to answer the following questions: "What can you tell me about yourself?"
- Give the participant at least one minute to speak.
- Once he/she is done, ask the rest of the participant what they gathered about the participant who was providing information.
- Now repeat the exercise with five other participants.

Ask

- What information you should include when you are describing or introducing yourself in an interview?
- What information you should not include when you are describing or introducing yourself in an interview?

Say

- Tell the participants that when an interviewer asks you to say something about yourself, he/she is not asking you to present your life history.
- Introduction should be short and crisp, and should present you in a positive light. It should include the following points:
 - o Any work experience that you might have
 - o A brief summary of your educational qualifications
 - o Your strengths and achievements
 - o Any special projects that you might have been part of
- The following topics should be avoided during an introduction:
 - o Detailed description of your family (unless you are specifically asked to do so)
 - o Too much information about your weaknesses
 - o Information that is not true

Do

- Congratulate each participant for sharing their points.
- Ask the audience to applaud for them.
- Ask de-brief questions to cull out the information from each group.
- Keep a check on time.

Activity

- Planning the right attire

Do

- Congratulate each participant for sharing their points.
- Ask the audience to applaud for them.
- Ask de-brief questions to cull out the information from each group.
- Keep a check on time.

Summary



- Close the discussion by discussing ‘how to prepare for an interview’ as discussed in the Participant Handbook.
- You can add the following points to it:
 - o Tell the participants to create a positive and good impression in an interview. It is important for them to prepare for an interview beforehand.
 - o The interviewer analyses not only your technical knowledge in relation to the job, but also whether or not you are a fit for the organization.
 - o Every employer looks at the whole package and not just one or two things in isolation. Therefore, the way you dress and the way you present yourself is also important along with your skills and talents.
 - o The participants will get only one chance to create a good first impression.

11.4.2: Interview Preparation: How to Prepare for an Interview?

Resources to be Used

Participant Handbook, Blank papers, Pens

Ask

- When preparing for an interview, what are the most important things that you need to do?
- What documents do you carry with you, when you go for an interview?
- What is a resume?
- Why do you need a resume?

Say

- Resume is not just a sheet of paper with your qualifications printed on it.
- It is a selling tool that will help the employer to see how and what you can contribute for company.
- Talk about the steps involved in creating an effective/attractive resumes discussed in the Participant Handbook.
- Now let's prepare a resume to understand the process in a better way.

Do

- This is an individual activity.
- Give the details of the activity.
- Instruct them to read the activity carefully.
- The participant is expected to make an attractive resume based on the information provided.
- Give the class 25-30 minutes to study the case and create a resume.
- At the end of 30 minutes, the participants should exchange the resume with the person sitting next to him or her.
- Every participant will evaluate the resume prepared with their fellow participants.

Say

- Do you think the candidate should apply for the job posting described in the advertisement?
- We have already discussed the steps involved in creating an effective/attractive resumes.
- Now let's prepare a resume for the candidate details given in the activity.

Activity

Case Study Analysis

- In the first section of the activity, you are being given the information about a candidate who is applying for a particular job.
- In the second section, you are being given the detailed description of the job posting. Create a resume for the candidate to apply for the job posting.
- Use the information that has been provided about the candidate to create this resume.

Candidate Details

Nipesh Singla was born on 20th April, 1988 in Chandigarh, India. He currently resides at 1XX7, Sector XX D, Chandigarh –160018. His mobile number is 988XXXXX01, and e-mail address is nxxxxxxxla@gmail.com. Nipesh attended middle and senior school at Government Boys Senior Secondary School, Sector 15, Chandigarh. He has been a very talented boy since school. He was fond of painting and watching old Hindi movies. As part of a school charity program, he volunteered at the children’s hospital during his senior years.

In July 2007, he joined Westwood School of Hotel Management, Zirakpur to pursue a diploma course in Hotel Management and Catering. After completing this course, he joined XYZ Group of Hotels as a Housekeeping intern in June 2010 for six months. In this role, he was responsible for cleanliness and maintenance of one floor in the hotel. Taking advantage of his strong interpersonal skills, he also got opportunities to make housekeeping arrangements for corporate meetings. While pursuing education, he gained working knowledge of Microsoft Word, Excel, Access and PowerPoint.

Nipesh is detail-oriented, flexible and adaptable. He has successfully worked with a diverse work force. He gelled well with his peers, both in college and during his internship. After completing the internship, his objective has been to find a job opportunity where he can use his skills and experience. Backed by experience, he is confident about his skills as housekeeping assistant.

Job Posting

*Do you see yourself as a HOUSEKEEPING SUPERVISOR?

What’s your passion? Whether you’re into cricket, reading or hiking, at IHG we are interested in YOU. At IHG, we employ people who apply the same amount of care and passion to their jobs as they do in their hobbies - people who put our guests at the heart of everything they do. And we’re looking for more people like this to join our friendly and professional team.

THE LOCATION:

At the moment, we are looking for HOUSEKEEPING SUPERVISOR to join our youthful and dynamic team at Holiday Inn Amritsar, Ranjit Avenue in Amritsar, Punjab (India). Holiday Inn Amritsar is ideally located in Amritsar’s commercial district on Ranjit Avenue with the world famous Golden Temple located only a short distance away. Sparkling chandeliers mark an incomparable arrival experience as you escape to the welcoming environment that is, Holiday Inn Amritsar. The fresh international brand to celebrate and explore Amritsar.

Salary: Negotiable

Industry: Travel/Hotels/Restaurants/Airlines/Railways

Functional Area: Hotels , Restaurants

Role Category: Housekeeping

Role: Housekeeping Executive/Assistant.

Desired Candidate Profile

Friendly, pleasant personality, Service - oriented.

You should ideally be Graduate/ Diploma holder in HM and at least 2 years of experience as a supervisor in good brand with good communication skills, English is a must.

In return we'll give you a competitive financial and benefits package. Hotel discounts worldwide are available as well as access to wide variety of discount schemes and the chance to work with a great team of people.

Most importantly, we'll give you the room to be yourself.

*Please get in touch and tell us how you could bring your individual skills to IHG.

Education-

UG: Any Graduate/ Diploma holder

PG: Post Graduation Not Required

Say

- Now, let's share the resume with the fellow participant sitting next to you and evaluate each other's effort.

Do

- Congratulate each participant for making their first attempt towards creating an effective resume.
- As a follow up activity, you can suggest them to prepare their own resume and show it to you the next day.

Summary

- Close the discussion by showing some effective resume samples to the candidates.
- Ask the participants what they have learnt from this activity.
- Ask if they have any questions related to what they have talked about so far.

Notes for Facilitation

- Keep printed copies of the activity ready for the session.
- Put down the suggested format of the resume on the board while explaining the steps in preparing a resume.
- Do check the participants' resume and suggest necessary changes.
- Suggested example for the case presented:

Nipesh Singla
 #1XX7, Sector XX-D
 Chandigarh-160018
 Mobile No: 91-988XXXXX01
 E-mail: nxxxxxxxxla@gmail.com

Objective: Seeking an opportunity to use my interpersonal skills and experience to contribute to your company's growth, profitability and objectives.

Professional strengths:

- Proficient in housekeeping
- Experienced in and capable of working with a diverse work force
- Team player and friendly in nature
- Successful working in a multi-cultural environment
- Detail oriented, flexible, and adaptable
- Knowledge of Microsoft Word, Excel, Access and PowerPoint

Educational background:

- Diploma in Hotel Management and Catering, Westwood School of Hotel Management, Zirakpur
- High School, Government Boys Senior Secondary School, Sector 15, Chandigarh

Professional internships:

- Housekeeping Intern, XYZ Group of Hotels, New Delhi (June 2010 – August 2010)
 - o Responsible for cleanliness and maintenance of one floor in the hotel.
 - o Got opportunities to make housekeeping arrangements for corporate meetings.

Volunteer Work:

- Student volunteer at children's hospital in Chandigarh.

Nipesh Singla

11.4.3: Interview FAQs

Resources to be Used

Participant Handbook

Say

- Tell the participants you will provide them with interview situation and questions and they have to try to answer them.
- Tell them you will also explain the different ways to approach these questions.

Do

- Divide the class in pairs and ask the participants to perform a role play.
- One partner will play the role of the interviewer while the other will play the role of the interviewee.
- Tell them the interviewer can start the interview by asking the interviewee to introduce himself/herself.
- Call all the pairs one by one in front of the class to enact the role play.
- Follow the same pattern for all other situations.
- Time allotted for each situation is 8-10 minutes.
- Congratulate each participant for giving their input.
- Ask the class to applaud each time a team has completed their role play.
- Keep a check on time.

Role Play

Conduct a role play for the situation given.

Situation 1

- The interviewer will start by asking the interviewee a few generic questions such as:
 - o What is your name?
 - o Tell me something about yourself?
 - o Can you tell me something about your family?
- Then, the interviewer will bluntly ask the following questions:
 - o How do you explain this huge time gap in your resume?
 - o What is the reason for this?
 - o Weren't you looking for a job or is it that no one selected you?

Say

De-brief:

- When you put information on your resume, you should be prepared to answer any questions about it.
- Be present and focused on the questions being asked to you.
- One way of tackling the blunt questions is to tell the interviewer you did not come across an opportunity where you were sufficiently satisfied with both the remuneration offered as well as the profile. Therefore, you waited for the right opportunity to come along while looking for an ideal job.

Role Play

Conduct a role play for the situation given.

Role Play – Situation 2

- The interviewer will start by asking the interviewee a few generic questions such as:
 - o What is your name?
 - o Tell me something about yourself?
 - o Can you tell me something about your family?
- Then, at the end of the interview, ask the interviewee:
 - o There are over 200 people who have applied for this job, some with excellent work experience. Why should I hire you?

Say

De-brief:

- There is nothing wrong with stating your strengths and achievements. However, do not come across as arrogant or too boastful.
- You need show the interviewee that you have unique skills or talents to contribute to the company. The interviewer needs to know how you stand apart from the rest of the crowd.
- Tell the interviewer you are looking forward to working with the company and that you are a hard-working individual.

Role Play

Conduct a role play for the situation given.

Role Play – Situation 3

- The interviewer will start by asking the interviewee a few generic questions such as:
 - o What is your name?
 - o Tell me something about yourself?
 - o Can you tell me something about your family?
- Then, lean forward, clasp your hands on the table and in a soft voice ask the interviewee:
 - o Did you ever experience any neglect or disregard from your previous office? In other words, did you ever suffer because your office or team displayed favouritism?

Say

De-brief:

- Keep this in mind: Do not criticize anyone during an interview.
- You are free to express your opinion, however, your language, answers, body language, and the tone of your voice should remain constructive and neutral.
- Since criticism will show you in negative light, you should keep your answers honest yet diplomatic.
- You can tackle such questions by saying, “I got along well with most of my faculty and peers.”

Role Play

Conduct a role play for the situation given.

Role Play – Situation 4

- The interviewer will start by asking the interviewee a few generic questions such as:
 - o What is your name?
 - o Tell me something about yourself?
 - o Can you tell me something about your family?
- Then very bluntly ask the interviewee:
 - o How long do you plan to stay with this company if you are selected?
- After the candidate responds, ask sarcastically:
 - o Do you seriously mean that?

Say

De-brief:

- Don't provide unreal and idealistic answers.
- Your answers should be honest yet diplomatic. In a situation like this, the interviewer does not expect you to provide a specific timeline.
- You can say something like, “I would like to stay with the company as long as I can contribute constructively and develop as an employee, within the organization, professionally and financially.”

Role Play

Conduct a role play for the situation given.

Role Play – Situation 5

- The interviewer will start by asking the interviewee a few generic questions such as:
 - o What is your name?
 - o Tell me something about yourself?
 - o Can you tell me something about your family?
- Ask him/her how important he/she thinks it is to be punctual in the corporate world.
- After he/she answers, look up sternly at the interviewee and in a crisp voice, say:
 - o You were late for this interview by 10 minutes. That surely does not seem to be in line with what you just said?

Say **De-brief:**

- Politely apologize for being late.
- You can add something such as, “I assure you this is not a habit”. All your future actions should be in line with this statement.
- Avoid giving any excuses.
- You might feel obligated to provide a justification for your tardiness, but the interviewer is not interested in that.
- Do not over apologize. Once this response is out of the way, turn your focus back to the interview.

Role Play 

Conduct a role play for the situation given.

Role Play – Situation 6

- The interviewer will start by asking the interviewee a few generic questions such as:
 - o What is your name?
 - o Tell me something about yourself?
 - o Can you tell me something about your family?
- After asking a few academic or job-related questions, ask the interviewee:
 - o If you get this job, what salary package do you expect us to give you?

Say **De-brief:**

- If there is no way for you to avoid this question, respond to the interviewer by providing a reasonable and well-thought out salary range.

Role Play 

Conduct a role play for the situation given.

Role Play – Situation 7

- The interviewer will start by asking the interviewee a few generic questions such as:
 - o What is your name?
 - o Tell me something about yourself?
 - o Can you tell me something about your family?
- Then, bringing the interview to a close, ask the interviewee:
 - o Do you have any questions for me?

Say

De-brief:

- Ask relevant questions.
- Don't bombard the interviewer with questions.
- If you have questions about the result of the interview, you can limit your questions to 1 or 2. Keep them short and relevant like:
 - o When will I be informed about the results of the interview?
 - o What are the working hours?
 - o Will the job require me to travel?

Explain

- Tell the participants to be prepared for answering different types of questions in an interview.
- Stay calm and focused, and take a moment to think about how you should respond. Always maintain a confident tone.
- Even if you don't intend to, your body language conveys your level of discomfort with a particular question. Try to keep your actions, tone, and gestures neutral.
- Maintain your composure while answering personal question.

Do

- Tell all the participants to form pairs again.
- Tell them to use the following list of frequently asked interview questions to conduct mock interviews.
- They will use all or some of these questions to conduct mock interviews with their partners.
- One partner will play the role of the interviewer while the other will play the role of the interviewee.
- After they are through asking and answering the questions, the roles will be reversed.
- The same list of questions will be used again.
- After each mock interview ask the interviewer to provide feedback and clear any doubts that may arise.
- Time allotted for each situation is 30-35 minutes.

Activity 1

Mock Interview Questions

Mock Interview Questions
Tell me something about your family.
What qualities would you look for in a Manager or a Supervisor?
Why did you apply for this job?
What do you know about this company?
How do you deal with criticism?

How do you plan to strike a good work-life balance?
Where do you see yourself five years from now?
Have you applied for jobs in other companies?
What kind of salary do you expect from this job?
Do you have any questions for me?

Summary

- Close the discussion by discussing the questions in the both activities.
- Ask the participants what they have learned from this activity.
- Ask if they have any questions related to what they have talked about so far.

11.4.4: Work Readiness – Terms and Terminology

Resources to be Used

Participant Handbook, Chart papers, Blank sheets of paper, Pens.

Ask

- What do you understand by workplace terminology?
- Are offer letter and contract of employment the same?

Say

- Let's start this unit with an activity.

Team Activity

Workplace terminology

- This is a group activity conducted in three parts.

Part 1

Sheila received a call from the recruiter of MND Company. Before she is recruited by the company, think of the recruitment process she will have to go through. Start from the telephone call to signing her letter of acceptance. Write down all the words that come to your mind.

Activity De-brief

- Have the participants read out the words they have written
- Encourage all the participants to participate in the activity

Do

- Divide the class into small groups of 4 or 6.
- Instruct the participants that they will be doing a brainstorming activity.
- Give them one chart paper each. Tell them to divide the chart in two parts.
- Instruct them that they have to use one half of the chart paper now. The other half will be used later.
- The participants have to write all the words that come to their mind related to the recruitment process.
- Give them 10 minutes to do the activity.
- Tell them that there are no right or wrong answers.
- Keep a track of the time.

Say 

- You all know quite a few words related to the terms used in the office.
- Let us talk about some new terms that have been missed out.
- Discuss “Work Readiness – Terms and Terminology” with the participants as given in the Participant Handbook.

Ask 

- Why is it important to know the workplace terms?
- How do they help?
- Can the words be categorised further?

Say 

- Let’s now continue the activity.

Team Activity **Terms and Terminology**

- This is again a group activity. The members of the group remain the same as in Activity 1.

Part 2

With the help of the new terms you have learned, make a flow chart of the hiring process of MND Company.

Activity De-brief

- Ask the groups to share the flow charts and the new terms they added while preparing the flow chart.

Do 

- Instruct the participants that they have to use the 2nd half of the same chart they had used before.
- Using the new terminology and the terms they had previously written on the chart, they have to make a flow chart of the hiring process of the MND Company.
- Give them 10 minutes for this activity.
- Keep a check on time. Tell the group to wind up quickly if they go beyond the given time limit.

Say 

- Let’s go ahead with the activity.

Team Activity

Terms and Terminology

The activity continues with the same group members.

Part 3

Sheila now works for the MND Company. She is not aware of the company culture and policies. She goes to the HR Department to get her doubts clarified. Can you think of the terms for which she wants clarity? Make a list of those words.

