



Skill India
कौशल भारत - कुशल भारत



सत्यमेव जयते
GOVERNMENT OF INDIA
MINISTRY OF SKILL DEVELOPMENT
& ENTREPRENEURSHIP



N · S · D · C
National
Skill Development
Corporation

Transforming the skill landscape



Rubber, Chemical & Petrochemical Skill Development Council

Facilitator Guide



Sector
Rubber Industry

Sub-Sector
Tyre

Occupation
Tyre Servicing/ Maintenance

Reference ID: RSC/Q3601, Version 3.0
NSQF Level: 3

Tyre Fitter - Servicing and Maintenance



Scan this QR Code to access the eBook
or Click here



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, Chemical and Petrochemical Skill Development Council (RCPSDC) would like to thank all the individuals and institutions who contributed in various ways towards the preparation of this facilitator guide. 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.

We would like to acknowledge the efforts of our governing council members and RCPSDC content committee members as well as our industry partners who guided us in preparation of the guide.

Sincere appreciation is extended to all experts who had provided subject matter inputs and reviewed the individual 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 Sector of our country.

We are also grateful to the partner organizations for their efforts in reviewing and endorsing this facilitator guide.

About this Guide

The facilitator guide for 'Tyre Fitter -Servicing and Maintenance' is designed for trainers to support them to train and upgrade the knowledge and basic skills of candidates for 'Tyre Fitter -Servicing and Maintenance' in 'Rubber Industry' sector. All the aspects of training to be given by trainer, are covered in this guide. This facilitator guide is designed to enable training for the specific Qualification Pack (QP) drafted by Rubber, Chemical and Petrochemical Skill Development Council (RCPSDC) and ratified by National Skill Development Corporation (NSDC). It covers following National Occupational Standard (NOS) across Unit/s:

- RSC/N3601 - Prepare material, tools and machine for tyre fitter servicing/ maintenance.
- RSC/N3602- Undertake tyre fitter servicing/ maintenance.
- RSC/N3603- Perform post-tyre fitter servicing/ maintenance.
- RSC/N5001- Carry out house keeping in rubber product manufacturing
- RSC/N5002- Carry out reporting and documentation
- RSC/N5003- Carry out quality checks
- RSC/N5004- Carry out problem identification and escalation
- RSC/N5007- Carry out health and safety
- RSC/N5013- Develop entrepreneurship skills

This guide is designed to provide the necessary knowledge and skill inputs for a trainer to train candidates in an organized and disciplined manner by following safe working practices.

Key Learning Objectives for the specific NOS mark the beginning of the Unit/s for that NOS. The symbols used in this book are described below.

Symbols Used



Steps



Tips



Notes



Objectives



Do



Example



Ask



Explain



Elaborate



Field Visit



Practical



Role Play



Demonstrate



Exercise



Team Activity



Facilitation Notes



Learning Outcomes



Say



Resources



Activity

Table of Contents

S.No	Modules and Units	Page No
1.	Introduction and Orientation	1
	Unit 1.1 - Rubber Sector in India	3
	Unit 1.2 - Roles and Responsibilities of a Tyre Fitter	5
2.	Preparation Material, Tools and Machine for Tyre Servicing and Maintenance (RSC/N3601)	9
	Unit 2.1 – Equipment Readiness	11
	Unit 2.2 – Material and Accessories Appropriateness	15
	Unit 2.3 – Health and Safety during Equipment Preparation	19
3.	Undertake Tyre Servicing/Maintenance (RSC/N3602)	23
	Unit 3.1 – Preparing Raw Material and Accessories	25
	Unit 3.2 – Fitting Operation	31
	Unit 3.3 – Tyre Inflation	37
	Unit 3.4 – Health and Safety during tyre fitting and inflation	41
4.	Perform Post-Tyre Servicing and Maintenance (RSC/N3603)	47
	Unit 4.1 – Operation	49
	Unit 4.2 – Markings	55
	Unit 4.3 – Tyre Handover and Equipment Maintenance	61
5.	Housekeeping (RSC/N5001)	67
	Unit 5.1 - Introduction to Housekeeping	69
	Unit 5.2 - Pre Housekeeping Activities	73
	Unit 5.3 - Housekeeping Activities	79
	Unit 5.4 - Post-Housekeeping Activities	83



Table of Contents

S.No	Modules and Units	Page No
6.	Carry out Reporting and Documentation (RSC/N5002)	89
	Unit 6.1 - Reporting and Documentation	91
7.	Carry out Quality Checks (RSC/N5003)	97
	Unit 7.1 - To Carry out Quality Checks	99
8.	Carry out Problem Identification and Escalation (RSC/N5004)	103
	Unit 8.1 – Problem Identification, Necessary Action and Escalation	105
9.	Carry out Health and Safety (RSC/N5007)	111
	Unit 9.1 – First Aid and CPR	113
10.	Develop Entrepreneurship Skills (RSC/N5013)	117
	Unit 10.1 - Personal Strengths and Value Systems	120
	Unit 10.2 - Digital Literacy: A Recap	149
	Unit 10.3 - Money Matters	157
	Unit 10.4 - Preparing for Employment and Self-Employment	174
	Unit 10.5 - Understanding Entrepreneurship	190
	Unit 10.6 - Preparing to be an Entrepreneur	213
11.	Employability Skills	231
12.	Annexure	233
	Annexure I - Training Delivery Plan	234
	Annexure II - Assessment Criteria	259
	Annexure III - Details of the QR Codes given in the units	267

It is recommended that all the trainings include the appropriate Employability Skills Module.

Content for the same is available here: <https://eskillindia.org/NewEmployability>





Skill India
कौशल भारत - कुशल भारत



सत्यमेव जयते
GOVERNMENT OF INDIA
MINISTRY OF SKILL DEVELOPMENT
& ENTREPRENEURSHIP



N · S · D · C
National
Skill Development
Corporation

Transforming the skill landscape

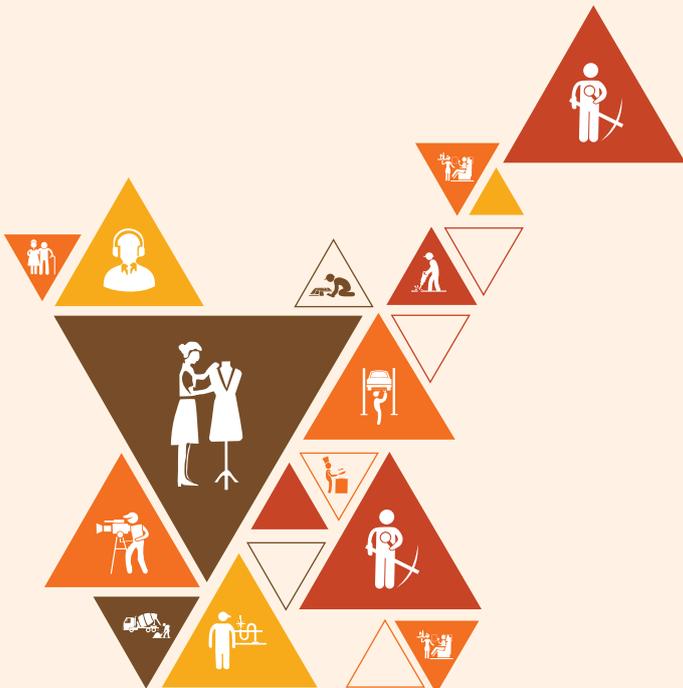


Rubber, Chemical & Petrochemical Skill Development Council

1. Introduction

Unit 1.1 – Rubber Sector in India

Unit 1.2 – Roles and Responsibilities of Tyte Fitter



Key Learning Outcomes

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

1. Outline the importance of rubber industry.
2. Illustrate the consumption of rubber in India.
3. Name the bodies and associations working for improvement for rubber and tyre industry in India.
4. Paraphrase the roles and responsibilities of tyre fitter.
5. Describe the job of a tyre fitter.

Unit 1.1: Rubber Sector in India

Unit Objectives

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

1. Outline the importance of rubber industry.
2. Illustrate the consumption of rubber in India.
3. Name the bodies and associations working for improvement for rubber and tyre industry in India.