Activity De-brief

- Ask the groups to share their list of words. Some of the words are benefits, comp. time, deduction, employee training, holidays, lay-off, leave, maternity leave, mentor, notice, paternity leave, and time sheet.

Do

- Instruct the participants to identify the key terms an employee of a company should know. They can use the same chart paper for this activity.
- Give them 5 minutes for this activity.
- Keep a check on time. Tell the group to wind up quickly if they go beyond the given time limit.

Summary

Note: You can either summarize the key points of the unit or have a role play where an employee has just joined a company and the HR Manager explains the terms of employment.

Unit 11.5: Understanding Entrepreneurship

Unit Objectives

By the end of this unit, the trainees will be able to:

1. Discuss the concept of entrepreneurship
2. Discuss the importance of entrepreneurship
3. Discuss the characteristics of an entrepreneur
4. Describe the different types of enterprises
5. List the qualities of an effective leader
6. Discuss the benefits of effective leadership
7. List the traits of an effective team
8. Discuss the importance of listening effectively
9. Discuss how to listen effectively
10. Discuss the importance of speaking effectively
11. Discuss how to speak effectively
12. Discuss how to solve problems
13. List the important problem solving traits
14. Discuss ways to assess problem solving skills
15. Discuss the importance of negotiation
16. Discuss how to negotiate
17. Discuss how to identify new business opportunities
18. Discuss how to identify business opportunities within their business
19. Explain the meaning of entrepreneur
20. Describe the different types of entrepreneurs
21. List the characteristics of entrepreneurs
22. Recall entrepreneur success stories
23. Discuss the entrepreneurial process
24. Describe the entrepreneurship ecosystem
25. Discuss the purpose of the 'Make in India' campaign
26. Discuss the key schemes to promote entrepreneurs
27. Discuss the relationship between entrepreneurship and risk appetite
28. Discuss the relationship between entrepreneurship and resilience
29. Describe the characteristics of a resilient entrepreneur
30. Discuss how to deal with failure

11.5.1: Concept Introduction (Characteristic of an Entrepreneur, types of firms/ types of enterprises)

Resources to be Used

Participant Handbook

Say

- Let's start this session with some interesting questions about Indian entrepreneurs.

Team Activity

Quiz Questions

- Who is the founder of Reliance Industries?
Dhirubhai Ambani
- Who is the Chairman of Wipro Limited?
Azim Premji
- Who launched e-commerce website Flipkart?
Sachin Bansal and Binny Bansal
- Who is the founder of Paytm?
Vijay Shekhar Sharma
- CEO OLA Who is of Cabs?
Bhavish Aggarwal
- Who is the founder of Jugnoo?
Samar Singla (autorickshaw aggregator)
- OYO Who is the founder of Rooms?
Bhavish Aggarwal

Do

- Tell them that you will ask them few questions about a few entrepreneurs.
- Divide the class in to two groups.
- In turns ask the quiz questions to the groups.
- If the answer is incorrect pass the question to the other group.
- Share the answer if the groups are not able to answer.
- Congratulate the participants who answered correctly.

Ask



- What do you understand by entrepreneurs?
- What is the importance of entrepreneurship in today's scenario?
- What do you think are the characteristics of successful entrepreneurs?
- What are different types of enterprises that an entrepreneur in India can own and run?

Say



- Talk about entrepreneurs, importance of entrepreneurship, characteristics of successful entrepreneurs, and different types of enterprises in India as discussed in the Participant Handbook.
- Tell the participants, stories of successful Indian entrepreneurs- their struggles, the moments of heartbreak, the perseverance and triumph.
- Ask them if they know of any such entrepreneur.

Summary



- Close the discussion by summarizing about the opportunities for entrepreneurs in India.

Notes for Facilitation



- Check out different Government schemes for small entrepreneurs. Share the information with the participants.
- You can tell them about the government websites like Start Up India, mudra.org.in, etc.
- Discuss about various schemes and policies by the Government of India for entrepreneurs.

11.5.2: Leadership and Teamwork

Resources to be Used

Participant Handbook, Blank sheets of paper, Pens.

Do

- Show the picture given below to the class.
- Ask them to quickly write on a piece of paper what comes to their mind after seeing the picture.
- Now ask them, “What do you understand from this picture?”
- Encourage participants to share their thoughts.

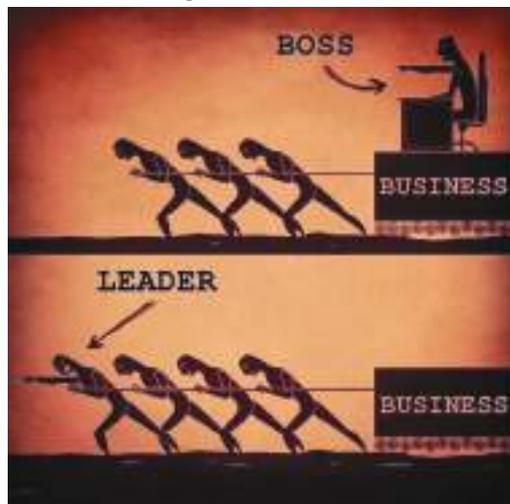


Fig. 11.5.2.1: Difference between Leader and Boss

Say

- This picture depicts the qualities of a leader and the difference between a leader and a boss.
- A boss focuses on structure and inspires fear whereas a leader follows vision and generates enthusiasm.
- A boss blames employees for the breakdown whereas a leader fixes breakdowns.
- A boss depends on authority whereas a leader depends on goodwill.
- A boss says “I” and a leader says “We”.
- A boss drives employees whereas a leader coaches them.
- A boss takes credit whereas a leader gives credit.

Say

- Talk about leadership and leadership qualities for an entrepreneur as discussed in the Participant Handbook.

Ask

- Why is it important for a leader to be effective? How does it help the organization?

Say

- Let us discuss benefits of effective leadership as discussed in the Participant Handbook.
- “Out-of-the-box thinking” is one of the new leadership styles. It means thinking differently and from a new perspective.

Ask

- Do you consider yourself a team player?

Team Activity**Long Chain**

- This is a group activity.

Do

- Divide the class into 2 teams.
- Ask each team to create a chain using materials they have in class such as shoe laces, belts, paper, handkerchief, ribbons, etc.
- The team that creates the longest chain wins the game.
- Observe if the participants are interacting with their team or working in isolation.
- Share your observations with the class.

Say**De-brief:**

- What did the winning team do differently?
- Who was responsible for the winning team’s success?
- How does this activity explain the role of teamwork in entrepreneurial success?

Say

- Tell the class that both the teams performed well.
- Discuss that the objective of this activity was to open communication channels and how this has been achieved.

- The participants should aim to keep the communication channels open when interacting with their peers and team members.
- It will set the pace and enthusiasm required for all the ensuing teamwork activities.
- Talk about teamwork and importance of teamwork in entrepreneurial success as discussed in the Participant Handbook.

Summary

- Close the discussion by summarizing about the importance of teamwork for employees.
 - o Teamwork helps in reducing stress for the employees.
 - o Teamwork helps employers in generating more number of solutions to a problem and developing improved communication amongst employees.
- Ask the participants what they have learned from these exercises.
- Ask if they have any questions related to what they have talked about so far.

11.5.3: Communication Skills: Listening & Speaking: The Importance of Listening Effectively

Resources to be Used

Participant Handbook

Activity 1

Activity – Chinese Whisper

Step 1: Form a circle.

Step 2: Start a whisper chain. Any one participant will whisper a message into his/her neighbour's ear. No one else must hear the message. The message can be serious or downright silly.

Step 3: The next person who first heard the message should whisper the message very quickly to the person sitting next to them.

Step 4: The game goes on until the last person says whatever they heard out loud and the first person reveals the real message.

Compare them and have a great laugh!

Ask

De-brief questions:

- Was the original message the same as the message that is communicated at the end of the game?
- Why do you think there was a difference in the messages?

Say

- No, the original message was not same at the end of game.
- The barriers to communication like language, disturbance and noise, poor listening skills, boredom, poor speaking skills, etc. are the potential reasons this happens.
- There are various aspects to communication. Speaking skills and listening skills are two major components to any communication. There is always some room for improvement in the way we communicate.
- It is important to accept the reality of miscommunication and work to minimise its negative impacts.

Say

- Communication is a two-way process where people exchange information or express their thoughts and feelings
- It involves effective speaking and effective listening.

- If I go to the store to get bread, I exchange money for the bread. I give something and get something in return. Communication takes place in the same manner. You have to provide and receive information for communication to take place.

Ask

- How often do you hear these statements?
 - o “You’re not listening to me!”
 - o “Why don’t you let me finish what I’m saying?”
 - o “You just don’t understand!”
- What do you think the other person is trying to convey to you through these sentences?
- We will not talk about the importance of listening effectively as discussed in the Participant Handbook.

Say

- Let’s play a game to understand effective listening process better.

Do

- This is a class activity.
- The participants need to answer the questions they hear.
- Instruct them to listen carefully.
- You will read it at a stretch and if need be repeat it once more.
- Tell the participants to raise their hand if they know the answer to the question asked.
- Keep a check on time.

Activity 1

Riddles:

Is there any law against a man marrying his widow's sister?

If you went to bed at eight o'clock at night and set the clock's alarm to ring at nine o'clock, how many hours of sleep would you get?

Do they have a 26th of January in England?

If you had only one match and entered a dark room that had a kerosene lamp, oil heater, and a wood stove, what would you light first?

The Delhi Daredevils and the Chennai Super Kings play five IPL matches. Each wins three matches. No match was a tie or dispute. How is this possible?

There was an airplane crash. Every single person died, but two people survived. How is this possible?

If an airplane crashes on the border of two countries, would unidentified survivors be buried in the country they were travelling to or the country they were travelling from?

A man builds an ordinary house with four sides except that each side has a southern exposure. A bear comes to the door and rings the doorbell. What is the colour of the bear?

Answers:

There's no law against a man marrying his widow's sister, but it would be the neatest trick in the book since to have a widow, the man would have to be dead.

You'd get one hour's sleep since alarm clocks do not know the difference between morning and night.

Oh, yes. They have a 26th of January in England. They also have a 27th, a 28th, and so on.

First of all, you would light the match.

Who said the Delhi Daredevils and the Chennai Super Kings were playing against each other in those games?

Every SINGLE person died, but those two were married.

You can't bury survivors under any law especially if they still have enough strength to object.

The bear that rang the doorbell would have to be a white bear. The only place you could build a house with four southern exposures is at the North Pole where every direction is in South.

Ask

De-brief question:

- What were the barriers that came into your way of listening?
- How can you overcome barriers to listening?

Say

- There is a difference between hearing and listening.
- If you don't listen properly, the message may be misunderstood.
- Be open-minded while listening to someone.
- It is important to listen effectively and carefully without making assumptions.

Activity 1

Elevator Pitch: You are in the lift of a hotel and you bumped into your former client who is a famous businessman. He has financed a lot of small business ventures and can finance your new start-up too. After exchanging pleasantries, he asks you what your new company does. You open your mouth, and then pause. Where do you even begin?

Then, as you try to organize your thoughts, his meeting is called, and he is on his way. If you would be better prepared, you're sure that he would have stayed long enough to schedule a meeting with you too.

If you were given another chance, what would you have said to this person?

Do

- Start off the task by providing a beginning sentence to get the story started, and then go around the classroom getting each one to add a new sentence to keep the story going.
- This task should be done spontaneously allowing only a little time to think (30 seconds).
- For example: **There was once a student who was looking for a job after graduation.**

Notes for Facilitation

- Tell the participants to follow these steps to create a great pitch, but bear in mind that you'll need to vary your approach depending on what your pitch is about.
 - 1. Identify Your Goal:** Start by thinking about the objective of your pitch. For instance, do you want to tell the potential clients about your organization? Do you have a great new product idea that you want to pitch to an executive or do you want a simple and engaging speech to explain what you do for a living?
 - 2. Explain What You Do:** Start your pitch by describing what your organization does. Focus on the problems that you solve and how you help people. Ask yourself this question as you start writing: what do you want your audience to remember most about you? Keep in mind that your pitch should excite you first. After all, if you don't get excited about what you're saying neither will your audience. People may not remember everything that you say, but they will likely remember your enthusiasm.
 - 3. Communicate Your USP:** Your elevator pitch also needs to communicate your unique selling proposition or USP. Identify what makes you, your organization or your idea unique. You'll want to communicate your USP after you've talked about what you do.
 - 4. Engage with a Question:** After you communicate your USP, you need to engage your audience. To do this, prepare open-ended questions (questions that can't be answered with a "yes" or "no" answer) to involve them in the conversation. Make sure that you're able to answer any questions that he or she may have.

- 5. Put it all Together:** When you've completed each section of your pitch, put it all together. Then, read it aloud and use a stopwatch to time how long it takes. It should be no longer than 20-30 seconds. Remember, the shorter it is, the better!

Example:

Here's how your pitch could come together:

"My company deals with cloth retail online business and we use various e-commerce platforms to sell our products. This means that you can do shopping with ease and spend time on other important tasks. Unlike other similar companies, we have a strong feedback mechanism to find out exactly what people need. This means that, on average, 95 percent of our clients are happy with our products. So, how can you help us in creating our own web portal?"

- 6. Practice:** Like anything else, practice makes perfect. Remember, how you say it is just as important as what you say. If you don't practice, it's likely that you'll talk too fast, sound unnatural or forget important elements of your pitch. Set a goal to practice your pitch regularly. The more you practice, the more natural your pitch will become. Practice in front of a mirror or in front of colleagues until the pitch feels natural.

Summary

- Close the discussion by summarizing how to speak effectively as discussed in the Participant Handbook.

11.5.4: Problem Solving & Negotiation Skills

Resources to be Used

Participant Handbook

Say

- What is a 'problem'?
- What do you think are the problems you may face in the process of becoming a successful entrepreneur?

Say

- Discuss the definition of problem as given in the Participant Handbook.
- In a hurdle race the hurdles are the obstacles on the way to reach your goal.
- Similarly, obstacles are the hurdles you may face while reaching your goal i.e. to set-up your own business . Your goal will be to reach the finishing line after crossing these hurdles.

Ask

- What do you do when you face a problem?
- How do you resolve it? You can pick examples from the question asked previously 'the problems they are likely to face in the process of becoming a successful entrepreneur'.

Say

- Discuss how to solve problems as given in the Participant Handbook.

Team Activity

- This is a group activity.
- The groups will solve the problem and come up with the best solution in each case.
 - Unable to arrange for some extra finance for setting up a beauty parlour. The loan sanctioned and disbursed is not enough. You have tried all your contacts, friends and relatives. But unable to manage the extra amount. Bank will not sanction more amount as you have used up the complete sanction limit.
 - You have rented a space for your business and all arrangements are done. You will be operating from the office space rented in two days. Now the owner comes up to you and says he wants to sell the place and wants you to vacate in 15 days.

- You have just set up your business and need extra human resource. You have tried interviewing a few also tied up with an agency for getting the right candidate. But you are unable to get the right candidate. If the candidate is good, you cannot offer the salary demanded. If the candidate agrees to the salary, he/she has other demands like working hours to be reduced, leaves, etc. which may not work for your set up.

Do

- Divide the class into three groups. Give one scenario to each group.
- Explain the purpose and duration of the activity.
- Ask the groups to build on the scenario and present their solution as a role play.

Say

De-brief questions:

1. What was the problem?
2. Is there any other alternative solution?
3. Is this the best solution presented?

Ask

- Try to think of some people around you who are able to solve problems very easily. Even you or your friends might be approaching them when there is a problem. What qualities do they have? What personality traits do such people possess?

Say

- Discuss the important traits for problem-solving as given in the Participant Handbook.

Ask

- In order to build a successful organization, you need to hire people who possess good problem solving skills. How would you assess the level of problem solving skills of potential candidates before hiring them?

Say

- Discuss how to assess for problem-solving skills as given in the Participant Handbook.

Summary

- Ask the participants the things that they have learnt so far.
- Ask if they have any questions related to what they have talked about so far.
- Summarize the discussion on problem solving.

Activity 1

- The activity is to organise an election event. Select three volunteers from the group. They have to give a speech on their election manifesto to the class. They have to negotiate with the fellow participants and convince them to vote for them. The best negotiator will win the election.

Do

- Ask three participants to volunteer for the activity.
- Explain the purpose and duration of the activity.
- Set guidelines pertaining to discipline and expected tasks.

Ask

- Out of the three contestants, whom would you support? Why? What did they say or do which convinced you to make your decision?
- Have you ever tried to negotiate in your personal or professional life?
- Ask the class to share some of their experiences where they have been able to strike a deal by negotiating.

Say

- Discuss “What is Negotiation?” as given in the Participant Handbook.

Ask

- Why is it important to negotiate? As an entrepreneur, where do you think that negotiation skills will be needed?

Say

- Discuss the importance of negotiation while starting a business as given in the Participant Handbook.

Say

- Discuss the important steps to negotiate as given in the Participant Handbook.

Role Play

- Conduct a role play activity.
- Ask the participants to assemble together.
- Explain the purpose and duration of the activity.
- Set guidelines pertaining to discipline and expected tasks.