Resources to be Used

- White board & markers/ Notes
- Laptop + Projector / Computer / Flip charts
- Participant Handbook/ Videos

Do

- Welcome the participants to the program.
- Introduce yourself to the participants mentioning about you, your name and work experience.
- Before starting the session tell them what they are going to learn in this program.

Say

- Tell them now they will learn about- introduction to rubber industry, tyre industry and tyre fitting.
- Tell them- rubbers are loosely described as materials, which show "elastic" properties. Such materials are generally long chain molecules known as "polymers" and the combination of elastic and polymers has led to the alternative name of "elastomers".

Elaborate

Explain - India is the 4th largest producer and 2nd largest consumer of natural rubber in the world.

- The rubber industry comprises of tyre and non-tyre industries with a turnover of Rs. 63,000 crores in 2011-12 with a CAGR (Compounded Annual Growth Rate) of 10% for last 3 years.
- The Indian rubber industry consists of around 5,500 units and is dotted with the presence of several small and tiny units.
- The rubber industry across the globe has majority of its production concentrated in the Asian continent, particularly in Thailand, Malaysia, India and China.

Say



- Discuss the institutional support for rubber sector.

Elaborate



The institutional support for the rubber sector is driven by following organizations:

- Ministry of Commerce.
- The Rubber Board.
- All India Rubber Industries Association (AIRIA).
- Automotive Tyre Manufacturers Association (ATMA).
- Rubber, Chemical & Petrochemical Skill Development Council (RCPSDC).
- Indian Rubber Institute (IRI).

Notes for facilitation



- Ask participants about their expectations from this program.
- Tell participants to complete the questions at the end of the sub unit.
- Ask participants if they have any doubts. Encourage them to ask questions.
- Answer their queries satisfactorily.

Answers

Q.1. (d)

Q.2. What are the institutional support organizations for the rubber sector?

The institutional support for the rubber sector is driven by following organizations:

- Ministry of Commerce.
- The Rubber Board.
- All India Rubber Industries Association (AIRIA).
- Automotive Tyre Manufacturers Association (ATMA).
- Rubber, Chemical & Petrochemical Skill Development Council (RCPSDC).
- Indian Rubber Institute (IRI).

Scan this QR Code to watch the related videos or click on the given link



<https://www.youtube.com/watch?v=3yQhKhMTQng>

Information about Rubber Sector

UNIT 1.2: Roles and Responsibilities of Tyre Fitter

Unit Objectives

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

1. Paraphrase the roles and responsibilities of tyre fitter
2. Describe the job of a tyre fitter

Resources to be Used

- White board & markers/ Notes/ Laptop + Projector / Computer / Flip charts
- Participant Handbook/ Videos

Say

- Tell participants about the role of tyre fitter.
- Explain that a tyre fitter is responsible for fitting different types of tyres (new/used/replacement) to the rim.
- Tyre fitting can be made as a part of service sector (manufacturing of automobile /or in the market) or inhouse in the tyre manufacturing plant for testing such as plunger and wheel testing. Also, he is responsible for carrying out proper tyre inflation and maintenance
- Brief the participants about the some attributes that are required for a tyre fitter.
- Explain the following key attributes:
 - Interest in automobiles
 - » Good observer
 - » Demonstrate spontaneity
 - » Resolving different repairing issues
 - » Careful and strict in adhering to the specified norms
 - » Active and energetic
 - » Work independently under the guidance of supervisor
 - » Willing to learn
 - » Disciplined
 - » Focused
 - » Comfortable in performing laborious work
- Now brief the participants about the key roles and responsibilities of a tyre fitter:
 - » Prepare material, tools and machine for tyre servicing/maintenance
 - » Undertake tyre servicing/maintenance
 - » Perform post-tyre servicing/maintenance activities
 - » To carry out housekeeping
 - » To carry out reporting and documentation
 - » To carry out quality checks
 - » To carry out problem identification and escalation

Ask



- Ask the students if they have doubts regarding the session.
- Ask the students the responsibilities of a tyre fitter.

Notes for facilitation



- You could ask the students about the expectations from the course.
- Invite students to participate. List the expectations on the whiteboard.
- Give the students a brief overview of what all will be covered in the program.

Answers

Q.1. Tyre fitter is responsible for carrying out proper tyre inflation and maintenance.

True

Q.2. What are the attributes of tyre fitter?

A tyre fitter should have following attributes:

- Interest in automobiles
- Good observer
- Demonstrate spontaneity
- Resolving different repairing issues.
- Careful and strict in adhering to the specified norms.
- Active and energetic.
- Work independently under the guidance of supervisor.
- Willing to learn.
- Disciplined,
- Focused
- Comfortable in performing laborious work.

Q.3. What are the roles and responsibilities of a tyre fitter?

Following are the key roles and responsibilities of a tyre fitter:

- Prepare material, tools and machine for tyre servicing/maintenance
- Undertake tyre servicing/maintenance
- Perform post-tyre servicing/maintenance activities
- To carry out housekeeping
- To carry out reporting and documentation
- To carry out quality checks
- To carry out problem identification and escalation



Skill India
कौशल भारत - कुशल भारत



सत्यमेव जयते
GOVERNMENT OF INDIA
MINISTRY OF SKILL DEVELOPMENT
& ENTREPRENEURSHIP



N · S · D · C
National
Skill Development
Corporation

Transforming the skill landscape



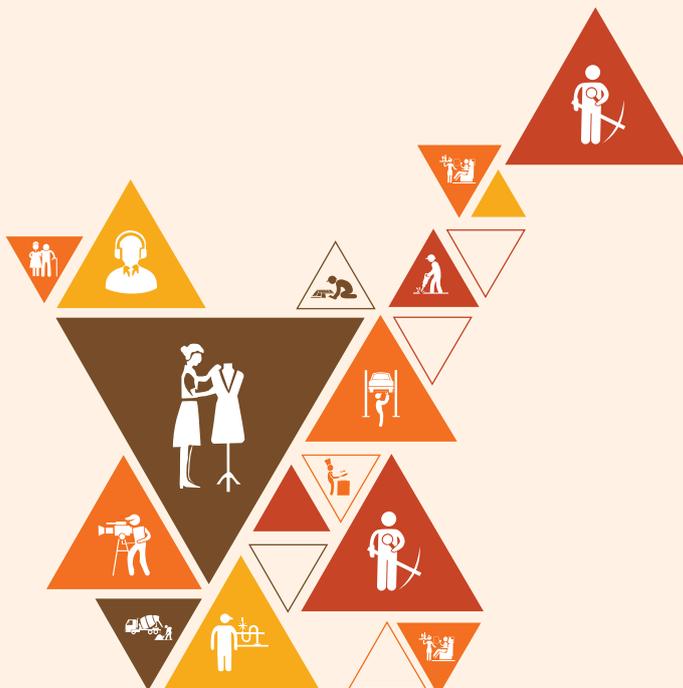
Rubber, Chemical & Petrochemical Skill Development Council

2. Preparing Material, Tools and Machine for Tyre Servicing and Maintenance

Unit 2.1 – Equipment Readiness

Unit 2.2 – Material and Accessories Appropriateness

Unit 2.3 – Health and Safety during Equipment
Preparation



RSC/N3601

Key Learning Outcomes

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

1. Recognize the required tools and equipment for tyre fitting and servicing.
2. State the working process of tools and equipment used for tyre fitting and servicing.
3. Identify the tools and equipment used in tyre fitting, servicing and maintenance.
4. Demonstrate the cleaning process of tyre fitting and servicing tools.
5. Demonstrate the working process of tyre fitting and servicing tools.
6. Outline the importance of mounting and balancing techniques.
7. Inspect the rim for cleanliness, corrosion or damage.
8. List the safe practices to be followed at workplace.
9. Identify the hazards of tyre fitting and service workplace.

UNIT 2.1: Equipment Readiness

Unit Objectives

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

1. Recognize the required tools and equipment for tyre fitting and servicing.
2. State the working process of tools and equipment used for tyre fitting and servicing.
3. Identify the tools and equipment used in tyre fitting, servicing and maintenance.