Do

- Divide them into groups of four (4) (depending on the batch size).
- Give them the hand-outs for role play scenarios.
- Two groups to be given scenarios on problem solving.
- Other two groups to be given scenarios on negotiation.
- The groups will build on the scenarios and prepare for the role play.
- Give the groups atleast 5 mins to discuss and be ready with the role play.
- Invite each group one by one to come and present their role play.

Problem solving Scenario 1

Avinash has a Mobile Repair Store in Allahabad. His outlet is one of the most popular one in the vicinity and he has great rapport with his customers. He is always well-dressed, jovial and full of energy.

It's around 11 AM, when a customer barges in to the shop and starts shouting at Avinash for giving her back the instrument which is still not working. The screen of her mobile is also cracked from one side. Avinash remembered thoroughly checking the handset before handing it over to the customer. The customer threatens to sue the company and to go to Consumer Court for cheating her.

Problem solving Scenario 2

You are running a successful small scale business, Shreeji Aggarbattis,. Your staff members do door to door selling and organise marketing campaigns in local markets. Your brand has established it's name in last few years.

Recently, lot of customers have been coming to you and lodging complaints that your staff members indulge in malpractices. Few of them informed you that a staff member engaged them in a friendly conversation. In the meanwhile, the other gave them lesser packets of aggarbattis than they paid for.

Another set of customers lodged complaint about the misconduct and rude behaviour of a particular staff member.

You often hear from your customers that the orders don't get delivered on time or wrong products get delivered.

You have already been struggling with shortage of staff and such complaints are a serious concern as it is hampering your brand image. What strategies will you adopt to solve this problem?

Negotiation Scenario 1

You have interviewed a prospective new employee who could be a key member of your new entrepreneurial venture. The new person is demanding a salary that is 20% higher than you thought based on your business plan. Finances are tight, yet you believe this person could make a significant impact on future profits. If you paid the required salary for the new person, then you would have to restructure your entire business plan. You've been searching for an individual with this skill level for three months. The candidate is waiting for your response. Now you have to call him in to make the final negotiations.

Negotiation Scenario 2

You are a young entrepreneur who has just registered his start up project and applied for a bank loan accordingly. You receive a letter saying that your loan application has been rejected as your start up idea did not appeal to the bank and they think that it is not a revenue generating model. You have taken an appointment to meet the manager and show your negotiation skills to get your loan approved.

Notes for Facilitation

Facilitating Role Plays**Preparing for the activity**

1. Carefully review the details of the scenario and the character descriptions.
2. Become familiar with the key issues being addressed in the scenario.
3. Study the provided material so that you are ready to address issues related to the situations depicted in the role-plays.
4. Anticipate and know how to address issues participants might raise during the activity.

Conducting the activity

1. Introduce the activity. Emphasize that role-playing provides participants with an opportunity to apply their new knowledge, skills, and tools in situations that simulate actual interactions with customers.
2. Ask participants to form pairs. Direct the members of each group to choose who will play the roles. Remind the groups that each participant should be given the opportunity to play/practice the different roles.
3. Conduct a demonstration so that participants become familiar with the expectations related to the roles and support materials.
4. Give the pairs/ groups 10 to 15 minutes to conduct the role-play (depending on the duration of the session).
5. After all the groups have finished with the role-play, conduct a debriefing session on each role-play.
6. Ask the groups to take five minutes to talk about what happened during the role-play. The groups should discuss the questions given in the debriefing for each role-play. Encourage participants to provide constructive criticism during their discussions.

Summary

- Wrap the unit up after summarizing the key points and answering questions.

11.5.5: Business Opportunity Identification: Entrepreneurs and Opportunities

Resources to be Used

Participant Handbook, Blank sheets of paper, Pens.

Ask

- How does an entrepreneur identify an opportunity?
- What do you think are the common queries or concerns faced by entrepreneurs?
- How can you identify new business opportunity?

Say

1. Let's talk about opportunity, common queries or concerns faced by entrepreneurs, idea as an opportunity, factors to consider when looking for opportunities, ways to identify new business, and opportunity analysis as discussed in Participant Handbook.
2. Let's do an activity to understand ways to identify business opportunities within your business.

Do

- Tell the class that this is an individual activity.
- Tell the participants to create a matrix on their notebooks.
- There will be four boxes in your matrix.
- Strength, Weakness, Opportunity and Threats will be the four headings of the matrix. This is called the SWOT matrix.
- Read out the questions to them and tell the participants they need to answer the questions asked in each matrix.
- Tell them they can also use their own understanding of themselves to fill the SWOT matrix.

Activity 1

Do your SWOT analysis

<p>Strength</p> <p>What are your strengths? What unique capabilities do you possess? What do you do better than others? What do others perceive as your strengths?</p>	<p>Weakness</p> <p>What are your weaknesses? What do your competitors do better than you?</p>
<p>Opportunity</p> <p>What trends may positively impact you? What opportunities are available to you?</p>	<p>Threat</p> <p>Do you have solid financial support? What trends may negatively impact you?</p>

Do

- Congratulate everyone for the class activity.
- Ask the audience to applaud for themselves.
- Allot the participants sufficient time to complete this activity, but do keep a check on time.
- Ask de-brief questions to cull out information from the participants.

Ask

De-brief questions:

- What are your weaknesses according to your SWOT analysis?
- Do you think you can change your weakness into strength? How?
- Do you think you can work on your threats? How?

Summary

- Close the discussion by summarizing ways to identify business opportunities within your business.
- Ask the participants what they have learned from this exercise.
- Ask if they have any questions related to what they have talked about so far.

11.5.6: Entrepreneurship Support Eco-System

Resources to be Used

Participant Handbook, Chart papers, Marker pens, Pencils, Colour pencils, Scale, Eraser, Other requisite stationery material

Ask

- Do you think that entrepreneurs need support?
- What do you think is an eco-system?
- What do you think 'entrepreneurship support eco-system' means?

Say

- Let's learn what entrepreneurship support eco-system means.
- Discuss 'Entrepreneurship Support Eco-System' as given in the Participant Handbook.

Ask

- Can you define entrepreneurship support eco-system?
- What are the key domains of the support eco-system?

Say

1. Let's learn more about these domains by conducting an activity.
2. You have to make a poster showing the components of the six main domains of entrepreneurship support eco-system.

Team Activity

Making a poster showing the entrepreneurship support eco-system.

Do

- Divide the class into groups of four or six.
- Hand out chart paper and coloured pens.
- Explain the purpose and duration of the activity.
- Go around checking the progress of each group.

- Set guidelines pertaining to discipline and expected tasks. Activity De-brief Ask each group to display their poster and explain the key domains of entrepreneurship support eco-system.

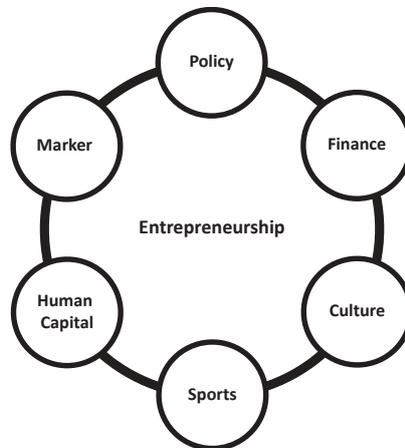


Fig. 11.5.6.1: key domains of entrepreneurship

Ask

What kind of government support eco-system is available for entrepreneurs in India?

Say

Discuss 'Make in India' campaign as given in the Participant Handbook.

Team Activity

Presentation on key schemes to promote entrepreneurs

Do

- Divide the class into pairs.
- Number each pair from 1-15.
- Assign a scheme, same as their group number, to each group.
- Ask them to read the scheme carefully and present it to the class.
- Explain the purpose and duration of the activity.
- Go around checking the progress of each group.
- Set guidelines pertaining to discipline and expected tasks.

Activity De-brief

- Ask each group to explain the scheme offered by government to promote entrepreneurs.

Summary

Summarize the unit by discussing the key points and answering questions the participants may have.

11.5.7: Risk Appetite & Resilience

Resources to be Used

Participant Handbook, Chart papers, Blank sheets of paper, Pens, Marker pens

Ask

- Can you define risk or explain what constitutes a risk?
- What do you people mean when they say, “This may be a risky proposition”?
- What risks are they talking about?

Example

- Let’s have a look at these two examples:

Rohit and his family were travelling by car from Delhi to Nainital. It was their second trip there. Rohit was familiar with the road. His friends told him that the highway after Rampur was in a bad condition. They advised him to take a shortcut and turn left from Moradabad and take the Kaladhungi road. This road is in a better condition.

Since he was going with his family, and did not want to take the risk of getting lost, he left early. He took the Kaladhungi road and reached Nainital well in time.

Suresh and his family too were travelling by car from Delhi to Nainital. It was their second trip there. His friends too advised him to take a shortcut and turn left from Moradabad and take the Kaladhungi road as this road was in a better condition.

Suresh too decided to take the Kaladhungi road but he left Delhi in the afternoon. It was dark by the time he reached Kaladhungi, and he was sure that he was taking the correct turn. As it was late, he could not find anyone to give him directions. He ended up being in an unknown place that was scarcely inhabited.

Say

- Let’s see what type of risks Rohit and Suresh took.
- Discuss ‘Risk Appetite and Resilience’ with the participants as given in the Participant Handbook.

Say

- Let’s learn more about risk appetite and resilience with the help of an activity.

Team Activity

Risk Appetite

- In the previous unit, you read success stories of Mr Dhirubhai Ambani and Dr Karsanbhai Patel.
- Mr Ambani left his job and started his company Reliance with just Rs. 50,000/-.
- Dr Patel kept his job, went door-to-door to sell Nirma, and only when the brand started gaining popularity
- did he start his own company.
- What types of risk did both of them take?
- What risk factors, do you think, did they keep in mind before launching their company?
- Write the Risk Appetite Statement of both the companies.

Activity De-brief

Risk Appetite

- Who took a greater risk?
- What are the differences between the Risk Appetite Statement of both the companies?

Do

- Instruct the participants that this is group work.
- Divide the class into small groups of 4.
- Give each group a chart paper.
- Tell the participants that they have to evaluate the risks taken by Mr. Dhirubhai Ambani and Dr. Karsanbhai Patel.
- Give the participants 15 minutes to discuss and write.
- Keep a check on time. Tell the group to wind up quickly if they go beyond the given time limit.

Ask

- Do you think all entrepreneurial ventures are successful?
- What happens if the first venture is not successful?
- Should the entrepreneur stop when faced with challenges or face them?

Example

- Let's have a look at the following example:

Vijay Shekhar Sharma is the founder of Paytm, which is a giant Indian e-commerce. He was born in a middleclass family in Uttar Pradesh. He started his first job at an MNC. He quit after six months and built a company One97 with his friends. As One97 grew bigger, it needed more money because it was running more servers, bigger teams, and had to pay royalty. At that time, the tech bubble popped and technology companies were running in losses. Finally, money ran out. So One97 took loans and then more loans at higher rates of interest, as high as 24 per cent, and became caught in a vicious cycle.

In 2014, Paytm was launched with online wallet services after which, the company enabled online payment transactions. The company got licenses from RBI in 2016 to launch India's first ever payment bank. Moreover, the main motive of Paytm was to transform India into a cashless economy.

After demonetization came into effect, Vijay Shekhar Sharma started promoting online and digital transactions to deal with the cash crunch. In fact, the service of the company's mobile wallet is accepted across India. The logo of Paytm is now popular almost everywhere from tea stalls to major companies.

Say

- Let's see what qualities made Vijay Shekhar Sharma a resilient entrepreneur.
- Discuss Entrepreneurship and Resilience with the participants as given in the Participant Handbook.

Say

- Let's learn more about entrepreneurship and resilience with the help of an activity.

Team Activity

Entrepreneurship and Resilience

- Think of some entrepreneurship ventures that faced challenging times, but later resulted in success stories.
- Who is the founder of that company?
- What challenging times did it face?
- How did it overcome those challenges?
- List the resilient characteristics of the entrepreneur.

Activity De-brief

Entrepreneurship and Resilience

- Each group to give their presentation.
- Why did you choose this company?
- What is the success story of the company?

Do

- Instruct the participants that this is group work.
- Divide the class into small groups of 4.
- Give each group a chart paper.
- Tell the participants that they have to think of an entrepreneur who faced challenging times, but eventually succeeded.
- Give the participants 15 minutes to discuss and write.
- Keep a check on time. Tell the group to wind up quickly if they go beyond the given time limit.

Summary

- You can summarize the key points of the unit.
- Ask the participants what they learned from the activities.
- Clarify any questions or doubts they might have.

11.5.8: Success and Failures

Resources to be Used

Participant Handbook

Ask

- Have you heard the quote ‘nothing is impossible’?
- What do you think it means?
- Do you think that all successful entrepreneurs became famous overnight or did they have to struggle or face failure before succeeding?

Example

- Let’s have a look at this example.

Shah Rukh Khan, also known as, SRK or King Khan is a force to reckon with. Did he achieve stardom overnight? Shah Rukh Khan, who has seen many struggles in his life – he has slept on streets, struggled to support himself and his sister at a very young age, and lost his parents very early in life, which led to his sister seeking mental health support. Amidst all the chaos and challenges, he kept pushing himself, and today he stands tall as the ‘Badshah of Bollywood’. Certainly those years were not easy for him.

When he was young, he stood at Marine Drive and said, “I will rule this city one day”. Failure was not just his companion during or before his stardom, it is still a substantial part of his life. Success does not come easy. What made him a star was his acceptance of failure and the urge to improve.

Say

- How do you define success and failure?
- What is fear?
- Discuss “success and failure” with the participants as given in the Participant Handbook.

Ask

- Have you felt or experienced fear?
- What led you to feel that emotion?
- How did you handle it?

Say

- Let's learn the about success and failure with the help of an activity.

Team Activity

- Divide the class into groups of four.
- Instruct them to think of one scenario where they have to interview a successful entrepreneur.
- Explain the purpose and duration of the activity.
- Set guidelines pertaining to discipline and expected tasks.
- They have to choose one person from the group as the interviewee and one as the interviewer.
- Go around and make sure they have understood what is to be done and are discussing the roles properly.
- Check that everyone understands their role. Give clarifications if needed. Give the participants about minutes to discuss and decide their roles.
- Ask the groups to stop the discussion as soon as the time is over.
- Invite each group one by one to come and present their interview as a role play.

Notes for Facilitation

Facilitating Role Plays

Preparing for the activity

1. Carefully review the details of the scenario and the character descriptions.
2. Become familiar with the key issues being addressed in the scenario.
3. Study the provided material so that you are ready to address issues related to the situations depicted in the role plays.
4. Anticipate potential questions that might be raised by the participants and be ready to address them.

Conducting the activity

1. Introduce the activity. Emphasize that role playing provides participants with an opportunity to apply their new knowledge, skills, and tools in situations that simulate actual interactions with customers.
2. Ask participants to form pairs. Direct the members of each group to choose who will play the roles. Remind the groups that each participant should be given the opportunity to play/practice the different roles.
3. Conduct a demonstration so that participants become familiar with the expectations related to the roles and support materials.
4. To maintain spontaneity of the interactions during the role play, ask the participants not to discuss the details of their roles prior to the role play.
5. Give the pairs 15-20 minutes to conduct the role play.
6. Circulate among the groups to answer any questions that may arise and provide guidance as needed.
7. After all the pairs have finished with the role play, conduct a de-briefing session on each role play.

8. Ask the groups to take five minutes to talk about what happened during the role play. The groups should discuss the questions given in the de-briefing for each role play. Encourage participants to provide constructive criticism during their discussions.
9. Conclude the activity by asking participants to think about whether and how they might use scripted role plays in their real life.

Summary

Wrap the unit up after summarizing the key points and answering questions.

Unit 11.6: Preparing to be an Entrepreneur

Unit Objectives

By the end of this unit, the trainees will be able to:

1. Discuss how market research is carried out
2. Describe the 4 Ps of marketing
3. Discuss the importance of idea generation
4. Recall basic business terminology
5. Discuss the need for CRM
6. Discuss the benefits of CRM
7. Discuss the need for networking
8. Discuss the benefits of networking
9. Discuss the importance of setting goals
10. Differentiate between short-term, medium-term and long-term goals
11. Discuss how to write a business plan
12. Explain the financial planning process
13. Discuss ways to manage your risk
14. Describe the procedure and formalities for applying for bank finance
15. Discuss how to manage their own enterprise
16. List the important questions that every entrepreneur should ask before starting an enterprise

11.6.1: Market Study/ The 4Ps of Marketing/ Importance of an IDEA: Understanding Market Research

Resources to be Used

Participant Handbook, Chart papers, Markers pens, Blank sheets of paper

Ask

- Suppose, you want to open a restaurant, what are the factors you will consider?
- How will you promote your restaurant?

Example

- Let's have a look at this example.

Arjun was an MBA working in a company. But he wanted to start a low cost budget hostel for foreign tourists coming to India. He did a lot of market research before starting the project. Based on the information he gathered, he made his business plan. His hostel is now flourishing and he is thinking of expanding to other tourist destinations.