Resources to be Used

- White board & markers
- Notes
- Laptop + Projector
- Computer
- Flip charts + Marker
- Participant Handbook
- Videos

Say

- Tell the participants that there are certain tools required for every job role.
- Brief them that in a tyre fitter's role, there are a number of tools and equipment required for carrying out tyre servicing and maintenance.

Do

- Call someone from the class and ask them to write the tools and equipment for a tyre fitter's job role that they know about.
- If anyone else wants to talk about the tools/equipment, invite them to write on the whiteboard.

Demonstrate

- Demonstrate the various tools and equipment used by tyre fitter.
- Demonstrate and explain from tyre fitter PH (all the images and description of topic 2.1.1, page 9 to 12)

Summarize

- Summarize the tools and equipment used for tyre fitting and servicing.

Team Activity-1

Objective: Demonstrate the identification of the tools and equipment used in tyre fitting, servicing and maintenance.

Activity	Time	Resources
Demonstrate the Identification of the tools and equipment used in tyre fitting, servicing and maintenance.	8 Hours	White board & markers, facilitator notes, laptop/ slides + projector, videos, paste brush with a wooden handle, metal valve puller, tyre bead breaker, manual tyre bead breaker, tyre knife, weight pliers, digital tyre tread depth gauge, depth gauge, bead seater, rim protector, oil can, valve key, hand buffing, motor, air compressor, hydraulic hose, crowbars.

Table 2.1.1

Procedure:

- Demonstrate the tools and equipment used in tyre fitting, servicing and maintenance to the participants.
- The participants need to understand the use of each equipment displayed.
- During the process, the facilitator should explain the key purpose of using of the equipment during tyre fitting.
- The facilitator will clarify doubts of the participants raised during the activity.

Activity Outcome:

- You will be able to test the knowledge of participants about tools and equipment used in tyre fitting.
- Participant will be keen to know more about tyre fitting, servicing and maintenance.

Team Activity-2

Objective: Demonstrate the cleaning process of tyre fitting and servicing tools.

Activity	Time	Resources
Demonstrate the cleaning process of tyre fitting and servicing tools.	8 Hours	White board & markers, facilitator notes, laptop/ slides + projector, videos, paste brush with a wooden handle, metal valve puller, tyre bead breaker, manual tyre bead breaker, tyre knife, weight pliers, digital tyre tread depth gauge, depth gauge, bead seater, rim protector, oil can, valve key, hand buffing, motor, air compressor, Hydraulic hose, Crowbars, cleaning aids: rags, cleaning clothes, cleaning solvent, cleaning brush.

Table 2.1.2

Procedure:

- Demonstrate to the participants how to clean the tyre fitting and servicing tools.
- The facilitator will provide cleaning aid and tyre fitting and servicing tools to clean.
- The participants need to demonstrate the cleaning process with the help of cleaning aids and as per explained process.
- The facilitator will clarify doubts of the participants raised during the activity.

Activity Outcome:

- You will be able to test the knowledge of participants about equipment cleaning.
- Participant will be keen to carry out tyre fitting and servicing process.

Team Activity-3

Objective: Demonstrate the working process of tyre fitting and servicing tools.

Activity	Time	Resources
Demonstrate the working process of tyre fitting and servicing tools.	8 Hours	White board & markers, facilitator notes, laptop/ slides + projector, videos, paste brush with a wooden handle, metal valve puller, tyre bead breaker, manual tyre bead breaker, tyre knife, weight pliers, digital tyre tread depth gauge, depth gauge, bead seater, rim protector, oil can, valve key, hand buffing, motor, air compressor, Hydraulic hose, Crowbars, tyre and wheel for tool working demonstration.

Table 2.1.3

Procedure:

- Demonstrate to the participants how to use different tyre fitting and servicing tools.
- The facilitator will provide different tyre fitting and servicing tools.
- The facilitator will demonstrate the use of tools used in tyre fitting and servicing.
- The facilitator will clarify doubts of the participants raised during the activity.

Activity Outcome:

- The participants will be practically learn the use of tools used in tyre fitting and servicing.
- Participant will be keen to know more about tyre fitting and servicing tools.

Do

- Ask them to get into pairs for skill practice.
- Go around and make sure they are doing it properly.
- Assist wherever required.

Notes for facilitation

- You could ask the students about their experience and learning from the course so far.
- Invite students to participate. List the experiences on the whiteboard.
- Give the students a brief overview of what all will be covered in the session

Answers

Q.1. A metal valve puller is used for inserting snap-in valves into rims.

True

Q.2. It is not important for a tyre fitter to ensure that all the tools are stored and maintained properly.

False

UNIT 2.2: Material and Accessories Appropriateness

Unit Objectives

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

1. Outline the importance of mounting and balancing techniques.
2. Inspect the rim for cleanliness, corrosion or damage.
3. Demonstrate the rim inspection.

Resources to be Used

- White board & markers
- Notes
- Laptop + Projector
- Computer
- Flip charts + Marker
- Participant Handbook
- Videos

Say

- Tell the participants that the tools used in a tyre fitting job have to be appropriate for the type of work being done. For instance, tools used for tyre fitting in cars may be different from those used in trucks.
- A tyre fitter has to ensure that the material and accessories used are appropriate and must be maintained in order to increase the efficiency.

Do

Demonstrate the different tools and equipment used in tyre fitting:

- Metal valve puller
- Paste brush with a wooden handle
- Tyre bead Breaker
- Manual tyre bead Breaker
- Tyre knife
- Weight pliers
- Digital tyre tread depth gauge
- Depth gauge
- Bead seater

- Rim protector
- Knife
- Oil can
- Key
- Hand buffing
- Motor
- Air compressor
- Hydraulic hose
- Crowbars

Team Activity-1

Objective: Demonstrate the rim inspection.

Activity	Time	Resources
Demonstrate the rim inspection.	8 Hours	White board & markers, facilitator notes, laptop/ slides + projector, videos, defective rims, inspection table with light arrangement, crayons, tags, safety gloves, safety shoes.

Table 2.2.1

Procedure:

- Arrange a display of rims of different sizes and models.
- Demonstrate to the participants how to inspect the rims for various defects, such as: damage, rust, etc.
- The participants need to practice the rim inspection on different rims available for practice.
- The facilitator will review the inspected rims for effectiveness of inspection.

Activity Outcome:

- You will be able to test the knowledge of participants for rims inspection.
- Participant will be keen to know more about rim inspection.

Summarize

- Summarize the methods for upkeep and maintenance of material and accessories.

Do

- Ask them to get into pairs for skill practice.
- Go around and make sure they are doing it properly.
- Assist wherever required.

Notes for facilitation



- You could ask the students about their experience and learning from the course so far.
- Invite students to participate. List the experiences on the whiteboard.
- Give the students a brief overview of what all will be covered in the session.

Answers

Q.1. (b)

Q.2. What is mounting and balancing?

Mounting is simply the act of putting the tyres onto the wheels, then installing the wheels onto your vehicle's axles.

- Balancing is a bit more complicated. A wheel is said to be in balance when the center of gravity is identical to the axis of rotation – in other words, when the mass of the wheel and the tyre is evenly distributed around the axle, so there's no vibration when the tyre spins.
- Mounting and de-mounting lubricants provide excellent lubricity to make tyre mounting and de-mounting easier when applied to the tyre bead and rim mating surfaces. Lubricants are petroleum free with rust inhibitors to prevent rust or corrosion. These products are silicone free and dry tacky, preventing tire and rim slippage.
- Bead Breaker is a penetrating rubber lubricant that frees stubborn beads from the rim and simplifies tyre de-mounting.
- Rim Ease is a ready-to-use liquid.
- Mounting Compound is a vegetable oil-based lubricant which can be applied with a brush or mixed with water and applied with a swab.
- Tyre Mounting Paste is a water-based lubricant with rust inhibitors that goes on with a brush eliminating spills and slip hazards in the service area.
- Black Lube and tyre lubricant are applied to all interior rim surfaces and to the tyre beads to prevent corrosion and simplify tyre mounting and de-mounting.