Say

- Discuss "Market Study" with the participants. Refer to the Participant Handbook.
- Let's learn about market study and research with the help of an activity.

Team Activity

Market Study

- This is a group activity.
- You want to start your own tuition centre.
- What type of research will you do?

Activity De-brief

Market Study

- Ask each group to come forward and give a brief presentation.
- Encourage other groups to be interactive and ask questions.
- What factors did you keep in mind while doing your research?
- Based on our research would you go ahead and open a tuition centre?

Do 

- Instruct the participants that this is group work.
- Divide the class into small groups of 4 or 6.
- Give each group a chart paper.
- Tell the participants that they have to start their own tuition centre.
- Give the participants 10 minutes to discuss and write the research work they need to do.
- Keep a check on time. Tell the group to wind up quickly if they go beyond the given time limit.

Say 

By opening a tuition centre you are offering a service.

Ask 

What factors will you keep in mind before opening it?

Say 

Discuss “The 4Ps of Marketing” with the participants as given in the Participant Handbook.

Say 

Let’s learn about the 4Ps of Marketing with the help of an activity.

Team Activity **4 Ps of Marketing**

- You have to sell a pen to four different segments:
 1. Rural villagers
 2. Rural middle class
 3. Urban middle class
 4. Upper end rich people (Niche market)
- Keeping the 4Ps of Marketing in mind, what marketing strategy will you design to sell the pen?

Activity De-brief
4 Ps of Marketing

- Ask each group to present their strategy.
- Encourage other groups to be interactive and ask questions.

Do 

Instruct the participants that this is group work.

- Divide the class into four groups.
- Give each group a chart paper.
- Assign each group a target audience for selling the pens:
 1. Rural villagers
 2. Rural middle class
 3. Urban middle class
 4. Upper end rich people
- Tell the participants that they have to design a marketing strategy keeping the 4Ps of Marketing in mind.
- Give the participants 20 minutes to discuss and come up with their strategy.
- Keep a check on time. Tell the group to wind up quickly if they go beyond the given time limit

Activity De-brief

- Ask each group to come forward and give a brief presentation.
- Ask each group what they kept in mind while designing their marketing strategy.
- Encourage other groups to be interactive and ask questions.

Say 

- Each entrepreneur has an idea of wants he wants to sell. It may be a service or a product.
- Discuss “Importance of an IDEA” as given in the Participant Handbook.

Summary 

- Summarize the key points of the unit.
- Ask the participants what they learnt from the activities.
- Encourage them to ask if they have any doubts.

11.6.2: Business Entity Concepts

Resources to be Used

Participant Handbook

Say

- Let's recall some basic business terminology.
- Discuss the Business Entity Concepts as given in the Participant Handbook.
- Let's learn some basic business terminology by having an activity.
- We will have a quiz today.

Activity 1

The activity is a quiz.

Do

- Divide the class in two groups and give a name to each group.
- Explain the rules of the quiz. For each correct answer the group gets 1 mark.
- If the group is unable to answer the question is passed to the next group.
- Explain the purpose and duration of the activity.
- Ask the questions of the quiz.
- Keep a score of the groups.
- Set guidelines pertaining to discipline and expected tasks.

Summary

- Summarize the unit by discussing the key points.

Notes for Facilitation

Questions for the quiz

1. What does B2B mean?

Business to business

2. What is a financial report?

A comprehensive account of a business' transactions and expenses

3. Who is a sales prospect?

A potential customer

4. How is working capital calculated?

Current assets minus current liabilities

5. What is an estimation of the overall worth of a business called?

Valuation

6. You are buying a house. What type of transaction is it?

Complex transaction

7. How will you calculate the net income?

Revenue minus expenses

8. How is Return on Investment expressed?

As percentage

9. How will you calculate the cost of goods sold?

Cost of materials minus cost of outputs

10. What is revenue?

Total amount of income before expenses are subtracted.

11. What is a Break-Even Point?

This is the point at which the company will not make a profit or a loss. The total cost and total revenues are equal.

12. What is the formula used to calculate simple interest?

$A = P(1 + rt); R = r * 100$

13. What are the three types of business transactions?

Simple, Complex and Ongoing Transactions

14. The degrading value of an asset over time is known as .

Depreciation

15. What are the two main types of capital?

Debt and Equity

11.6.3: CRM & Networking

Resources to be Used

Participant Handbook

Ask

- Can your business run without customers/buyers?
- Who is the most important entity in any business?

Say

- The key to every success business lies on understanding the customer's expectations and providing excellent customer service.
- Discuss about CRM and its benefits. Refer to the Participant Handbook.
- Providing excellent customer service entails:
 - Treating your customers with respect.
 - Be available as per their need/ schedule.
 - Handling complaints effectively.
 - Building long lasting relationships.
 - Collecting regular feedback.
- Handle customer complaints proactively. Ask "what happened", "why it happened", "how can it be avoided next time", etc.
- Collecting feedback from the customers regularly will enable you to improve your good/service.
- "Let's understand it better with the help of some case scenarios. You will be given some cases within your groups. You have to analyse the case scenario that has been given to you and then find an appropriate solution to the problem."

Do

- Divide the class into four groups of maximum six participants depending on the batch size.
- Give one case study to each group.
- Instruct them to read the case carefully.
- The group is expected to analyse and discuss the case amongst them and find a solution to the given problem.
- Put down the discussion points (de-brief questions) on the board. Give the class 5-10 minutes to discuss the case and note down their solutions.
- At the end of 10 minutes, the team should present their case solution to the class.

Team Activity

Writing a business Plan

- This is a group activity.
- Give the groups the required resources such as chart paper and markers.
- This activity is divided into two parts:
 1. Create a business idea
 2. Develop a business plan

The group will discuss and come up with a new business idea and present their idea to the class.

In the second part of the activity the group will develop a business plan for the business idea.

The business plan prepared will be presented by the groups to the class.

MY BUSINESS PLAN
Executive Summary: What is your Mission Statement?
Business Description: What is the nature of your business?
Market Analysis: What is your target market?
Organization and Management: What is your company's organizational structure?
Service or Product Line: What is the lifecycle of your product/ service?
Marketing and Sales: How will you advertise and sell your products?
Funding Request: How much fund is required and from where?

Say

- Each entrepreneur has an idea of wants he wants to sell. It may be a service or a product.
- Discuss "Importance of an IDEA" as given in the Participant Handbook.

Say 

- Now, let's discuss the problem and solution with the class.
- The group will first briefly describe the case to the class.
- Then discuss the issue identified and the proposed solution.
- Present the solution as a role play.
- Post presentation, the other groups may ask questions from the group that has presented.

Do 

- Congratulate each group for the presentation/ role play.
- Ask the audience to applaud for them.
- Keep a check on time. Tell the group to wind up the discussion quickly if they go beyond the given time limit.

Say 

- If your customers are happy with you they will give referrals which will help to grow your business.
- One more way of growing business is 'Networking'.
- Discuss Networking and its benefits. Refer to the Participant Handbook.

Activity **Group Discussion**

- Conduct a group discussion in the class on how they can do networking for their business.

Summary 

- Ask the participants what they have learnt from this exercise/ activity.
- Ask if they have any questions related to what they have talked about so far.
- Close the discussion by summarizing the importance of CRM and Networking for entrepreneurs.
- Close the discussion by summarizing the importance of CRM and Networking for entrepreneurs.

11.6.4: Business Plan: Why Set Goals?

Resources to be Used

Participant Handbook, Chart papers, Blank papers, Marker pens, Ruler

Ask

- Remember we had written SMART Goals in a previous session? Let's try and recall why it is important to set goals?
- While framing SMART goals, we talked about 'T' in SMART, which was 'Time Bound? What do we mean by time bound goals?
- What time limit did you set for your goal-3 weeks, 3 years, 10 years?

Say

Talk about short term, long term and medium term goals, as discussed in the Participant Handbook.

Ask

- As you are planning to become an entrepreneur, you must have thought of an idea for a start-up. What is your business idea?

Do

Ask few participants to share their business ideas.

Ask

- Have you created a business plan for your business idea?
- Do you think it is important to have a business plan in place? Why/ why not?

Say

- Talk about 'Why Create a Business Plan' as discussed in the Participant Handbook.
- Let's understand it better with the help of an activity.

Notes for Facilitation



Writing a business Plan

- This is a group activity.
- Give the groups the required resources such as chart paper and markers.
- This activity is divided into two parts:
 1. Create a business idea
 2. Develop a business plan

The group will discuss and come up with a new business idea and present their idea to the class.

In the second part of the activity the group will develop a business plan for the business idea.

The business plan prepared will be presented by the groups to the class.

MY BUSINESS PLAN
Executive Summary: What is your Mission Statement?
Business Description: What is the nature of your business?
Market Analysis: What is your target market?
Organization and Management: What is your company's organizational structure?
Service or Product Line: What is the lifecycle of your product/ service?
Marketing and Sales: How will you advertise and sell your products?
Funding Request: How much fund is required and from where?

11.6.5: Procedures and Formalities for Bank Finance

Resources to be Used

Participant Handbook, Bank loan/finance form sample

Ask

- While preparing a business plan in the last session, we discussed financial planning to arrange financial resources for your start-up. Therefore, how will you collect funds to start your business?

Say

- While most entrepreneurs think 'product' is the most difficult thing to decide for a business, start-up capital poses an even a bigger obstacle. Though there are various ways of funding the business, to convince investors to invest money is the most challenging.
- Some of the funding options available in India are:
 - **Bootstrapping:** Also called self-financing is the easiest way of financing
 - **Crowd funding:** Funds are collected by consumers pre-ordering or donating for starting the business.
 - **Angel investors:** Individual or group of investors investing in the company
 - **Venture capitalists:** Venture capitals are professionally managed funds who invest in companies that have huge potential. They usually invest in a business against equity.
 - **Bank loans:** The most popular method in India.
 - Microfinance Providers or NBFCs
 - Government programmes
- Let us know discuss the most popular method i.e. bank finance in detail here.

Do

- Discuss the list of documents that are required to apply for a loan like letter of introduction, business brochure, references of other banks, and financial statements.
- Explain the details to be filled in a loan application form.
- Divide the class into groups. Give each group a loan application form.
- Ask the groups to discuss and fill the form.

Summary

- Close the discussion by summarizing the important documents needed for bank loan.
- Ask the participants if they have any questions related to what they have talked about so far.

Notes for Facilitation

- Checklist of documents is provided as resources for the session.
- You can make some copies and distribute it during the group activity.
- Download sample loan application forms from any nationalised bank's website. Print sufficient copies to circulate it amongst the groups.

CHECKLIST OF DOCUMENTS TO BE SUBMITTED ALONG WITH LOAN APPLICATION (Common for all banks)

1. Audited financial statements of the business concern for the last three years
2. Provisional financial statements for the half – year ended on
3. Audited financial statements of associate concern/s for the last three years
4. Copy of QIS II for the previous quarter ended on
5. Operational details in Annexure I
6. CMA data for the last three years, estimates for current year and projection for the next year
7. Term loan/DPG requirements in Annexure II
8. List of machinery in respect of machinery offered as security in Annexure III
9. Additional details for export advances furnished in Annexure IV
10. Property statements of all directors/partners/proprietor/guarantors
11. Copies of ITAO of the company for the last three years
12. Copies of ITAOs/WTAOs of the directors/partners/proprietor and guarantors
13. Copies of certificate from banks and financial institutions certifying the latest liability with them
14. Copy of board resolution authorizing the company to apply to your bank for the credit facilities mentioned in application
15. Copy of memorandum and article of association (in case of limited company)/partnership deed (in case of partnership firm)
16. Cash budget for the current year and next year in case of contractors and seasonal industries

11.6.6: Enterprise Management – An Overview: How to Manage Your Enterprise?

Resources to be Used

Participant Handbook

Ask

- Having set-up a business, do you think it is possible to do everything on your own?
- Does one require trained persons for help?
- What does management mean?

Say

- Let's have a look at this example:

Kapil had a small business that was beginning to pick up pace. He wanted to expand his business, and therefore employed few more people. One day, as he was walking past Ramesh, one of his new employees, he overheard Ramesh talking rudely to a customer on the phone. This set him thinking. Kapil realised that he should have regular team meetings to motivate his employees and speak with them about any problems they might be facing during work. He should also conduct training sessions on new practices, soft skills, and technology, and develop work ethics manual for managing his enterprise.

Say

- Was Kapil correct in his approach or he should have scolded Ramesh instantly in front of his other employees?
- Discuss “Enterprise Management – An Overview” with the participants as given in the Participant Handbook.

Say

Let's learn how to effectively manage an enterprise or business through an activity.

Team Activity

Enterprise Management

- Design a matrix listing the topics and key words that are needed to run an enterprise effectively and smoothly.

Activity De-brief Enterprise Management

- Have each group present their matrix.
- Encourage participants of the other groups to ask question about each other's presentation.

Say

- Instruct the participants that this is group work.
- Divide the class into small groups of 4.
- Give each group a chart paper and coloured pen.
- Tell the participants that they have make a matrix they need to fill.
- They have to write the main topics and key words that will them effectively manage their enterprise.
- Give the participants 15 minutes to discuss and write.
- Keep a check on time. Tell the group to wind up quickly if they go beyond the given time limit.

Summary

- Ask the participants what they have learned from this exercise/activity.
- Ask if they have any questions related to what they have talked about so far.
- Close the discussion by summarizing the importance of effective management to run an enterprise as given in the Participant Handbook.

11.6.7: 20 Questions to Ask Yourself before Considering Entrepreneurship

Resources to be Used

Participant Handbook, Blank sheets of paper, Pens

Ask

Why do you want to become an entrepreneur?

Say

- It is very important to know why you want to become an entrepreneur. Your personal goals for becoming an entrepreneur play a key role in the success of your business. Your goals should be clear well before you start your business.
- Apart from the goals, the other aspects of business that you need to bear in mind are the potential problems that you may face to set-up, your areas of interest, and all the other dimensions of the business.
- Let's understand it better with the help of some questions that every entrepreneur should ask before starting their own business.
- Open the Participant Handbook section named '20 Questions to Ask Yourself Before Considering Entrepreneurship'. You have to answer the questions individually.
- Then, we will have a class discussion on all the questions.

Do

- Read out the questions one by one in front of all the participants.
- Participants have to answer all the one by one questions.
- Give the class 10-15 minutes to note down their answers.
- At the end of 15 minutes, open the discussion for all the questions.
- Moderate the discussion by focusing on the relevant points.
- Keep a check on time and don't let the discussion get sabotaged or lose track of time. Ensure all the questions are covered and discussed.

Summary

- Ask the participants what they have learned from this exercise/activity.
- Ask if they have any questions related to what they have talked about so far.