Q.2. What are the reasons to use pure nitrogen in tyres?

There are several compelling reasons to use pure nitrogen in tyres. First is that nitrogen is less likely to migrate through tyre rubber than is oxygen, which means that tyre pressures will remain more stable over the long term. Tyres filled with nitrogen rather than air also exhibit less pressure change with temperature swings. That means more consistent inflation pressures during a race as the tyres heat up. Passenger cars can also benefit from the more stable pressures. But there's more: Humidity (water) is a bad thing to have inside a tyre. Water, present as a vapor or even as a liquid in a tyre, causes more of a pressure change with temperature swings than dry air does. It also promotes corrosion of the steel or aluminum rim.

UNIT 2.3: Health and Safety during Equipment Preparation

Unit Objectives

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

1. Recognize the hazards of tyre fitting and service workplace.
2. List the safe practices to be followed at workplace.
3. Identify the hazards of tyre fitting and service workplace.

Resources to be Used

- White board & markers
- Notes
- Laptop + Projector
- Computer / Flip charts + Marker
- Participant Handbook
- Videos

Say

- Tell the participants in any job, personal safety and safety of others around is one of the most important aspects of the job.
- Explain that a tyre fitter has to ensure that proper care is taken for safety while working with various tools/machines. Proper safety equipment should be worn at all times.

Do

- Ask the class if anyone know about ways to maintain health and safety at work place. Ask them why is health and safety important.
- Invite participants who want to answer to come forward and share their views.

Demonstrate

- **Noise:** Given many years of tyre fitting, hearing damage may affect tyre fitters. Causes are compressed air blowing freely, and noise from impact wrenches, and from wheel parts and tools dropping on concrete floors. The impact of steel on concrete floors can be quietened with rubber mats.
- **Compressed air:** Your eyes are particularly at risk, both from high-velocity air and from particles of dust, metal, oil, and other debris, which may be propelled by the air. Always wear suitable eye protection.

- **Heavy objects:** Even the strongest person can suffer a hernia, slipped disc, sprain or broken bone when handling loads that are too heavy.
- **Exploding wheels and tyres:** Large tyres and wheel assemblies are heavy objects, but when they explode they are thrown violently by the force of the escaping compressed air. An exploding wheel is a high-speed projectile which can kill or seriously maim anyone in its path. Divided wheels, split rims and locking rings are especially likely to explode because of poor maintenance, incorrect fitting, and assembly or disassembly while inflated.

General Rules of Safety

Here are the general safety rules you should observe at all times:

- Where possible, deflate all tyres especially on divided rims and multi-piece rims before removing them from vehicles.
- Don't wear loose fitting clothing as it can get caught in some machines.
- Don't start any job for which you have not been trained, unless you are being directly supervised by a person who is both competent and authorised to train you.

Trainer's Note: These are supporting content to the Participant Handbook, please adhere to the Participant Handbook to explain the concept to the trainees.

Team Activity-1 

Objective: Identify the safety hazards of tyre fitting and service workplace.

Activity	Time	Resources
Identify the safety hazards of tyre fitting and service workplace.	8 Hours	White board & markers, facilitator notes, laptop/ slides + projector, videos, tyre fitting workplace with known safety hazards, safety goggles, safety gloves, safety shoes.

Table 2.3.1

Procedure:

- Describe the potential safety hazards present in tyre fitting and servicing to the participants.
- The participants will need to review the tyre fitting area and identify the potential hazards.
- The facilitator will review the hazards identification and explain how to mitigate them.

Activity Outcome:

- You will be able to test the knowledge of participants.
- Participant will be keen to know more about safety hazards and ways to mitigate them.

Summarize 

- Keep yourself healthy and safe at workplace.
- Understand the general rules of safety.

Do 

- Ask them to get into pairs for skill practice.
- Go around and make sure they are doing it properly.
- Assist wherever required.

Notes for facilitation

- You could ask the students about their experience and learning from the course so far.
- Invite students to participate. List the experiences on the whiteboard.
- Give the students a brief overview of what all will be covered in the session.

Answers

Q.1. Don't start any job with damaged or unsatisfactory equipment

True

Q.2. What are the general rules of safety?

Here are the general safety rules you should observe at all times:

- Where possible, deflate all tyres especially on divided rims and multi-piece rims before removing them from vehicles.
- Don't wear loose fitting clothing as it can get caught in some machines.
- For car and motorcycle tyres, use a clip-on chuck and hand control device.
- Never skylark or play practical jokes in a work area. It is dangerous and will make you liable should you injure anyone.
- For light truck, truck and industrial tyres, use a clip-on chuck and 2-metre hose connected to a hand control device

Q.3. What damage can an exploding wheel and tyre cause?

- Large tyres and wheel assemblies are heavy objects, but when they explode they are thrown violently by the force of the escaping compressed air.
- An exploding wheel is a high-speed projectile which can kill or seriously harm anyone in its path.
- Divided wheels, split rims and locking rings are especially likely to explode because of poor maintenance, incorrect fitting, and assembly or disassembly while inflated.
- The most common faults are over-inflation, removal of split rim fastening nuts instead of wheel fastening nuts, failure to ensure correct seating of split rims or tyre beads, and the use of damaged parts, or parts with lesser strength than original.
- Be aware that non-original after market nuts and bolts may be inadequate.
- It is essential to deflate tyres before wheel removal to ensure that removing the wrong nuts does not cause serious or fatal accidents.

Notes

Key Learning Outcomes

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

1. Inspect quality of the accessories for tyre fitting and servicing.
2. Check the availability of required tyres, tubes, flaps, of rings and rims.
3. Check the availability of tyre in case of replacement.
4. Demonstrate the arrangement of tyre and other accessories as per tyre fitting plan.
5. Demonstrate wheel mounting and un-mounting for a car, but and truck.
6. Demonstrate tyre fitting for a car, but and truck.
7. Demonstrate the wheel un-mounting/ mounting process for the car.
8. List the implication of overinflation and under inflation of a tyre.
9. Outline the maintenance activities of a tyre.
10. List the safety precaution to be taken during tyre inflation.
11. Outline the requirement of the tyre safety cage during tyre inflation.
12. Use the safety instructions during tyre fitting, servicing and maintenance.

UNIT 3.1: Preparing Raw Material and Accessories

Unit Objectives

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

1. Inspect quality of the accessories for tyre fitting and servicing.
2. Check the availability of required tyres, tubes, flaps, of rings and rims.
3. Check the availability of tyre in case of replacement.
4. Demonstrate the arrangement of tyre and other accessories as per tyre fitting plan.

Resources to be Used

- White board & markers
- Notes
- Laptop + Projector
- Computer / Flip charts + Marker
- Participant Handbook
- Videos

Say

- Tell the participants that before commencing tyre fitting operations one has to ensure that all the material and accessories are available and in proper condition.
- In addition, there are certain points that should be kept in mind before and during tyre fitting operations. These include knowledge of things like space saver tyres, intermixing, dual tyres etc.
- Further, the correct procedure to handle new and old tyres should be clearly understood.
- Additionally, a tyre should be aware of various ways in which a tyre could be re-used, as this helps in proper waste management.

Do

- Call someone from the class and ask them if they know about terms like intermixing, spare tyres, dual tyres etc.
- If anyone else wants to talk about the tools/equipment, invite them to write on the whiteboard or share with the class.

Elaborate

Points to be Noted While Fitting Tyres

- **Space saver tyres:** Space saver is the term commonly used to describe temporary-use spare tyres. Their smaller size reduces storage space requirements and weight, hence the name.
- **Intermixing (general):** All steering wheel movements produce lateral force on the tyres. The reaction of a tyre to these lateral forces varies according to its structure. Therefore, for interchangeability of tyres without modification of the vehicle handling characteristics, it is necessary to take into account the tyre size and construction.
- **Intermixing (passenger cars):** In addition to the conditions above, this condition applies:
 - » If a space saver has been fitted for emergency use, the space saver must be returned to the spare wheel position as soon as possible.
 - » Only one space saver shall be fitted to a car at a time
- **Dual Tyres:** Tyres paired as duals require special treatment to ensure maximum potential mileage, regular wear and safety to both, tyre fitter and tyre service persons.
- **General Requirements:** After deflation and tyre removal, clean and inspect rim and components for cracks and deformation. If in doubt, discard rim assembly. Check nuts, bolts and washers used in divided or bolt-together rims.
- **Handling new and Used Tyres**

A tyre's worn condition is generally the main reason for replacing a tyre. The following are the criteria for deciding when the tyres need to be changed:

 - Tread depth and wet braking performance
 - Damage
 - Uneven tread wear
 - Age of tyres
 - Tyre selection
 - Buying part worn tyres
 - Mixing of tyres

Trainer's Note: These are supporting content to the Participant Handbook, please adhere to the Participant handbook, Page No. 25, 26 and explain participant's the concept.

Handling Old Tyres

- It is important to carry out a proper disposal of tyres so as to prevent damage to the environment. Although tyres are usually burnt, not recycled, efforts are continuing to find value. Tyres can be recycled into, among other things, the hot melt asphalt, typically as crumb rubber modifier—recycled asphalt pavement (CRM— RAP), and as an aggregate in cement concrete. Tyres can also be recycled into other tyres. Tyres have also been cut up and used in garden beds as bark mulch to hold in the water and to prevent weeds from growing. Some "green" buildings, both private and public, have been made from old tyres.
- **Tyres Can be Reused in Many Ways**
- Although again, most used tyres are burnt for their fuel value. New products derived from waste tires generate more economic activity than combustion or other low multiplier production, while reducing waste stream without generating excessive pollution and emissions from recycling operations.
- **Construction materials:** Entire homes can be built with whole tyres by ramming them full of earth and covering them with concrete, known as earth ships. Tyres are also bound together and used as different types of barriers such as: collision reduction, erosion control, rainwater runoff, blasting mats, wave action that protects piers and marshes, and sound barriers between roadways and residences.
- Artificial reefs are built using tyres that are bonded together in groups, there is some controversy on how effective tires are as an artificial reef system.

- **The process of stamping and cutting** tyres is used in some apparel products, such as sandals and as a road sub-base, by connecting together the cut sidewalls to form a flexible net.
- **Shredded tyres**, known as Tyre Derived Aggregate (TDA), have many civil engineering applications.
- **Ground and crumb rubber**, also known as size-reduced rubber, can be used in both paving type projects and in mouldable products. These types of paving are: Rubber Modified Asphalt (RMA), Rubber Modified Concrete, and as a substitution for an aggregate.
- **Steel mills** can use tyres as a carbon source, replacing coal or coke in steel manufacturing.
- **Tyres Can be Reused in Many Ways**

Since heat and exposure to the elements are the important factors that influence a tyre's aging process, drivers can prolong their tyre's life by minimizing their impact. Here are some tips for storing tires that will not be used continuously.

- Don't store a vehicle with weight on its tires for extended periods of time.
- Keep the tires out of direct sunlight whenever possible.
- Before storing, use a tyre brush to clean each tire with soap and water to remove brake dust, dirt and grime.
- **DO NOT APPLY ANY TIRE DRESSINGS.** Tyre compounds are formulated to resist ozone cracking or weather checking.
- Place each clean and dry tyre in its own large, opaque, airtight plastic bag (such as lawn and garden bags) for storing.
- While Seasonal Tyre Totes make it neater to store tyres, easier to carry tyres and reduce the possibility of depositing brake dust, dirt and grime in the trunk or on the back seat during transportation, Seasonal Tyre Totes are not airtight nor designed to prevent exposure to the atmosphere.
- If you choose not to store white letter/white stripe tyres in plastic bags, it is important they be stored or stacked white-to-white and black-to-black to prevent staining the white rubber.
- Place the tires in a cool, dry location.
- Keep the tyres away from sources of ozone.
- While tyres will age somewhat regardless of what precautions are taken, these procedures will help slow the process compared to taking no precautions at all.

Trainer's Note: These are supporting content to the Participant Handbook, please adhere to the Participant Handbook to explain the concept to the trainees.

Summarize



- Summarize the use of used and new tyres

Team Activity-1

Objective: Demonstrate the arrangement of tyre and other accessories as per tyre fitting plan.

Activity	Time	Resources
Demonstrate the arrangement of tyre and other accessories as per tyre fitting plan.	8 Hours	White board & markers, facilitator notes, laptop/ slides + projector, videos, tyres, rims, valves, valve cap and other accessories, lubricant, tyre fitting plan.

Table 3.1.1

Procedure:

- Describe the information available in a tyre fitting plan and how to read a BOM (Bill of material).
- The participants need to determine the requirement of tyres and accessories as per the production plan.
- The participants need to review the tyre fitting plan and arrange material and accessories needed for carry out the tyre fitment as per the plan.
- The facilitator will check and confirm the correctness of arranged material.

Activity Outcome:

- You will be able to test the knowledge of participants about tyres and other accessories needed for the tyre fitting.
- Participant will be keen to know more about tyre fitting and servicing.

Do

- Ask them to get into groups for skill practice.
- Monitor the discussion and intervene wherever necessary.
- Assist wherever required.

Notes for facilitation

- You could ask the students about their learning from the sessions covered so far.
- Invite students to participate. List the experiences on the whiteboard.
- Give the students a brief overview of what all will be covered in the session.

Answers

Q.1. The majority of part-worn tyres sold in the UK are recovered from end of life vehicles.

True

Q.2. What are the ways of reusing the tires?

(b)

UNIT 3.2: Fitting Operation

Unit Objectives

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

1. Demonstrate wheel mounting and un-mounting for a car, bus and truck.
2. Interpret the wheel balancing process.
3. Explain the tyre fitting process a truck wheel.

Resources to be Used

- White board & markers
- Notes
- Laptop + Projector Computer / Flip charts + Marker
- Participant Handbook
- Videos

Say

- Tell the participants that tyre fitting operations involve a number of steps that have to be carried out properly in order to carry out efficient tyre fitting.
- Tell them that before de-mounting the tyre all the screws, have to be unscrewed and the insert valve removed.
- Further, the rims of the tyres should be checked for any rust or wear and tear. Only undamaged and non-rusted rims should be used.
- Share with the participants that there are two important tests that should be undertaken in the process of tyre fitting. These include Wheel Endurance and Plunger Test (these are detailed in elaborate section)

Do

- Ask the class if they know about wheel endurance and plunger tests.
- If anyone else wants to talk about the tools/equipment, invite them to write on the whiteboard or share with the class.

Elaborate

Fitting Operation

- **Before de-mounting a tyre, unscrew and remove the valve insert:** then wait until all the air has been allowed to escape.
- **Particular care should be taken when fitting the tyre:** Only rust-free rims of the right size should be used. These should not be damaged or show any signs of wear and tear. The loose flange side should be examined with great care.

Wheel Endurance Test

- **High Speed Test Requirements:** The current FMVSS No. 109 high speed test presses the test tire assembly against the test wheel with a load of 88% of the tires maximum load rating as marked on the tire sidewall.
- **High Speed Test Alternatives:** The agency considered three high speed alternative upgrade test scenarios.
- **GTS 2000 High Speed Endurance Test (Alternative 1)**
- The proposed GTS 2000 High Speed Endurance test uses a procedure similar to that of FMVSS No.109, except that the test speed and tire inflation are determined by the tire's speed rating.

The tire is tested without interruption as follows:

- Accelerate at a constant rate such that an initial test speed of 40 km/h (25 mph) less than the speed rating is reached at the end of 10 minutes.
- 10 minutes at 40 km/h (25 mph) less than speed rating
- 10 minutes at 30 km/h (19 mph) less than speed rating
- 10 minutes at 20 km/h (12mph) less than speed rating
- 20 minutes at 10 km/h (6mph) less than speed rating

After the test, the tire is inspected for visible evidence of failure.

Plunger Test

Plunger test is used to establish tire strength. However it is not a measure of tyre performance.