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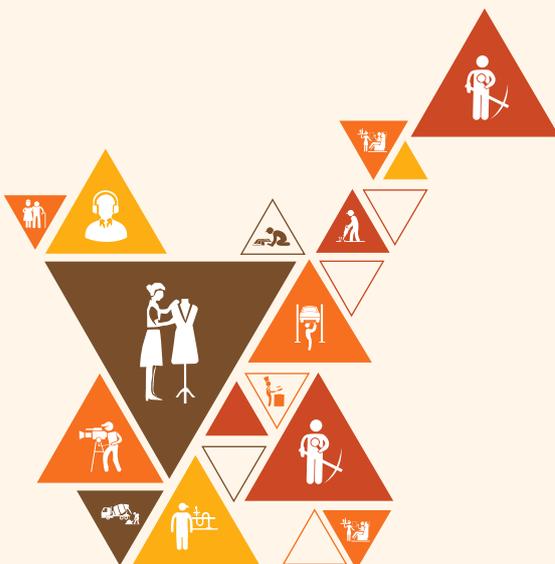
Transforming the skill landscape



12. Annexures

Annexure I: Training Delivery Plan

Annexure II: Assessment Criteria



Annexure I

Training Delivery Plan

Training Delivery Plan			
Program Name:	Machine Operator Assistant - Plastics Processing		
Qualification Pack Name & Ref. ID	RSC/Q4801 (CPC/Q0103), Version 1.0		
Version No.	1.0	Version Update Date	29/05/2019
Pre-requisites to Training (if any)	VIII Standard		
Training Outcomes	<p>By the end of this program, the participants will be able to:</p> <ol style="list-style-type: none"> 1. Evaluate the basic concepts of plastics 2. Explain the process requirements for plastics 3. Analyze the role and responsibilities of a machine operator assistant - plastics processing 4. Recognise the different types of plastic material 5. Practise various techniques in plastics processing 6. Demonstrate process of moulding operations 7. Demonstrate process of pre-extrusion operations 8. Demonstrate process of extrusion operations 9. Assist the operator with the machines used for injection moulding machine, extrusion, blow moulding etc. 10. Interact with other departments to escalate queries 11. • Maintain basic health and safety practices at the workplace 		

SL	Module Name	Session Name	Session Objectives	NOS	Methodology	Training Tools/Aids	Duration (hours)
1	Introduction to the job role	History of Plastic and its Current industrial scenario	<ul style="list-style-type: none"> Describe the developmental history of plastic Describe current industrial 	Bridge Module	Classroom lecture/ PPT session, Practical demonstration	LCD Projector, white board with marker and duster, charts etc pen drives, computers etc for conducting class	Theory Duration (hh:mm) 04:00 Practical Duration (hh:mm) 04:00
		Types of plastic and industrial associations related to plastic processing	<ul style="list-style-type: none"> Identify types of plastic List major industrial associations related to plastics processing 	Bridge Module	Classroom lecture/ PPT session, Practical demonstration	LCD Projector, white board with marker and duster, charts etc pen drives, computers etc for conducting class	Theory Duration (hh:mm) 03:00 Practical Duration (hh:mm) 03:00

		Equipment used for plastic processing and roles and responsibilities of a machine operator	<ul style="list-style-type: none"> Identify equipment used for plastics processing Identify the roles and responsibilities of a machine operator-plastics processing 		Classroom lecture/ PPT session, Practical demonstration	LCD Projector, white board with marker and duster, charts etc pen drives, computers etc for conducting class	<p>Theory Duration (hh:mm) 03:00</p> <p>Practical Duration (hh:mm) 03:00</p>
2	Basic concepts, job requirements and related processes	Understand the work order and the process requirements	<ul style="list-style-type: none"> Discuss the work order (work output) required from the process and with the supervisor Assess all components / process related documents to understand dimensions and properties of the required work output Analyse the process requirements in terms of temperature of the heater, hydraulic pressure/ air pressure/ vacuum pressure, rotating speed of the screw pressure, injection time, refilling time, blowing time etc. as mentioned in the Work Instruction/ SOP/ Control Diagrams. Analyse dos and don'ts of the manufacturing process as defined in SOPs/ Work Instructions or defined by supervisors 	RSC/N4801 (CPC/ N0109) PC1 PC2 PC3 PC4	Classroom lecture/ PPT session, Practical demonstration	Pen drives, computers, vernier calliper, micrometer, drills, tapes, HDPE, PET, PBT, PVC, basics machines for training like hand blow molding, semiautomatic blow molding, automatic blow molding, pre drying system like oven drier, hopper drier, dehumidifier, chillers etc.	<p>Theory Duration (hh:mm) 03:00</p> <p>Practical Duration (hh:mm) 4:00</p>
		Arrange for the material to be processed and apparatus required for the same	<ul style="list-style-type: none"> Analyse the conversion procedure and process to be adopted for completing the work order from the supervisor by referring the Work Instruction document/ SOP manual 	RSC/N4801 (CPC/ N0109) PC5 PC6 PC7 PC8 PC9 PC10	Classroom lecture/ PPT session, Practical demonstration	Pen drives, computers, vernier calliper, micrometer, drills, tapes, HDPE, PET, PBT, PVC, basics machines for training like hand blow molding, semiautomatic blow molding,	<p>Theory Duration (hh:mm) 03:00</p> <p>Practical Duration (hh:mm) 04:00</p>

			<ul style="list-style-type: none"> Implement the various parameters like temperature of the heaters, hydraulic pressure/air pressure/vacuum pressure, rotating speed of the screw, screw pressure, regulating current, flow of coolant/ water etc. before starting the process as per the parameters are mentioned in the Work Instructions/ SOP manual Identify the raw material like plastics granules, bonding additives etc. required for executing the activity Analyse that the required material is available before starting the process Analyse the type of Mould /Die required for executing the required conversion operation and ensure that the same is available for moulding operations Analyse the availability of spare parts for continuous operation of machine 			automatic blow molding, pre drying system like oven drier, hopper drier, de-humidifier, chillers etc.	
		Clean the apparatus and the components before executing the process	<ul style="list-style-type: none"> Analyse that mould / die are cleaned properly & no foreign material is entrapped in parts of mould/die Practise cleaning of the other moulding machine tools, auxiliaries(if any) Practise cleaning of the area around the machine for any oil, grease, water, etc. 	RSC/N4801 (CPC/ N0109) PC11 PC12 PC13	Classroom lecture/ PPT session, Practical demonstration	Pen drives, computers, vernier calliper, micrometer, drills, tapes, HDPE, PET, PBT, PVC, basics machines for training like hand blow molding, semiautomatic blow molding, automatic blow molding,	Theory Duration (hh:mm) 02:00 Practical Duration (hh:mm) 4:00

						pre drying system like oven drier, hopper drier, de-humidifier, chillers etc.	
		Escalations of queries on the given job	<ul style="list-style-type: none"> Discuss with superiors in case of any doubt/clarification Develop self-confidence after resolving the queries to complete the task. Report completion of work to superiors 	RSC/N4801 (CPC/N0109) PC14 PC15 PC16	Classroom lecture/ PPT session, Practical demonstration	Pen drives, computers, vernier calliper, micrometer, drills, tapes, HDPE, PET, PBT, PVC, basics machines for training like hand blow molding, semiautomatic blow molding, automatic blow molding, pre drying system like oven drier, hopper drier, de-humidifier, chillers etc.	Theory Duration (hh:mm) 02:00 Practical Duration (hh:mm) 4:00
		Interaction with other concern department	<ul style="list-style-type: none"> Manage good interpersonal relations with superiors & fellow operators. Practise disciplined behavior in work place Practise good coordination with people from other department for getting their support for work 	RSC/N4801 (CPC/N0109) PC17 PC18 PC19	Classroom lecture/ PPT session, Practical demonstration	Pen drives, computers, vernier calliper, micrometer, drills, tapes, HDPE, PET, PBT, PVC, basics machines for training like hand blow molding, semiautomatic blow molding, automatic blow molding, pre drying system like oven drier,	Theory Duration (hh:mm) 02:00 Practical Duration (hh:mm) 4:00

						hopper drier, de-humidifier, chillers etc.	
		Writing Skills	<ul style="list-style-type: none"> Prepare document related to processing parameter, other technical records like machine log sheets, job card etc. Prepare draft drawings for the final output product Practise writing information documents to internal departments/internal teams 	RSC/N4801 (CPC/N0109) SA1 SA2 SA3	Classroom lecture/ PPT session, Practical demonstration	Pen drives, computers, vernier calliper, micrometer, drills, tapes, HDPE, PET, PBT, PVC, basics machines for training like hand blow molding, semiautomatic blow molding, automatic blow molding, pre drying system like oven drier, hopper drier, de-humidifier, chillers etc.	<p>Theory Duration (hh:mm) 02:00</p> <p>Practical Duration (hh:mm) 4:00</p>
		Reading Skills	<ul style="list-style-type: none"> Practise reading & interpreting machine parameters Practise reading and interpreting engineering drawing and sketches Practise reading equipment manuals and process documents Practise reading instructions like safety instructions, symbols while using the equipment in the plant area 	RSC/N4801 (CPC/N0109) SA4 SA5 SA6 SA7	Classroom lecture/ PPT session, Practical demonstration	Pen drives, computers, vernier calliper, micrometer, drills, tapes, HDPE, PET, PBT, PVC, basics machines for training like hand blow molding, semiautomatic blow molding, automatic blow molding, pre drying system like oven drier,	<p>Theory Duration (hh:mm) 02:00</p> <p>Practical Duration (hh:mm) 4:00</p>

						hopper drier, de-humidifier, chillers etc.	
		Oral Communication (Listening and Speaking skills)	<ul style="list-style-type: none"> Communicate orally any instructions related to work with superiors & co workers with clarity Listen actively Analyse company protocol for communication 	RSC/N4801 (CPC/N0109) SA8 SA9 SA10	Classroom lecture/ PPT session, Practical demonstration		Theory Duration (hh:mm) 02:00 Practical Duration (hh:mm) 4:00
		Decision Making & Problem Solving	<ul style="list-style-type: none"> Practise making proper decisions pertaining to the work Identify problem Find the resource to resolve the problem Practise consultation with superiors in case of any assistance 	RSC/N4801 (CPC/N0109) SB1 SB2 SB3 SB4	Classroom lecture/ PPT session, Practical demonstration	Pen drives, computers, vernier calliper, micrometer, drills, tapes, HDPE, PET, PBT, PVC, basics machines for training like hand blow molding, semiautomatic blow molding, automatic blow molding, pre drying system like oven drier, hopper drier, de-humidifier, chillers etc.	Theory Duration (hh:mm) 02:00 Practical Duration (hh:mm) 4:00
		Plan and Organize	<ul style="list-style-type: none"> Plan, fix up priorities for work operations as per job requirements Practise organizing and analyzing information relevant to work Identify the basic concepts of shop-floor work productivity including material management waste reduction etc. 	RSC/N4801 (CPC/N0109) SB5 SB6 SB7	Classroom lecture/ PPT session, Practical demonstration	Pen drives, computers, vernier calliper, micrometer, drills, tapes, HDPE, PET, PBT, PVC, basics machines for training like hand blow molding,	Theory Duration (hh:mm) 02:00 Practical Duration (hh:mm) 4:00

						semiauto- matic blow molding, automat- ic blow molding, pre drying system like oven drier, hopper drier, de- humidifier, chillers etc.	
3	Escalation of que- ries and interaction with other depart- ments	Escalations of queries on the given job	<ul style="list-style-type: none"> Report completion of work to superiors Develop self-confidence after resolving the queries to complete the task. Discuss with superiors in case of any doubt/ clarification 	RSC/N4801 (CPC/ N0109) PC14 PC15 PC16	Classroom lecture/ PPT session, Practical demonstration	Pen drives, comput- ers, Vernier calliper, microme- ter, drills, tapes and dies etc.	Theory Duration (hh:mm) 03:00 Practical Duration (hh:mm) 4:00
		Interaction with other concern depart- ment	<ul style="list-style-type: none"> .Practise disciplined behavior in work place Practise good coordination with people from other department for getting their support for work Manage good interpersonal relations with superiors & fellow operators 	RSC/N4801 (CPC/ N0109)	Classroom lecture/ PPT session, Practical demonstration		Theory Duration (hh:mm) 03:00 Practical Duration (hh:mm) 4:00
		Initiative	<ul style="list-style-type: none"> Practise undertaking and expressing new ideas and initiatives to others Practise modifying work plan to overcome unforeseen difficulties or developments that occur as work progresses Participate in improvement procedures including process, quality, etc. 	RSC/N4801 (CPC/ N0109) SB8 SB9 SB10	Classroom lecture/ PPT session, Practical demonstration	Pen drives, comput- ers, Vernier calliper, microme- ter, drills, tapes and dies etc	Theory Duration (hh:mm) 02:00 Practical Duration (hh:mm) 4:00

		Team Work	<ul style="list-style-type: none"> Practise exhibiting good team work with all Practise consulting superiors or fellow workers in case of any assistance Practise maintaining good inter personal relations 	RSC/N4801 (CPC/ N0109) SB12 SB13 SB14	Classroom lecture/ PPT session, Practical demonstration	Pen drives, computers, Vernier calliper, micrometer, drills, tapes and dies etc	Theory Duration (hh:mm) 02:00 Practical Duration (hh:mm) 3:00
4	Knowledge about different plastic material	Understanding the various types of Plastics materials	<ul style="list-style-type: none"> Discuss the type of raw material used in the industry and for work order Collect all material related documents to understand properties of the required work output and enable identifying the material Identify the process requirements for plastics materials in terms of temperature of the heater, rotating speed of the screw, pressure, injection as mentioned in the work instruction / SOP / Control Diagrams 	RSC/N4802 (CPC/ N0110) PC1 PC2 PC3	Classroom lecture/ PPT session, Practical demonstration	Vernier caliper, micrometer, drills, tapes, dies, PP, HDPE, PET, PBT, PVC, basics machines for training like hand blow molding, semiautomatic blow molding, automatic blow molding, pre drying system like Oven Drier, Hopper Drier, Dehumidifier, Chillers etc.	Theory Duration (hh:mm) 03:00 Practical Duration (hh:mm) 4:00
		Basic knowhow of the processing behavior of Plastics materials	<ul style="list-style-type: none"> Analyse the melting temperature, processing temperature etc. for plastic raw material Identify the processing characteristics of the plastics material used for conversion procedure and process to be adopted for completing the work order from the supervisor by referring to the work Instruction document / SOP manual 	RSC/N4802 (CPC/ N0110) PC4 PC5	Classroom lecture/ PPT session, Practical demonstration	Vernier caliper, micrometer, drills, tapes, dies, PP, HDPE, PET, PBT, PVC, basics machines for training like hand blow molding, semiautomatic blow molding, automatic blow molding,	Theory Duration (hh:mm) 03:00 Practical Duration (hh:mm) 4:00

						pre drying system like Oven Drier, Hopper Drier, De-humidifier, Chillers etc.	
		Maintaining the raw material for the process	<ul style="list-style-type: none"> Analyse if the required material is available before starting the process Analyse if the plastics material is blended with requisite additives 	RSC/N4802 (CPC/N0110) PC6 PC7	Classroom lecture/ PPT session, Practical demonstration	Vernier caliper, micrometer, drills, tapes, dies, PP, HDPE, PET, PBT, PVC, basics machines for training like hand blow molding, semiautomatic blow molding, automatic blow molding, pre drying system like Oven Drier, Hopper Drier, De-humidifier, Chillers etc.	Theory Duration (hh:mm) 02:00 Practical Duration (hh:mm) 4:00
		Cleaning the material spillage around machine	<ul style="list-style-type: none"> Analyse if machine / mould / Die are cleaned properly & no foreign material is entrapped in parts of machine / mould / die. Practise keeping the area clean of the materials spilled around the machine Practise cleaning of the area around the machine for any oil, grease, water etc. 	RSC/N4802 (CPC/N0110) PC8 PC9 PC10	Classroom lecture/ PPT session, Practical demonstration	Vernier caliper, micrometer, drills, tapes, dies, PP, HDPE, PET, PBT, PVC, basics machines for training like hand blow molding, semiautomatic blow molding, automatic blow molding,	Theory Duration (hh:mm) 02:00 Practical Duration (hh:mm) 4:00

						pre drying system like Oven Drier, Hopper Drier, De-humidifier, Chillers etc.	
		Organizational Context (Knowledge of the company / organization and its processes)	<ul style="list-style-type: none"> Analyse the company's policies on personnel management Assess company's code of conduct and policy Discuss the importance of individual's role in the work flow Discuss The organization's culture Analyse the company's reporting structure Evaluate The functional processes like store management, procurement, quality management 	RSC/N4802 (CPC/N0110) KA1 KA2 KA3 KA4 KA5 KA6	Classroom lecture/ PPT session, Practical demonstration	Vernier caliper, micrometer, drills, tapes, dies, PP, HDPE, PET, PBT, PVC, basics machines for training like hand blow molding, semiautomatic blow molding, automatic blow molding, pre drying system like Oven Drier, Hopper Drier, De-humidifier, Chillers etc.	Theory Duration (hh:mm) 02:00 Practical Duration (hh:mm) 4:00
		Technical Knowledge	<ul style="list-style-type: none"> Analyse the different of plastic materials Identify various types of plastics like thermoplastics / thermosetting plastics additives to be used Analyse properties / characteristics of various plastic materials Evaluate processing behavior of various plastic raw materials Practise safe storage of raw materials Identify hazards and safety aspects involved with different processing techniques 	RSC/N4802 (CPC/N0110) KB1 KB2 KB3 KB4 KB5 KB6	Classroom lecture/ PPT session, Practical demonstration	Vernier caliper, micrometer, drills, tapes, dies, PP, HDPE, PET, PBT, PVC, basics machines for training like hand blow molding, semiautomatic blow molding, automatic blow molding,	Theory Duration (hh:mm) 02:00 Practical Duration (hh:mm) 4:00

						pre drying system like Oven Drier, Hopper Drier, De-humidifier, Chillers etc.	
		Writing Skills	<ul style="list-style-type: none"> Prepare document related to raw material used, stock position, other technical records like machine log sheets, job card etc. Provide information documents to internal departments/ internal teams 	RSC/N4802 (CPC/N0110) SA1 SA2	Classroom lecture/ PPT session, Practical demonstration	Vernier caliper, micrometer, drills, tapes, dies, PP, HDPE, PET, PBT, PVC, basics machines for training like hand blow molding, semiautomatic blow molding, automatic blow molding, pre drying system like Oven Drier, Hopper Drier, De-humidifier, Chillers etc.	Theory Duration (hh:mm) 02:00 Practical Duration (hh:mm) 4:00
		Reading Skills	<ul style="list-style-type: none"> Practise reading and interpreting material data sheet Practise reading and interpreting machine parameters Read instructions like safety instructions, symbols being used in the plant area 	RSC/N4802 (CPC/N0110) SA3 SA4 SA5	Classroom lecture/ PPT session, Practical demonstration	Vernier caliper, micrometer, drills, tapes, dies, PP, HDPE, PET, PBT, PVC, basics machines for training like hand blow molding, semiautomatic blow molding, automatic blow molding,	Theory Duration (hh:mm) 02:00 Practical Duration (hh:mm) 4:00

						pre drying system like Oven Drier, Hopper Drier, De-humidifier, Chillers etc.	
		<p>Oral Communication (Listening and Speaking skills)</p> <ul style="list-style-type: none"> Communicate orally any instructions related to work with superiors and co-workers with clarity Listen carefully and follow company protocol for communication 	RSC/N4802 (CPC/N0110) SA6 SA7	Classroom lecture/ PPT session, Practical demonstration	Vernier caliper, micrometer, drills, tapes, dies, PP, HDPE, PET, PBT, PVC, basics machines for training like hand blow molding, semiautomatic blow molding, automatic blow molding, pre drying system like Oven Drier, Hopper Drier, De-humidifier, Chillers etc.	<p>Theory Duration (hh:mm) 02:00</p> <p>Practical Duration (hh:mm) 4:00</p>	
		<p>Decision Making & Problem Solving</p> <ul style="list-style-type: none"> Identify the problem Practise making proper decisions pertaining to the work Practise Consulting superiors in case of any assistance 	RSC/N4802 (CPC/N0110) SB1 SB2 SB3	Classroom lecture/ PPT session, Practical demonstration	Vernier caliper, micrometer, drills, tapes, dies, PP, HDPE, PET, PBT, PVC, basics machines for training like hand blow molding, semiautomatic blow molding, automatic blow molding, pre drying system like Oven Drier,	<p>Theory Duration (hh:mm) 02:00</p> <p>Practical Duration (hh:mm) 4:00</p>	