In this test a tyre/ wheel assembly is installed in the test machine and a 38-mm diameter cylindrical steel plunger with a hemispherical end is forced perpendicularly into the tread rib as near the centreline as possible to avoid penetration into the tread groove, at a rate of 50-mm per minute. The force and penetration is recorded for the five test points equally spaced around the circumference of the tyre. If the tyre fails to break before the plunger is stopped by reaching the rim, the force and penetration as the rim is reached is recorded and used to calculate the energy for each test point by means of one of the following formulas

$$W = F \times P / 2000$$

Where W = Energy, joules;

F = Force, Newtons;

P = Penetration, mm; or

$$W = F \times P / 2$$

Where W = Energy, inch-pounds, F = Force, pounds, P = Penetration, inches

Trainer's Note: These are supporting content to the Participant Manual, please adhere to the Participant Manual, Page No. 32 and explain trainees' the concept.

Summarize

- Summarize the tools and equipment.

Team Activity-1

Objective: Demonstrate the wheel demounting and mounting process from a car.

Activity	Time	Resources
Demonstrate the wheel demounting and mounting process from a car.	8 Hours	White board & markers, facilitator notes, laptop/ slides + projector, videos, tyres fitted on the rims, car lifting jack, car for practice, safety gloves, safety shoes.

Table 3.2.1

Procedure:

- Demonstrate to the participants the wheel unmounting and mounting process in a car.
- During the process, the facilitator should explain the steps of safely mounting a wheel on the car.
- The facilitator will provide the wheels and car to the participants for practice.
- The participants need to practice the wheel mounting process on the given car.
- The facilitator will clarify doubts of the participants raised during the activity.

Activity Outcome:

- You will be able to test the knowledge of participants about wheel unmounting and mounting from/to the car.
- Participant will be keen to know more about tyre fitting and servicing.

Team Activity-2

Objective: Demonstrate the wheel demounting and mounting process from a bus.

Activity	Time	Resources
Demonstrate the wheel demounting and mounting process from a bus.	8 Hours	White board & markers, facilitator notes, laptop/ slides + projector, videos, tyres fitted on the rims, bus lifting jack, bus for practice, safety gloves, safety shoes.

Table 3.2.2

Procedure:

- Demonstrate to the participants the wheel unmounting and mounting process in a bus.
- During the process, the facilitator should explain the steps of safely mounting a wheel on the bus.
- The facilitator will provide the wheels and bus to the participants for practice.
- The participants need to practice the wheel mounting process on the given bus.
- The facilitator will clarify doubts of the participants raised during the activity.

Activity Outcome:

- You will be able to test the knowledge of participants about wheel unmounting and mounting from/to the bus.
- Participant will be keen to know more about tyre fitting and servicing.

Team Activity-3

Objective: Demonstrate the wheel demounting and mounting process from a truck.

Activity	Time	Resources
Demonstrate the wheel demounting and mounting process from a truck.	8 Hours	White board & markers, facilitator notes, laptop/ slides + projector, videos, tyres fitted on the rims, truck lifting jack, truck for practice, safety gloves, safety shoes.

Table 3.2.3

Procedure:

- Demonstrate to the participants the wheel unmounting and mounting process in a truck.
- During the process, the facilitator should explain the steps of safely mounting a wheel on the truck.
- The facilitator will provide the wheels and truck to the participants for practice.
- The participants need to practice the wheel mounting process on the given truck.
- The facilitator will clarify doubts of the participants raised during the activity.

Activity Outcome:

- You will be able to test the knowledge of participants about wheel unmounting and mounting from/to the truck.
- Participant will be keen to know more about tyre fitting and servicing.

Team Activity-4

Objective: Demonstrate the tyre fitting process on a car wheel.

Activity	Time	Resources
Demonstrate the tyre fitting process on a car wheel.	8 Hours	White board & markers, facilitator notes, laptop/ slides + projector, videos, tyre fitted on a wheel, metal valve puller, valve key, motor, air compressor, vehicle lifting jack, wrench, car for wheel fitting, air pressure gauge, safety goggles, safety gloves, safety shoes.

Table 3.2.4

Procedure:

- Arrange a display to show participants the process of tyre fitting on a car wheel.
- Demonstrate the process of tyre fitting on a car wheel.
- The participants need to practice the tyre fitting process on a car wheel.
- The facilitator should guide them during the process.
- The facilitator will clarify doubts of the participants raised during the activity.

Activity Outcome:

- The participants will learn how to fit a tyre on car wheel.
- Participant will be keen to know more about tyre fitting and servicing.

Team Activity-5

Objective: Demonstrate the tyre fitting process on a bus wheel.

Activity	Time	Resources
Demonstrate the tyre fitting process on a bus wheel.	8 Hours	White board & markers, facilitator notes, laptop/ slides + projector, videos, tyre fitted on a wheel, metal valve puller, valve key, motor, air compressor, vehicle lifting jack, wrench, bus for wheel fitting, air pressure gauge, safety goggles, safety gloves, safety shoes.

Table 3.2.5

Procedure:

- Arrange a display to show participants the process of tyre fitting on a bus wheel.
- Demonstrate the process of tyre fitting on a bus wheel.
- The participants needs to practice the tyre fitting process on a bus wheel.
- The facilitator should guide them during the process.
- The facilitator will clarify doubts of the participants raised during the activity.

Activity Outcome:

- The participants will learn how to fit a tyre on bus wheel
- Participant will be keen to know more about tyre fitting and servicing.

Team Activity-6

Objective: Demonstrate the tyre fitting process on a truck wheel.

Activity	Time	Resources
Demonstrate the tyre fitting process on a truck wheel.	8 Hours	White board & markers, facilitator notes, laptop/ slides + projector, videos, tyre fitted on a wheel, metal valve puller, valve key, motor, air compressor, vehicle lifting jack, wrench, truck for wheel fitting, air pressure gauge, safety goggles, safety gloves, safety shoes.

Table 3.2.6

Procedure:

- Arrange a display to show participants the process of tyre fitting on a truck wheel.
- Demonstrate the process of tyre fitting on a truck wheel.
- The participants needs to practice the tyre fitting process on a truck wheel.
- The facilitator should guide them during the process.
- The facilitator will clarify doubts of the participants raised during the activity.

Activity Outcome:

- The participants will learn how to fit a tyre on truck wheel.
- Participant will be keen to know more about tyre fitting and servicing.

Team Activity-7

Objective: Demonstrate the wheel balancing process of tyre fitted wheel.

Activity	Time	Resources
Demonstrate the wheel balancing process on tyre fitted wheel.	8 Hours	White board & markers, facilitator notes, laptop/ slides + projector, videos, tyre fitted wheels, wheel balancing machine, weights for attaching on the wheel for balancing, weight plier.

Table 3.2.7

Procedure:

- Arrange a wheel balancing machine and tyre fitted wheels.
- Demonstrate to the participants the process of wheel balancing.
- The participants need to practice the wheel balancing.
- The facilitator will clarify doubts of the participants raised during the activity.

Activity Outcome:

- The participants will learn about wheel balancing process.
- Participant will be keen to know more about tyre fitting and servicing.

Do

- Ask them to get into groups for skill practice.
- Monitor the discussion and intervene wherever necessary.
- Assist wherever required.

Notes for facilitation

- You could ask the students about their learning from the sessions covered so far.
- Invite students to participate. List the experiences on the whiteboard.
- Give the students a brief overview of what all will be covered in the session.

Answers**Q.1. Plunger test is used to establish tire strength**

True

Q.2. $W = (F)X(?)$.

P/2

Scan this QR Code to watch the related videos or click on the given link



<https://youtu.be/AwM4tmObHzI>
Tyre Assembly on a wheel



<https://youtu.be/NF9KUgxoHPc>
Wheel balancing



<https://youtu.be/Y1R4GdY-KY8>
Wheel Unmounting of Car

UNIT 3.3: Tyre Inflation

Unit Objectives

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

1. List the implication of overinflation and under inflation of a tyre.
2. Outline the maintenance activities of a tyre.
3. Demonstrate the tyre inflation process.

Resources to be Used

- White board & markers
- Notes
- Laptop + Projector
- Computer / Flip charts + Marker
- Participant Handbook
- Videos

Say

- Tell the participants that it is the air pressure in the tire, this affects how the car handles and gas mileage.
- Explain that is important to inflate the tyre according to specifications to ensure that the tyre and vehicle performance are not adversely affected
- Tell the participants that inflation pressures are established to assure tires deflect properly. The pressures required vary with the load, speed and type of service. When inflation pressure is too high or too low, the tire does not deflect within design limits. Tires deteriorate quickly under these conditions.

Do

- Ask the class if they know about tyre inflation pressure for any vehicle they or someone they know drives.
- If anyone else wants to talk about the tools/equipment, invite them to write on the whiteboard or share with the class.

Elaborate

It is the air pressure in the tire, this affects how the car handles and gas mileage. There is a pressure cast into the sidewall, usually 36 PSI MAX. Generally, low speed off-the-road operations allow heavier loads at a given inflation.

At high speeds, loads must be decreased.

- Recommended loads and inflations should always be the norm.
- Over inflation: Overinflation results in high cord stress even when the tire isn't overloaded.
- Under inflation: An under inflated tire will deflect too much leading to excessive sidewall flexing. Under inflation typically results in:
 - Irregular or uneven tread wear.
 - Sidewall radial cracks.
 - Ply separation.
 - Loose or broken cords inside the tire.
 - Fabric carcass fatigue.
 - Belt edge separation
- Tires operated in soft soil or sand have lower inflation recommendations. Tires operated on paved or hard gravel surfaces have higher inflation recommendations.

Trainer's Note: These are supporting content to the Participant Manual, please adhere to the Participant Manual, Page No. 36 to 38 and explain trainees' the concept.

Summarize

- Summarize the effects of pressure on tyre /vehicle.

Team Activity-1

Objective: Demonstrate the tyre inflation process.

Activity	Time	Resources
Demonstrate the tyre inflation process.	8 Hours	White board & markers, facilitator notes, laptop/ slides + projector, videos, tyre fitted wheels, air compressor, air line with nozzle, air pressure gauge, valve key.

Table 3.3.1

Procedure:

- Arrange fitted tyre for tyre inflation practice.
- Demonstrate to the participants the process of tyre inflation and air pressure checking.
- The participants need to practice the tyre inflation on different tyres and check air pressure.
- The facilitator will clarify doubts of the participants raised during the activity.

Activity Outcome:

- The participants will learn how to inflate the tyres.
- Participant will be keen to know more about tyre inflation.

Do



- Ask them to get into groups for skill practice.
- Monitor the discussion and intervene wherever necessary.
- Assist wherever required.

Notes for facilitation



- You could ask the students about their learning from the sessions covered so far.
- Invite students to participate. List the experiences on the whiteboard.
- Give the students a brief overview of what all will be covered in the session.

Answers

Q.1. Compressors must have water trap assemblies to prevent moisture inside tyres.

True

Q.2. Under-inflation results in irreversible damage such as:

(d)

Q.3. What is tyre inflation?

Inflation pressures are established to assure tires deflect properly. The pressures required vary with the load, speed and type of service. When inflation pressure is too high or too low, the tire does not deflect within design limits. Tires deteriorate quickly under these conditions. Generally, low speed off-the-road operations allow heavier loads at a given inflation

Notes



UNIT 3.4: Health and Safety during Tyre Fitting and Inflation

Unit Objectives

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

1. List the safety precaution to be taken during tyre inflation.
2. Outline the requirement of the tyre safety cage during tyre inflation.
3. Use the safety instructions during tyre fitting, servicing and maintenance.

Resources to be Used

- White board & markers
- Notes
- Laptop + Projector
- Computer / Flip charts + Marker
- Participant Handbook
- Videos

Say

- Tell the participants that as discussed earlier, maintaining safety while working is very important for a tyre fitter's role.
- Explain that it is important not only to maintain personal safety but tyre safety also has to be ensured. Tyre safety is also crucial the proper functioning and safety of the vehicle depends on tyre safety.
- Tell the participants that safety precautions have to be followed for de-mounting tyres, mounting tyres, inflating tyres and removing any part of the tyre assembly.
- Explain that the tyre safety cages are an important component in tyre fitting job and these should be used wherever required.

Do

- Ask the class if they know about any accidents that may occur during tyre fitting operations.
- If anyone else wants to talk about the tools/equipment, invite them to write on the whiteboard or share with the class.
- Ask the class to discuss various safety measures that can be taken during tyre fitting.

Elaborate

- Always be sure that a tyre is mounted on to the correct size and type of rim. It is dangerous to install a tyre of one rim diameter on a rim of a different diameter. Also, you should never mount or use damaged tyres, tubes or rims.

Precautions to be taken while mounting tyres

Compressed air lines must have a press button or similar type of hand control. There must be at least 2 metres of air line between the hand control and the chuck which clips on to the tyre valve. This is essential for your safety, it keeps you out of the most dangerous area should anything go wrong. Follow these steps for your own safety:

- With a suitable lamp, examine the tyre wall for any bulging due to damage.
- Inflate to about 20 kPa (3 psi), but definitely not above 35 kPa (5 psi).
- Remove the valve core and allow the tyre to deflate fully.
- Inflate to full pressure, standing away from the tyre, but still listening for popping caused by zippering.
- This is the stage where most accidents and the most serious injuries occur. In every accident notified to OSH, the dead or injured person has not correctly used a suitable cage guard or restraining device. Be sure, by a thorough examination, that it is safe to proceed to full inflation.
- While inflating on the vehicle, use an in-line gauge and control device with at least 2 metres of hose between the control device and clip-on chuck so that you can stand well clear
- Attend to the air line the whole time that the tyre is inflating. Never leave an un-monitored air line attached to a valve.
- Never hammer on an inflated or partially inflated tyre/ rim assembly.
- After running the vehicle for a short distance, wheel nuts should be checked for tightness. Tyre Safety Cages, all tyres on split-rim wheels, and detachable flange wheels, must be contained by a cage guard or other suitable restraining device when being inflated after being dismantled or repaired.

Personal Safety Precautions

- Be aware of vehicle safety systems, and their function. Electronic air bags have a dash warning lamp; mechanical air bags do not.
- When working around the front wheels of a vehicle, be careful not to bang and or knock the sensors as this could cause air bag deployment.
- When working around the steering wheel and the areas of the passenger's side air bag (if the vehicle is fitted with dual air bags), be aware of the air bag systems and keep your face away from the air bag deployment range. Do not probe electrical wires as this could discharge the air bag system and seatbelt pretensioners.
- Do not remove the steering wheel without first asking for help and advice.
- Do not bang the steering wheel.

Trainer's Note: These are supporting content to the Participant Manual, please adhere to the Participant Manual, Page No. 41, 42 and explain trainees' the concept.

Summarize

- Summarize the various safety measures to be taken.

Team Activity-1

Objective: Demonstrate the tyre inflation process using safety cage.

Activity	Time	Resources
Demonstrate the tyre inflation process using safety cage.	8 Hours	White board & markers, facilitator notes, laptop/ slides + projector, videos, tyre fitted wheels, air compressor, air line with nozzle, tyre inflation safety cage, air pressure gauge, valve key.

Table 3.4.1

Procedure:

- Arrange safety cage for tyre inflation.
- Demonstrate to the participants the process of tyre inflation in a safety cage.
- The participants need to practice the tyre inflation on different tyres in a safety cage.
- The facilitator will clarify doubts of the participants raised during the activity.

Activity Outcome:

- The participants will learn how to inflate tyres using safety cage.
- Participant will be keen to know more about safety during tyre inflation.

Do

- Ask them to get into groups for skill practice.
- Monitor the discussion and intervene wherever necessary.
- Assist wherever required.

Notes for facilitation

- You could ask the students about their learning from the sessions covered so far.
- Invite students to participate. List the experiences on the whiteboard.
- Give the students a brief overview of what all will be covered in the session.