						Hopper Drier, De-humidifier, Chillers etc.	
5	Pre molding operation	Pre moulding operation	<ul style="list-style-type: none"> • Manage planning work schedule in concurrence with Superior • Revise the data sheet, manual, work instructions • Inspect the power supply, hydraulic oil level, water connections • Assess availability of the tools ,materials & ancillary equipments for the work • Setup the equipment and machineries as per the job requirement • Manage planning for Minimum wastage & its safe disposal • Operate in conformance to legal requirements, organizational policies and procedures 	RSC/N4803 (CPC/N0111) PC1 PC2 PC3 PC4 PC5 PC6 PC7	Classroom lecture/ PPT session, Practical demonstration	PP, HDPE, PET, PBT, PVC ,basics machines for training like hand blow molding, semiautomatic blow molding, automatic blow molding, pre drying system like Oven Drier, Hopper Drier, De-humidifier, Chillers etc.	<p>Theory Duration (hh:mm) 03:00</p> <p>Practical Duration (hh:mm) 5:00</p>
		Organizational Context (Knowledge of the company / organization and its processes)	<ul style="list-style-type: none"> • Identify company's policies on personnel management • Analyse company's code of conduct & policy • Analyse the importance of individual's role in the work flow • Assess the organization's culture • Analyse the company's reporting structure • Evaluate the functional process like store management, procurement, quality management 	RSC/N4803 (CPC/N0111) KA1 KA2 KA3 KA4 KA5 KA6	Classroom lecture/ PPT session, Practical demonstration	PP, HDPE, PET, PBT, PVC ,basics machines for training like hand blow molding, semiautomatic blow molding, automatic blow molding, pre drying system like Oven Drier, Hopper Drier, De-humidifier, Chillers etc.	<p>Theory Duration (hh:mm) 03:00</p> <p>Practical Duration (hh:mm) 5:00</p>

		Technical Knowledge	<ul style="list-style-type: none"> Identify Different types of plastic material Analyse the properties of plastic material Collect information about Semi-Automatic & Fully-Automatic operation of machines Demonstrate machine start up procedure Demonstrate principle of Injection Moulding Perform parameter setting of injection moulding Machine– Temperature, Pressure clamping system – Hydraulic & Toggle Perform mould loading & unloading procedure Examine calculation of tonnage, importance of mould dimensions, mould day-light Identify njection Unit, shot weight setting, Calculation of plasticizing capacity of Machine , types of nozzles, ring plunger set Practise monitoring of parameters for production of quality components Perform post moulding operation like finishing, deflashing Employ quality Control & testing of plastic product Practise minimisation of rejection & reuse of feed system Employ shut down procedure 	RSC/N4803 (CPC/ N0111) KB1 KB2 KB3 KB4 KB5 KB6 KB7 KB8 KB9 KB10 KB11 KB12 KB13 KB14 KB15	Classroom lecture/ PPT session, Practical demonstration	PP, HDPE, PET, PBT, PVC ,basics machines for training like hand blow molding, semiautomatic blow molding, automatic blow molding, pre drying system like Oven Drier, Hopper Drier, Dehumidifier, Chillers etc.	Theory Duration (hh:mm) 03:00 Practical Duration (hh:mm) 5:00
		Writing Skills	<ul style="list-style-type: none"> Prepare document related to processing parameter, other technical records like machine log sheets, job card etc. Practise writing information documents to internal departments/ internal teams 	RSC/N4803 (CPC/ N0111) SA1 SA2 SA3	Classroom lecture/ PPT session, Practical demonstration	PP, HDPE, PET, PBT, PVC ,basics machines for training like hand blow molding, semiautomatic blow molding,	Theory Duration (hh:mm) 03:00 Practical Duration (hh:mm) 4:00

			<ul style="list-style-type: none"> Practise compilation of production records 			<p>automatic blow molding, pre drying system like Oven Drier, Hopper Drier, De-humidifier, Chillers etc.</p>	
		Reading Skills	<ul style="list-style-type: none"> Practise reading and interpreting machine parameters Read equipment manuals and process documents Read instructions like safety instructions, symbols while using the equipment in the plant area 	RSC/N4803 (CPC/N0111) SA4 SA5 SA6	Classroom lecture/ PPT session, Practical demonstration	<p>PP, HDPE, PET, PBT, PVC ,basics machines for training like hand blow molding, semiautomatic blow molding, automatic blow molding, pre drying system like Oven Drier, Hopper Drier, De-humidifier, Chillers etc.</p>	<p>Theory Duration (hh:mm) 03:00</p> <p>Practical Duration (hh:mm) 4:00</p>
		Oral Communication (Listening and Speaking skills)	<ul style="list-style-type: none"> Communicate orally any instructions related to work with superiors & co workers with clarity Listen actively Practise following company's protocol for communication 	RSC/N4803 (CPC/N0111) SA7 SA8 SA9	Classroom lecture/ PPT session, Practical demonstration	<p>PP, HDPE, PET, PBT, PVC ,basics machines for training like hand blow molding, semiautomatic blow molding, automatic blow molding, pre drying system like Oven Drier, Hopper Drier, De-humidifier, Chillers etc.</p>	<p>Theory Duration (hh:mm) 03:00</p> <p>Practical Duration (hh:mm) 4:00</p>

		Decision Making & Problem Solving <ul style="list-style-type: none"> • Manage making proper decisions pertaining to the work • Identify the problem • Find the resource to resolve the problem • Practise consulting superiors in case of any assistance 	RSC/N4803 (CPC/ N0111) SB1 SB2 SB3 SB4	Classroom lecture/ PPT session, Practical demonstration	PP, HDPE, PET, PBT, PVC ,basics machines for training like hand blow molding, semiautomatic blow molding, automatic blow molding, pre drying system like Oven Drier, Hopper Drier, De-humidifier, Chillers etc.	Theory Duration (hh:mm) 02:00 Practical Duration (hh:mm) 4:00
		Plan and Organize <ul style="list-style-type: none"> • Plan, fix up priorities for work operations as per job requirements • Practise organising and analysing information relevant to work • Discuss basic concepts of shop-floor work productivity including material management waste reduction etc. 	RSC/N4803 (CPC/ N0111)	Classroom lecture/ PPT session, Practical demonstration	PP, HDPE, PET, PBT, PVC ,basics machines for training like hand blow molding, semiautomatic blow molding, automatic blow molding, pre drying system like Oven Drier, Hopper Drier, De-humidifier, Chillers etc.	Theory Duration (hh:mm) 02:00 Practical Duration (hh:mm) 4:00
6	Molding operation	Moulding Operation <ul style="list-style-type: none"> • Analyse if the mould is ready & having no problem in dry run • Inspect if material is available for production. If required arrange for pre drying • Inspect the availability & readiness of ancillary equipments like chiller, mould Temperature controller, hopper loader, Cooling towers etc 	RSC/N4803 (CPC/ N0111) PC8 PC9 PC10 PC11 PC12 PC13 PC14 PC15 PC16	Classroom lecture/ PPT session, Practical demonstration	Vernier calliper, micrometer, drills, tapes and dies, PP, HDPE, PET, PBT, PVC, basics machines for training like hand blow molding,	Theory Duration (hh:mm) 03:00 Practical Duration (hh:mm) 5:00

			<ul style="list-style-type: none"> • Practise Loading the material and pigment (if required) in the hopper • Analyse setting the parameters of the machine i.e. temperature, pressure, speed etc. • Inspect the temperature on the barrel with respect to set temperature • Practise conducting trial run to get sample piece once machine is set with the help of operator • Perform visual check of final product in consultation with operator • Practise post molding operation during the cycle time run such as. trimming, apply protective tapes, putting labels on each product for identification 			semiauto- matic blow molding, Automatic blow mold- ing, pre drying system like Oven Drier, Hopper Drier, De- humidifier, Chillers, M/C with accessories etc.	
		Organi- zational Context (Knowl- edge of the com- pany / or- ganization and its processes	<ul style="list-style-type: none"> • Identify company's policies on personnel management • Analyse company's code of conduct & policy • Analyse the importance of individual's role in the work flow • Assess the organization's culture • Analyse the company's reporting structure • Evaluate the functional process like store management, procurement, quality management 	RSC/N4803 (CPC/ N0111) KA1 KA2 KA3 KA4 KA5 KA6	Classroom lecture/ PPT session, Practical demonstration	Vernier calliper, mi- crometer, drills, tapes and dies, PP, HDPE, PET, PBT, PVC, basics machines for train- ing like hand blow molding, semiauto- matic blow molding, Automatic blow mold- ing, pre drying system like Oven Drier, Hopper Drier, De- humidifier, Chillers, M/C with accessories etc.	Theory Duration (hh:mm) 03:00 Practical Duration (hh:mm) 5:00

		<p>Technical Knowledge</p> <ul style="list-style-type: none"> Identify Different types of plastic material Analyse the properties of plastic material Collect information about Semi-Automatic & Fully-Automatic operation of machines Demonstrate machine start up procedure Demonstrate principle of Injection Moulding Perform parameter setting of injection moulding Machine– Temperature, Pressure clamping system – Hydraulic & Toggle Perform mould loading & unloading procedure Examine calculation of tonnage, importance of mould dimensions, mould day-light Identify njection Unit, shot weight setting, Calculation of plasticizing capacity of Machine , types of nozzles, ring plunger set Practise monitoring of parameters for production of quality components Perform post moulding operation like finishing, deflashing Employ quality Control & testing of plastic product Practise minimisation of rejection & reuse of feed system Employ shut down procedure 	<p>RSC/N4803 (CPC/ N0111)</p> <p>KB1 KB2 KB3 KB4 KB5 KB6 KB7 KB8 KB9 KB10 KB11 KB12 KB13 KB14 KB15</p>	<p>Classroom lecture/ PPT session, Practical demonstration</p>	<p>Vernier calliper, micrometer, drills, tapes and dies, PP, HDPE, PET, PBT, PVC, basics machines for training like hand blow molding, semiautomatic blow molding, Automatic blow molding, pre drying system like Oven Drier, Hopper Drier, Dehumidifier, Chillers, M/C with accessories etc.</p>	<p>Theory Duration (hh:mm) 03:00</p> <p>Practical Duration (hh:mm) 5:00</p>
		<p>Writing skills</p> <ul style="list-style-type: none"> Prepare document related to processing parameter, other technical records like machine log sheets, job card etc. Practise writing information documents to internal departments/ internal teams 	<p>RSC/N4803 (CPC/ N0111)</p> <p>SA1 SA2 SA3</p>		<p>Vernier calliper, micrometer, drills, tapes and dies, PP, HDPE, PET, PBT, PVC,</p>	<p>Theory Duration (hh:mm) 03:00</p> <p>Practical Duration (hh:mm) 5:00</p>

			<ul style="list-style-type: none"> Practise compilation of production records 			<p>basics machines for training like hand blow molding, semiautomatic blow molding, Automatic blow molding, pre drying system like Oven Drier, Hopper Drier, Dehumidifier, Chillers, M/C with accessories etc.</p>	
		<p>Reading Skills</p>	<ul style="list-style-type: none"> Practise reading and interpreting machine parameters Read equipment manuals and process documents Read instructions like safety instructions, symbols while using the equipment in the plant area 	<p>RSC/N4803 (CPC/N0111) SA4 SA5 SA6</p>	<p>Classroom lecture/ PPT session, Practical demonstration</p>	<p>Vernier calliper, micrometer, drills, tapes and dies, PP, HDPE, PET, PBT, PVC, basics machines for training like hand blow molding, semiautomatic blow molding, Automatic blow molding, pre drying system like Oven Drier, Hopper Drier, Dehumidifier, Chillers, M/C with accessories etc.</p>	<p>Theory Duration (hh:mm) 03:00</p> <p>Practical Duration (hh:mm) 5:00</p>

		<p>Oral Communication (Listening and Speaking skills)</p> <ul style="list-style-type: none"> • Communicate orally any instructions related to work with superiors & co workers with clarity • Listen actively • Practise following company's protocol for communication 	<p>RSC/N4803 (CPC/ N0111) SA7 SA8 SA9</p>	<p>Classroom lecture/ PPT session, Practical demonstration</p>	<p>Vernier calliper, micrometer, drills, tapes and dies, PP, HDPE, PET, PBT, PVC, basics machines for training like hand blow molding, semiautomatic blow molding, Automatic blow molding, pre drying system like Oven Drier, Hopper Drier, Dehumidifier, Chillers, M/C with accessories etc.</p>	<p>Theory Duration (hh:mm) 02:00</p> <p>Practical Duration (hh:mm) 5:00</p>
		<p>Decision Making & Problem Solving</p> <ul style="list-style-type: none"> • Manage making proper decisions pertaining to the work • Identify the problem • Find the resource to resolve the problem • Practise consulting superiors in case of any assistance 	<p>RSC/N4803 (CPC/ N0111) SB1 SB2 SB3 SB4</p>	<p>Classroom lecture/ PPT session, Practical demonstration</p>	<p>Vernier calliper, micrometer, drills, tapes and dies, PP, HDPE, PET, PBT, PVC, basics machines for training like hand blow molding, semiautomatic blow molding, Automatic blow molding, pre drying system like Oven Drier, Hopper Drier,</p>	<p>Theory Duration (hh:mm) 03:00</p> <p>Practical Duration (hh:mm) 5:00</p>

						Dehumidifier, Chillers, M/C with accessories etc.	
7	Process requirements for blow molding	Blow Moulding Operation	<ul style="list-style-type: none"> Identify the process, their types and operations involved Support the operator in the work requirements for the process and with the supervisor Practise referring to all components / process related documents to understand dimensions and properties of the required work output Assess the process requirements in terms of tools / mould / die required, temperature of the heater according to plastics material being used, Hydraulic / pneumatic pressure / rotating speed of the screw, parison formation, parison programming, blowing time etc. as mentioned in the Work Instruction / SOP / control diagrams, clearly understanding the do's and don'ts of the blow molding process as defined in SOPs / Work Instructions or as defined by supervisors 	RSC/N4803 (CPC/ N0111) PC17 PC18 PC19 PC20	Classroom lecture/ PPT session, Practical demonstration	PP, HDPE, PET, PBT, PVC basics machines for training like hand blow molding, semi-automatic blow molding machine, automatic blow molding, pre drying system like Oven Drier, Hopper Drier, Dehumidifier,	
		Organizational Context (Knowledge of the company / organization and its processes)	<ul style="list-style-type: none"> Identify company's policies on personnel management Analyse company's code of conduct & policy Analyse the importance of individual's role in the work flow Assess the organization's culture Analyse the company's reporting structure 	RSC/N4803 (CPC/ N0111) KA1 KA2 KA3 KA4 KA5 KA6	Classroom lecture/ PPT session, Practical demonstration	PP, HDPE, PET, PBT, PVC ,basics machines for training like hand blow molding, semiautomatic blow molding,	Theory Duration (hh:mm) 03:00 Practical Duration (hh:mm) 5:00

			<ul style="list-style-type: none"> Evaluate the functional process like store management, procurement, quality management 			<p>automatic blow molding, pre drying system like Oven Drier, Hopper Drier, De-humidifier, Chillers etc.</p>	
		Technical Knowledge	<ul style="list-style-type: none"> Identify Different types of plastic material Analyse the properties of plastic material Collect information about Semi-Automatic & Fully-Automatic operation of machines Demonstrate machine start up procedure Demonstrate principle of Injection Moulding Perform parameter setting of injection moulding Machine– Temperature, Pressure clamping system – Hydraulic & Toggle Perform mould loading & unloading procedure Examine calculation of tonnage, importance of mould dimensions, mould day-light Identify njection Unit, shot weight setting, Calculation of plasticizing capacity of Machine , types of nozzles, ring plunger set Practise monitoring of parameters for production of quality components Perform post moulding operation like finishing, deflashing Employ quality Control & testing of plastic product Practise minimisation of rejection & reuse of feed system Employ shut down procedure 	<p>RSC/N4803 (CPC/ N0111)</p> <p>KB1 KB2 KB3 KB4 KB5 KB6 KB7 KB8 KB9 KB10 KB11 KB12 KB13 KB14 KB15</p>	<p>Classroom lecture/ PPT session, Practical demonstration</p>	<p>PP, HDPE, PET, PBT, PVC ,basics machines for training like hand blow molding, semiautomatic blow molding, automatic blow molding, pre drying system like Oven Drier, Hopper Drier, De-humidifier, Chillers etc.</p>	<p>Theory Duration (hh:mm) 03:00</p> <p>Practical Duration (hh:mm) 5:00</p>

		<p>Writing Skills</p> <ul style="list-style-type: none"> • Prepare document related to processing parameter, other technical records like machine log sheets, job card etc. • Practise writing information documents to internal departments/ internal teams • Practise compilation of production records 	<p>RSC/N4803 (CPC/ N0111) SA1 SA2 SA3</p>	<p>Classroom lecture/ PPT session, Practical demonstration</p>	<p>PP, HDPE, PET, PBT, PVC ,basics machines for training like hand blow molding, semiautomatic blow molding, automatic blow molding, pre drying system like Oven Drier, Hopper Drier, De-humidifier, Chillers etc.</p>	<p>Theory Duration (hh:mm) 03:00</p> <p>Practical Duration (hh:mm) 4:00</p>
		<p>Reading Skills</p> <ul style="list-style-type: none"> • Practise reading and interpreting machine parameters • Read equipment manuals and process documents • Read instructions like safety instructions , symbols while using the equipment in the plant area 	<p>RSC/N4803 (CPC/ N0111) SA4 SA5 SA6</p>	<p>Classroom lecture/ PPT session, Practical demonstration</p>	<p>PP, HDPE, PET, PBT, PVC ,basics machines for training like hand blow molding, semiautomatic blow molding, automatic blow molding, pre drying system like Oven Drier, Hopper Drier, De-humidifier, Chillers etc.</p>	<p>Theory Duration (hh:mm) 03:00</p> <p>Practical Duration (hh:mm) 4:00</p>
		<p>Oral Communication (Listening and Speaking skills)</p> <ul style="list-style-type: none"> • Communicate orally any instructions related to work with superiors & co workers with clarity • Listen actively • Practise following company's protocol for communication 	<p>RSC/N4803 (CPC/ N0111) SA7 SA8 SA9</p>	<p>Classroom lecture/ PPT session, Practical demonstration</p>	<p>PP, HDPE, PET, PBT, PVC ,basics machines for training like hand blow molding, semiautomatic blow molding,</p>	<p>Theory Duration (hh:mm) 03:00</p> <p>Practical Duration (hh:mm) 4:00</p>

						automatic blow molding, pre drying system like Oven Drier, Hopper Drier, De-humidifier, Chillers etc.	
		Decision Making & Problem Solving	<ul style="list-style-type: none"> • Manage making proper decisions pertaining to the work • Identify the problem • Find the resource to resolve the problem • Practise consulting superiors in case of any assistance 	RSC/N4803 (CPC/N0111) SB1 SB2 SB3 SB4	Classroom lecture/ PPT session, Practical demonstration	PP, HDPE, PET, PBT, PVC ,basics machines for training like hand blow molding, semiautomatic blow molding, automatic blow molding, pre drying system like Oven Drier, Hopper Drier, De-humidifier, Chillers etc.	Theory Duration (hh:mm) 02:00 Practical Duration (hh:mm) 4:00
8	Pre-extrusion operation	Pre extrusion operation	<ul style="list-style-type: none"> • Plan work schedule in concurrence with Operator • Practise assisting the operator to obtain and check the data on the job card and carry out functions in line with the responsibilities of job role • Analyse availability of data sheet, manual, work instructions • Inspect for power supply, oil level in gear box, water connections • Setup the equipment & machineries as per the job requirement • Plan for Minimum rejection & its safe reuse/disposal 	RSC/N4803 (CPC/N0111) PC21 PC22 PC23 pC24 PC25 PC26 PC27 PC28	Classroom lecture/ PPT session, Practical demonstration	PP, HDPE, PET, PBT, PVC ,basics machines for training like hand blow molding, semiautomatic blow molding, automatic blow molding, pre drying system like Oven Drier, Hopper Drier, De-humidifier, Chillers etc.	Theory Duration (hh:mm) 03:00 Practical Duration (hh:mm) 5:00

			<ul style="list-style-type: none"> Discuss safety aspects of machine operation operate erate in conformance to legal requirements, organizational policies and procedures 				
		Organizational Context (Knowledge of the company / organization and its processes)	<ul style="list-style-type: none"> Identify company's policies on personnel management Analyse company's code of conduct & policy Analyse the importance of individual's role in the work flow Assess the organization's culture Analyse the company's reporting structure Evaluate the functional process like store management, procurement, quality management 	RSC/N4803 (CPC/N0111) KA1 KA2 KA3 KA4 KA5 KA6	Classroom lecture/ PPT session, Practical demonstration	PP, HDPE, PET, PBT, PVC ,basics machines for training like hand blow molding, semiautomatic blow molding, automatic blow molding, pre drying system like Oven Drier, Hopper Drier, Dehumidifier, Chillers etc.	<p>Theory Duration (hh:mm) 03:00</p> <p>Practical Duration (hh:mm) 5:00</p>
		Technical Knowledge	<ul style="list-style-type: none"> Identify Different types of plastic material Analyse the properties of plastic material Collect information about Semi-Automatic & Fully-Automatic operation of machines Demonstrate machine start up procedure Demonstrate principle of Injection Moulding Perform parameter setting of injection moulding Machine– Temperature, Pressure clamping system – Hydraulic & Toggle Perform mould loading & unloading procedure 	RSC/N4803 (CPC/N0111) KB1 KB2 KB3 KB4 KB5 KB6 KB7 KB8 KB9 KB10 KB11 KB12 KB13 KB14 KB15	Classroom lecture/ PPT session, Practical demonstration	PP, HDPE, PET, PBT, PVC ,basics machines for training like hand blow molding, semiautomatic blow molding, automatic blow molding, pre drying system like Oven Drier, Hopper Drier, Dehumidifier, Chillers etc.	<p>Theory Duration (hh:mm) 03:00</p> <p>Practical Duration (hh:mm) 5:00</p>

			<ul style="list-style-type: none"> Examine calculation of tonnage, importance of mould dimensions, mould day-light Identify injection Unit, shot weight setting, Calculation of plasticizing capacity of Machine, types of nozzles, ring plunger set Practise monitoring of parameters for production of quality components Perform post moulding operation like finishing, deflashing Employ quality Control & testing of plastic product Practise minimisation of rejection & reuse of feed system Employ shut down procedure 				
		Writing Skills	<ul style="list-style-type: none"> Prepare document related to processing parameter, other technical records like machine log sheets, job card etc. Practise writing information documents to internal departments/ internal teams Practise compilation of production records 	RSC/N4803 (CPC/ N0111) SA1 SA2 SA3	Classroom lecture/ PPT session, Practical demonstration	PP, HDPE, PET, PBT, PVC ,basics machines for training like hand blow molding, semiautomatic blow molding, automatic blow molding, pre drying system like Oven Drier, Hopper Drier, Dehumidifier, Chillers etc.	<p>Theory Duration (hh:mm) 03:00</p> <p>Practical Duration (hh:mm) 5:00</p>

		Reading Skills	<ul style="list-style-type: none"> Practise reading and interpreting machine parameters Read equipment manuals and process documents Read instructions like safety instructions, symbols while using the equipment in the plant area 	RSC/N4803 (CPC/N0111) SA4 SA5 SA6	Classroom lecture/ PPT session, Practical demonstration	PP, HDPE, PET, PBT, PVC ,basics machines for training like hand blow molding, semiautomatic blow molding, automatic blow molding, pre drying system like Oven Drier, Hopper Drier, Dehumidifier, Chillers etc.	Theory Duration (hh:mm) 03:00 Practical Duration (hh:mm) 5:00
		Oral Communication (Listening and Speaking skills)	<ul style="list-style-type: none"> Communicate orally any instructions related to work with superiors & co workers with clarity Listen actively Practise following company's protocol for communication 	RSC/N4803 (CPC/N0111) SA7 SA8 SA9	Classroom lecture/ PPT session, Practical demonstration	PP, HDPE, PET, PBT, PVC ,basics machines for training like hand blow molding, semiautomatic blow molding, automatic blow molding, pre drying system like Oven Drier, Hopper Drier, Dehumidifier, Chillers etc.	Theory Duration (hh:mm) 03:00 Practical Duration (hh:mm) 5:00
9	Extrusion process	Extrusion	<ul style="list-style-type: none"> Inspect material is available for production Inspect the availability & readiness of ancillary equipments like air compressor, hopper loader, dehumidifier, Cooling towers etc Practise loading the material in the hopper 	RSC/N4803 (CPC/N0111)	Classroom lecture/ PPT session, Practical demonstration	Pen drives, computers, vernier calliper, micrometer, drills, tapes and dies,PP, HDPE, PET, PBT,	Theory Duration (hh:mm) 03:00 Practical Duration (hh:mm) 4:00

			<ul style="list-style-type: none"> • Practise setting the parameters of the machine i.e. temperatures, speeds etc. • Setup the temperature on the barrel with respect to set temperature • Perform trial run to get extruded sample once machine is set • Employ parameters unless getting final product • Perform visual check of final product • Analyse corona treatment & printing, if required • Practise storing the final product in specified area • Practise cleaning the machine & equipments at regular interval • Operate in compliance with specified health and safety standards 			PVC basics machines for training like hand blow molding, semiautomatic blow molding, Automatic Single stage Blow Molding machine, pre drying system like Oven Drier, Hopper Drier, De-humidifier, Chillers, M/C with accessories etc.	
		Decision Making & Problem Solving	<ul style="list-style-type: none"> • Manage making proper decisions pertaining to the work • Identify the problem • Find the resource to resolve the problem • Practise consulting superiors in case of any assistance 	RSC/N4803 (CPC/N0111) SB1 SB2 SB3 SB4	Classroom lecture/ PPT session, Practical demonstration	Pen drives, computers, vernier calliper, micrometer, drills, tapes and dies, PP, HDPE, PET, PBT, PVC basics machines for training like hand blow molding, semiautomatic blow molding, Automatic Single stage Blow Molding machine, pre drying system like Oven Drier, Hopper Drier,	Theory Duration (hh:mm) 03:00 Practical Duration (hh:mm) 4:00

						Dehumidifier, Chillers, M/C with accessories etc.	
		Plan and Organize	<ul style="list-style-type: none"> Plan, fix up priorities for work operations as per job requirements Practise organising and analysing information relevant to work Discuss basic concepts of shop-floor work productivity including material management waste reduction etc. 	RSC/N4803 (CPC/N0111)	Classroom lecture/ PPT session, Practical demonstration	Pen drives, computers, vernier calliper, micrometer, drills, tapes and dies, PP, HDPE, PET, PBT, PVC basics machines for training like hand blow molding, semiautomatic blow molding, Automatic Single stage Blow Molding machine, pre drying system like Oven Drier, Hopper Drier, Dehumidifier, Chillers, M/C with accessories etc.	Theory Duration (hh:mm) 02:00 Practical Duration (hh:mm) 4:00
		Initiative	<ul style="list-style-type: none"> Analyse and express new ideas and initiatives to others Modify work plan to overcome unforeseen difficulties or developments that occur as work progresses Participate in improvement procedures including process, quality etc 	RSC/N4803 (CPC/N0111)	Classroom lecture/ PPT session, Practical demonstration	Pen drives, computers, vernier calliper, micrometer, drills, tapes and dies, PP, HDPE, PET, PBT, PVC basics machines for training like hand blow molding,	Theory Duration (hh:mm) 02:00 Practical Duration (hh:mm) 4:00

						semiauto- matic blow molding, Automat- ic Single stage Blow Molding machine, pre drying system like Oven Drier, Hopper Drier, De- humidifier, Chillers, M/C with accessories etc.	
		Team Work	<ul style="list-style-type: none"> • Practise exhibiting good team work with all • Practise consulting with superiors or fellow workers in case of any assistance • Manage maintaining good inter personal relations 	RSC/N4803 (CPC/ N0111) SB12 SB13 SB14	Classroom lecture/ PPT session, Practical demonstration	Pen drives, computers, vernier calliper, microme- ter, drills, tapes and dies,PP, HDPE, PET, PBT, PVC basics ma- chines for training like hand blow molding, semiauto- matic blow molding, Automat- ic Single stage Blow Molding machine, pre drying system like Oven Drier, Hopper Drier, De- humidifier, Chillers, M/C with accessories etc.	Theory Duration (hh:mm) 02:00 Practical Duration (hh:mm) 4:00

		<p>Organizational Context (Knowledge of the company / organization and its processes)</p> <ul style="list-style-type: none"> Identify company's policies on personnel management Analyse company's code of conduct & policy Analyse the importance of individual's role in the work flow Assess the organization's culture Analyse the company's reporting structure Evaluate the functional process like store management, procurement, quality management 	<p>RSC/N4803 (CPC/N0111)</p> <p>KA1 KA2 KA3 KA4 KA5 KA6</p>	<p>Classroom lecture/ PPT session, Practical demonstration</p>	<p>Pen drives, computers, vernier calliper, micrometer, drills, tapes and dies,PP, HDPE, PET, PBT, PVC basics machines for training like hand blow molding, semiautomatic blow molding, Automatic Single stage Blow Molding machine, pre drying system like Oven Drier, Hopper Drier, Dehumidifier, Chillers, M/C with accessories etc.</p>	<p>Theory Duration (hh:mm) 02:00</p> <p>Practical Duration (hh:mm) 4:00</p>
		<p>Technical Knowledge</p> <ul style="list-style-type: none"> Identify Different types of plastic material Analyse the properties of plastic material Collect information about Semi-Automatic & Fully-Automatic operation of machines Demonstrate machine start up procedure Demonstrate principle of Injection Moulding Perform parameter setting of injection moulding Machine– Temperature, Pressure clamping system – Hydraulic & Toggle Perform mould loading & unloading procedure 	<p>RSC/N4803 (CPC/N0111)</p> <p>KB1 KB2 KB3 KB4 KB5 KB6 KB7 KB8 KB9 KB10 KB11 KB12 KB13 KB14 KB15</p>	<p>Classroom lecture/ PPT session, Practical demonstration</p>	<p>Pen drives, computers, vernier calliper, micrometer, drills, tapes and dies,PP, HDPE, PET, PBT, PVC basics machines for training like hand blow molding, semiautomatic blow molding, Automatic Single stage Blow Molding machine,</p>	<p>Theory Duration (hh:mm) 02:00</p> <p>Practical Duration (hh:mm) 4:00</p>

		<ul style="list-style-type: none"> Examine calculation of tonnage, importance of mould dimensions, mould day-light Identify njection Unit, shot weight setting, Calculation of plasticizing capacity of Machine , types of nozzles, ring plunger set Practise monitoring of parameters for production of quality components Perform post moulding operation like finishing, deflashing Employ quality Control & testing of plastic product Practise minimisation of rejection & reuse of feed system Employ shut down procedure 			pre drying system like Oven Drier, Hopper Drier, De-humidifier, Chillers, M/C with accessories etc.	
	Writing Skills	<ul style="list-style-type: none"> Prepare document related to processing parameter, other technical records like machine log sheets, job card etc. Practise writing information documents to internal departments/ internal teams Practise compilation of production records 	RSC/N4803 (CPC/ N0111) SA1 SA2 SA3	Classroom lecture/ PPT session, Practical demonstration	Pen drives, computers, vernier calliper, micrometer, drills, tapes and dies,PP, HDPE, PET, PBT, PVC basics machines for training like hand blow molding, semiauto-matic blow molding, Automatic Single stage Blow Molding machine, pre drying system like Oven Drier, Hopper Drier, Dehumidifier, Chillers, M/C with accessories etc.	<p>Theory Duration (hh:mm) 02:00</p> <p>Practical Duration (hh:mm) 4:00</p>

		<p>Reading Skills</p> <ul style="list-style-type: none"> • Practise reading and interpreting machine parameters • Read equipment manuals and process documents • Read instructions like safety instructions, symbols while using the equipment in the plant area 	<p>RSC/N4803 (CPC/N0111) SA4 SA5 SA6</p>	<p>Classroom lecture/ PPT session, Practical demonstration</p>	<p>Pen drives, computers, vernier calliper, micrometer, drills, tapes and dies, PP, HDPE, PET, PBT, PVC basics machines for training like hand blow molding, semiautomatic blow molding, Automatic Single stage Blow Molding machine, pre drying system like Oven Drier, Hopper Drier, Dehumidifier, Chillers, M/C with accessories etc.</p>	<p>Theory Duration (hh:mm) 02:00</p> <p>Practical Duration (hh:mm) 4:00</p>
		<p>Oral Communication (Listening and Speaking skills)</p> <ul style="list-style-type: none"> • Communicate orally any instructions related to work with superiors & co workers with clarity • Listen actively • Practise following company's protocol for communication 	<p>RSC/N4803 (CPC/N0111) SA7 SA8 SA9</p>	<p>Classroom lecture/ PPT session, Practical demonstration</p>	<p>Pen drives, computers, vernier calliper, micrometer, drills, tapes and dies, PP, HDPE, PET, PBT, PVC basics machines for training like hand blow molding, semiautomatic blow molding, Automatic Single stage Blow Molding machine,</p>	<p>Theory Duration (hh:mm) 02:00</p> <p>Practical Duration (hh:mm) 4:00</p>

						pre drying system like Oven Drier, Hopper Drier, De-humidifier, Chillers, M/C with accessories etc.	
10	Maintain basic health and safety practices at the workplace	Health and safety	<ul style="list-style-type: none"> • Practise wearing protective clothing/ equipment for specific tasks and work conditions • Practise carrying out safe working practices while dealing with hazards to ensure the safety of Self and others. • Practise good housekeeping practices at all times 	RSC/N4101 (CPC/ N0411) PC1 PC2 PC3	Classroom lecture/ PPT session, Practical demonstration	Pen drives, computers, vernier calliper, micrometer, drills, tapes and dies, PP, HDPE, PET, PBT, PVC basics machines for training like hand blow molding, semiautomatic blow molding, Automatic Single stage Blow Molding machine, pre drying system like Oven Drier, Hopper Drier, De-humidifier, Chillers, M/C with accessories etc.	Theory Duration (hh:mm) 03:00 Practical Duration (hh:mm) 4:00
		Fire safety	<ul style="list-style-type: none"> • Use the various appropriate fire extinguishers on different types of fires correctly • Demonstrate rescue techniques applied during fire hazard, demonstrate good housekeeping in order to prevent fire hazards, demonstrate the correct use of a fire extinguisher 	RSC/N4101 (CPC/ N0411) PC4 PC5	Classroom lecture/ PPT session, Practical demonstration		Theory Duration (hh:mm) 03:00 Practical Duration (hh:mm) 4:00

		<p>Emergencies, rescue and first aid procedures</p> <ul style="list-style-type: none"> Identify activities which can cause potential injury through sharp objects, burns, fall, electricity, gas leakages, radiation, poisonous fumes, chemicals, loud noise, and Identify areas in the plant which are potentially hazardous / unhygienic in nature. Conduct regular checks with support of the maintenance team on machine health to identify potential hazards due to wear and tear of machine. Inform the concerned authorities on the potential risks identified in the processes, workplace area/ layout, materials used etc, Inform the concerned authorities about machine breakdowns, damages which can potentially harm man/ machine during operations. Create awareness amongst others by sharing information on the identified risks. 	<p>RSC/N4101 (CPC/ N0411) PC6 PC7 PC8</p>	<p>Classroom lecture/ PPT session, Practical demonstration</p>		<p>Theory Duration (hh:mm) 02:00</p> <p>Practical Duration (hh:mm) 3:00</p>
		<p>Ensure sorting, stream lining, storage and documentation, cleaning, standardization and sustenance across the plant premises of the organization.</p> <ul style="list-style-type: none"> Practise following the sorting process and check that the tools, fixtures & jigs that are lying on workstations are the ones in use and unnecessary items are not cluttering the workbenches or work surfaces. Practise segregation of waste in hazardous/ non Hazardous waste as per the sorting work instructions Analyse the technique of waste disposal and waste storage in the proper bins as per SOP 	<p>RSC/N4101 (CPC/ N0411) PC9 PC10 PC11 PC12 PC13 PC14 PC15 PC16 PC17 PC18 PC19 PC20 PC21</p>	<p>Classroom lecture/ PPT session, Practical demonstration</p>		<p>Theory Duration (hh:mm) 02:00</p> <p>Practical Duration (hh:mm) 3:00</p>

			<ul style="list-style-type: none"> • Practise segregating the items which are labeled as red tag items for the process area and keep them in the correct places • Perform sorting of the tools/ equipment/ fasteners/ spare parts as per specifications/ utility into proper trays, cabinets, lockers as mentioned in the 5S guidelines/ work instructions • Analyse that areas of material storage are not overflowing • Analyse that various types of boxes and containers are properly stacked as per the size/ utility to avoid any fall of items/ breakage and also enable easy sorting when required • Practise returning extra material and tools to the designated sections and make sure that no additional material/ tool is lying near the work area • Analyse the floor markings/ area markings used for demarcating the various sections in the plant as per the prescribed instructions and standards • Practise following the proper labelling mechanism of instruments/ boxes/ containers and maintain reference files/ documents with the codes and the lists • Inspect if the items in the respective areas have been identified as broken or damaged 				
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			<ul style="list-style-type: none"> Evaluate the given instructions and check for labelling of fluids, oils, lubricants, solvents, chemicals etc. and proper storage of the same to avoid spillage, leakage, fire etc. Evaluate if all material and tools are stored in the designated places and in the manner indicated in the 5S instructions 				
		Reading Skills	<ul style="list-style-type: none"> Analyse safety instructions put up across the plant premises Practise safety precautions mentioned in equipment manuals and panels and understand the potential risks associated 	RSC/N4101 (CPC/N0411) SA2 SA3	Classroom lecture/ PPT session, Practical demonstration		Theory Duration (hh:mm) 02:00 Practical Duration (hh:mm) 3:00
		Judgment and Critical Thinking	<ul style="list-style-type: none"> Use common sense and make judgments during day to day basis Use intuition to detect any potential problems which could arise during operations 	RSC/N4101 (CPC/N0411)	Classroom lecture/ PPT session, Practical demonstration		Theory Duration (hh:mm) 02:00 Practical Duration (hh:mm) 3:00
Total							Theory Duration 180:00 Practical Duration 300:00

Annexure II

Assessment Criteria

CRITERIA FOR ASSESSMENT OF TRAINEES

Assessment Criteria for Machine Operator Assistant - Plastics Processing	
Job Role	Machine Operator Assistant - Plastics Processing
Qualification Pack	RSC/Q4801 (CPC/Q0103), V 1.0
Sector Skill Council	Rubber Skill Development Council

S. No.	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 laydown 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 centre (as per assessment criteria below).
4	Individual assessment agencies will create unique evaluations for skill practical for every student at each examination/training centre based on these 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.

Assessable Outcomes	Assessment Criteria for Outcomes	Total Mark	Out Of	Marks Allocation	
				Theory	Skills Practical
RSC/N4801 (CPC/N0109): Familiarizati on with basic concepts, job requirements & basic related process.	PC1. Discuss the work order (work output) required from the process and with the supervisor	90	6	2	4
	PC2. Refer all components / process related documents to understand dimensions and properties of the required work output		6	2	4
	PC3. Understand the process requirements in terms of temperature of the heater, hydraulic pressure/ air pressure/ vacuum pressure, rotating speed of the screw pressure, injection time, refilling time, blowing time etc. as mentioned in the Work Instruction/ SOP/ Control Diagrams		6	2	4
	PC4. Clearly understanding the does and don'ts of the manufacturing process as defined in SOPs/ Work Instructions or defined by supervisors		6	2	4
	PC5. Understand the conversion procedure and process to be adopted for completing the work order from the supervisor by referring the Work Instruction document/ SOP manual		6	2	4

	PC6. Set the various parameters like temperature of the heaters, hydraulic pressure/air pressure/vacuum pressure, rotating speed of the screw, screw pressure, regulating current, flow of coolant/ water etc. before starting the process as per the parameters are mentioned in the Work Instructions/ SOP manual		6	2	4
	PC7. Understand the raw material like plastics granules, bonding additives etc. required for executing the activity		6	2	4
	PC8. Ensure that the required material is available before starting the process		6	2	4
	PC9. Understand the type of Mold /Die required for executing the required conversion operation and ensure that the same is available for molding operations		6	2	4
	PC10. Ensure the availability of spare parts for continuous operation of machine		6	2	4
	PC11. Ensure that mold / Die are cleaned properly & no foreign material is entrapped in parts of mold/die.		6	2	4
	PC12. Ensure cleaning of the other molding machine tools, auxiliaries(if any)		6	2	4
	PC13. Ensure cleaning of the area around the machine for any oil, grease, water etc		6	2	4
	PC14. Consult with superiors in case of any doubt/ clarification		2	1	1
	PC15. Self-confidence after resolving the queries to complete the task.		2	1	1
	PC16. Report completion of work to superiors		2	0.5	1.5
	PC17. Good interpersonal relations with superiors & fellow operators.		2	0.5	1.5
	PC18. Disciplined behavior in work place		2	0.5	1.5
	PC19. Good coordination with other department person for getting their support for work.		2	0.5	1.5
		Total	90	30	60
RSC/N4802 (CPC/ N0110) :Basic Knowledge about different plastic material	PC1. Discuss about the type of raw material being used in the industry & for work Order required for the process and with the supervisor	80	3	1	2
	PC2. Refer all material related documents to understand properties of the required work output and able to identify the material		8	2	6
	PC3. Understand the process requirements for the Plastics material in terms of temperature of the heater, rotating speed of the Screw, pressure, injection as mentioned in the Work Instruction/ SOP / Control Diagrams		10	2	8
	PC4. Understand the melting temperature, processing temperature etc. for plastic raw material		10	2	8
	PC5. Understand the processing characteristics of the plastics material being used for conversion procedure and process to be adopted for completing the work order from the supervisor by referring the Work Instruction document / SOP manual		10	2	8
	PC6. Ensure that the required material is available before starting the process		10	2	8

	PC7. Ensure that the plastics material is blended with requisite additives		9	1	8
	PC8. Ensure that machine / mold / Die are cleaned properly & no foreign material is entrapped in parts of machine / mold / die.		9	1	8
	PC9. Ensure cleaning of the materials spilled around the machine		7	1	6
	PC10. Ensure cleaning of the area around the machine for any oil, grease, water etc		4	1	3
		Total	80	15	65
RSC/N4803 (CPC/ N0111): Familiarized with various Plastics processing techniques & to assist the Operator in Injection molding machine, Extrusion, Blow Molding etc.	PC1. Assist in Planning work schedule in concurrence with Superior	190	3	1	2
	PC2. Ensure availability of data sheet, manual, work instructions		6	1	5
	PC3. For power supply, hydraulic oil level, water connections		6	2	4
	PC4. Ensure availability of the tools ,materials & ancillary equipments for the work		6	2	4
	PC5. Setup the equipment & machineries as per the job requirement		6	2	4
	PC6. Understand Planning for Minimum wastage & its safe disposal		6	2	4
	PC7. Work in conformance to legal requirements, organizational policies and procedures		6	2	4
	PC8. Ensure that the mold is ready & having no problem in dry run		6	2	4
	PC9. Check material is available for production. If required arrange for pre drying		6	2	4
	PC10. Check the availability & readiness of ancillary equipments like chiller, mold Temperature controller, hopper loader, Cooling towers etc		6	2	4
	PC11. Load the material and pigment (if required) in the hopper		6	2	4
	PC12. Observe to Set the parameters of the machine i.e. temperature, pressure, speed etc		6	2	4
	PC13. Check the temperature on the barrel with respect to set temperature		6	1	5
	PC14. Conduct trial run to get sample piece once machine is set with the help of operator		6	1	5
	PC15. Visual check of final product in consultation with operator		6	1	5
	PC16. Carry out post molding operation during the cycle time run such as. trimming, apply protective tapes, putting labels on each product for identification		6	1	5
	PC17. understand the process, their types, operations involved		6	1	5
	PC18. Assist the operator in the work requirements for the process and with the supervisor		6	1	5
	PC19. Refer all components / process related documents to understand dimensions and properties of the required work output		6	1	5

	PC20. Understand the process requirements in terms of tools / mold / die required, temperature of the heater according to plastics material being used, Hydraulic / pneumatic pressure / rotating speed of the screw, Parison formation, Parison Programming, Blowing time etc. as mentioned in the Work Instruction / SOP / Control Diagrams, Clearly understanding the do's and don'ts of the blow molding process as defined in SOPs / Work Instructions or as defined by supervisors		6	1	5
	PC21. Planning work schedule in concurrence with Operator		6	1	5
	PC22. Assist the operator to Obtain and check the data on the job card and carry out functions in line with the responsibilities of job role		6	1	5
	PC23. Ensure availability of data sheet, manual, work instructions		6	1	5
	PC24. Check for power supply, oil level in gear box, water connections		6	1	5
	PC25. Setup the equipment & machineries as per the job requirement		6	1	5
	PC26. Planning for Minimum rejection & its safe reuse/ disposal		6	1	5
	PC27. Safety aspects of machine operation		6	1	5
	PC28. Work in conformance to legal requirements, organizational policies and procedures		6	1	5
	PC29. Check material is available for production. Compounding / Color blending		3	1	2
	PC30. Check the availability & readiness of ancillary equipments like air compressor, hopper loader, dehumidifier, Cooling towers etc		2	1	1
	PC31. Load the material in the hopper		2	0.5	1.5
	PC32. Set the parameters of the machine i.e. temperatures, speeds etc.		2	0.5	1.5
	PC33. Check the temperature on the barrel with respect to set temperature		2	0.5	1.5
	PC34. Conduct trial run to get extruded sample once machine is set		2	0.5	1.5
	PC35. Adjust parameters unless getting final product		2	0.5	1.5
	PC36. Visual check of final product		2	0.5	1.5
	PC37. Corona treatment & printing, if required		2	0.5	1.5
	PC38. Store the final product in specified area		2	0.5	1.5
	PC39. Clean the machine & equipments at regular interval		2	0.5	1.5
	PC40. Work in compliance with specified health and safety standards		2	0.5	1.5
		Total	190	45	145
RSC/N4101 (CPC/ N0411): Maintain basic health and safety practices at the workplace, 5S	PC1. Use protective clothing/equipment for specific tasks and work conditions	40	2.5	0.5	2
	PC2. Carry out safe working practices while dealing with hazards to ensure the safety of Self and others.		2.5	0.5	2
	PC3. Apply good housekeeping practices at all times		2.5	0.5	2

PC4. Use the various appropriate fire extinguishers on different types of fires correctly	2.5	0.5	2
PC5. Demonstrate rescue techniques applied during fire hazard, demonstrate good housekeeping in order to prevent fire hazards, demonstrate the correct use of a fire extinguisher.	2.5	0.5	2
PC6. Identify activities which can cause potential injury through sharp objects, burns, fall, electricity, gas leakages, radiation, poisonous fumes, chemicals, loud noise, and Identify areas in the plant which are potentially hazardous/ unhygienic in nature. Conduct regular checks with support of the maintenance team on machine health to identify potential hazards due to wear and tear of machine.	2.5	0.5	2
PC7. Inform the concerned authorities on the potential risks identified in the processes, workplace area/ layout, materials used etc, Inform the concerned authorities about machine breakdowns, damages which can potentially harm man/ machine during operations.	2.5	0.5	2
PC8. Create awareness amongst other by sharing information on the identified risks.	2.5	0.5	2
PC9. Follow the sorting process and check that the tools, fixtures & jigs that are lying on workstations are the ones in use and un- necessary items are not cluttering the workbenches or work surfaces.	2.5	0.5	2
PC10. Ensure segregation of waste in hazardous/ non Hazardous waste as per the sorting work instructions	2.5	0.5	2
PC11. Follow the technique of waste disposal and waste storage in the proper bins as per SOP	1.5	0.5	1
PC12. Segregate the items which are labelled as red tag items for the process area and keep them in the correct places	1.5	0.5	1
PC13. Sort the tools/ equipment/ fasteners/ spare parts as per specifications/ utility into proper trays, cabinets, lockers as mentioned in the 5S guidelines/ work instructions	1.5	0.5	1
PC14. Ensure that areas of material storage areas are not overflowing	1.5	0.5	1
PC15. Properly stack the various types of boxes and containers as per the size/ utility to avoid any fall of items/ breakage and also enable easy sorting when required	1.5	0.5	1
PC16. Return the extra material and tools to the designated sections and make sure that no additional material/ tool is lying near the work area	1.5	0.5	1
PC17. Follow the floor markings/ area markings used for demarcating the various sections in the plant as per the prescribed instructions and standards.	1.5	0.5	1
PC18. Follow the floor markings/ area markings used for demarcating the various sections in the plant as per the prescribed instructions and standards.	1.5	0.5	1
PC19. Check that the items in the respective areas have been identified as broken or damaged	1.5	0.5	1

	PC20. Follow the given instructions and check for labelling of fluids, oils, lubricants, solvents, chemicals etc. and proper storage of the same to avoid spillage, leakage, fire etc. PC21. Make sure that all material and tools are stored in the designated places and in the manner indicated in the 5S instructions		1.5	0.5	1
		Total	40	10	30
		Grand Total	400	100	300



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217, 2nd Floor, Rectangle One, Saket District Centre, New Delhi - 110017
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Web: www.rsdcindia.in
Phone: +91 11 41009347, 41009348

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