Answers

Q.1. It is dangerous to install a tyre of one rim diameter on a rim of a different diameter

True

Q.2. What are the personal safety precautions?

- Be aware of vehicle safety systems, and their function. Electronic air bags have a dash warning lamp; mechanical air bags do not.
- When working around the front wheels of a vehicle, be careful not to bang and or knock the sensors as this could cause air bag deployment.
- Do not remove the steering wheel without first asking for help and advice.
- Do not bang the steering wheel.



Skill India
कौशल भारत - कुशल भारत

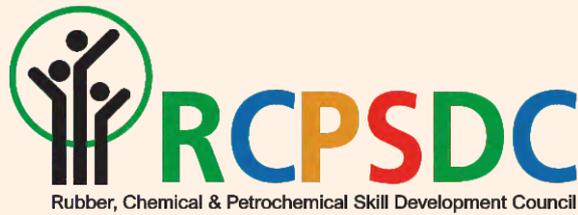


सत्यमेव जयते
GOVERNMENT OF INDIA
MINISTRY OF SKILL DEVELOPMENT
& ENTREPRENEURSHIP



N · S · D · C
National
Skill Development
Corporation

Transforming the skill landscape



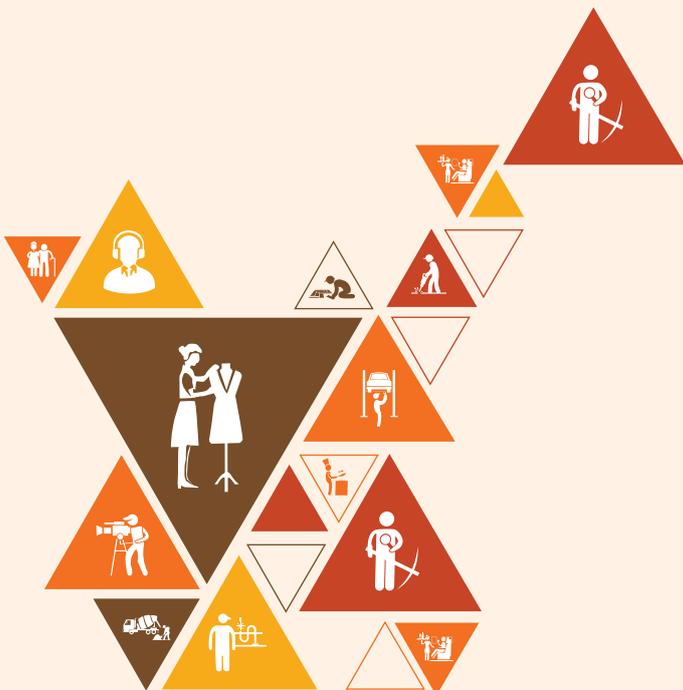
Rubber, Chemical & Petrochemical Skill Development Council

4. Perform Post-Tyre Servicing and Maintenance Activities

Unit 4.1 – Operation

Unit 4.2 – Markings

Unit 4.3 – Tyre Handover and Equipment Maintenance



RSC/N3603

Key Learning Outcomes

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

1. Classify the different operations to be carried out during tyre fitting, servicing and maintenance.
2. Inspect the quality of tyres and their fitting.
3. Interpret the importance of sidewall marking of a tyre.
4. Outline the need of FIFO (First in First out) principle in tyre fitting, servicing and maintenance industry.
5. Prepare the defective tool tag in line with tool defect.
6. Demonstrate the handover process of duly fitted tyre to the customer.

UNIT 4.1: Operation

Unit Objectives

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

1. Classify the different operations to be carried out during tyre fitting, servicing and maintenance.
2. Inspect the quality of tyres and their fitting.
3. Demonstrate the inspection of wheels after tyre fitment.

Resources to be Used

- White board & markers
- Notes
- Laptop + Projector
- Computer / Flip charts + Marker
- Participant Handbook
- Videos

Say

- Tell the participants that once tyre fitting is done, there are certain procedures to be followed in order to ensure that the work has been carried out properly.
- Tell them that one of the most important points to remember is proper storage of tyres. A tyre fitter has to ensure that new or old tyres are stored in proper and designated areas that are clean.
- Explain that tyres should always be stored away from direct sunlight as sunlight can cause the tyres to age quickly, thereby decreasing their life.
- Share with the participants that tyres should be stored in area that is away from electric equipment like motors, welding equipment etc. In addition, the tyre storage area should have controlled humidity.
- Tell the participants that performing quality checks is also an important part of post-tyre servicing/maintenance (tyre quality checks are detailed in demonstrate and elaborate sections).
- Share with the participants that dimensional checks are also part of post-tyre servicing (detailed in elaborate section).

Do

- Ask the class if they know about any parameters for storing tyres properly.
- If anyone else wants to share, invite them to write on the whiteboard or share with the class.

Demonstrate

Quality Checks

What to look for: tread depth

- As your tyres wear and tread depth decreases, your grip reduces and stopping distances increase in wet conditions.

What to do

- An easy way to check your tread depth is to insert a 20c coin into one of the tyre grooves that's near the middle of the tyre. The base of the number 20 is approximately 2mm from the edge of the coin, so if you can see the whole of the number, it's time to think about replacing your tyres.

Most tyres have moulded tread-depth indicators which are flush with the tyre tread when it has reached the minimum depth.

Look for a triangle Δ or TWI (tyre wear indicator) marking which appears in about six places around the side of the tyre.

While you're at it, check for any bulges on the tyre wall, or objects sticking out that might cause an air leak.

What to look for tyre pressure:

- As tyres lose pressure, their safety, handling and fuel efficiency are adversely affected.

What to do

- Tyres lose pressure naturally all the time, so it's important to check your tyres' pressure monthly. Make sure you're using the right pressure for your car – different cars need different tyre pressure. Even on the same car, sometimes tyre pressure is different for the front and the rear tyres.

To find your car's correct tyre pressure, check the inside of the passenger door. Most people use the air pump at their local service station to pump their tyres, however you can also buy air pumps from many automotive retailers.

Remove your tyre's valve cap. Enter your car's tyres' correct pressure into the air pump then press its tyre gauge onto the valve stem of the tyre – it will keep inflating if the tyres aren't inflated enough and will beep if the target pressure has been reached.

Screw the valve cap back on the tyre, and repeat with all your tyres (and don't forget to check your spare tyre, if you have one). Remember to check your tyre pressure when the tyres are cold (i.e. they have been driven less than 3km).

Elaborate

Storage of Tyres

- Storage areas must be clean and tidy with the floors and walls always kept spotless, and any oil or water that may contaminate the tires and all nails, stones, wood chips or any other object that may damage the tires must be removed. Ensure that no rain leaks through the roof, windows or doors in the storage location.

Dimensional Checks

The Dimensional Test is measurement method of length used to evaluate sizing, shape, and orientation an item by observation of apparatus. Measurement Apparatus: All measurement equipments shall be calibrated. Direct measuring may be used steel roll meter, vernier caliper, micrometer, steel ruler. Remote dimensional test may be used thickness meter and the odolite.

A measurement system analysis shall consider the following:

- Selecting the correct measurement and approach
- Assessing the measuring device

- Assessing procedures & Tyre Fitters
- Assessing any measurement interactions
- Calculating the measurement uncertainty of individual measurement devices and/or measurement systems

Factors affecting measurement systems, may include:

- **Equipment** : measuring instrument, calibration, fixture, etc.
- **People** : Tyre Fitters, training, education, skill, care.
- **Process** : Test method, specification.
- **Samples** : materials, item to be tested, sampling plan, sample preparation, etc.
- **Environment** : Temperature, humidity, conditioning, pre-conditioning.
- **Management**: Training programs, metrology system, support of people, support of quality management system, etc.

Summarize



- Summarize the tyre storage and quality checks.

Team Activity-1



Objective: Demonstrate the storage of the fitted tyre.

Activity	Time	Resources
Demonstrate the storage of the fitted tyre.	8 Hours	White board & markers, facilitator notes, laptop/ slides + projector, videos, tyre fitted wheels, storage racks, storage hangers, material identification tags, pallets, material handling devices: trolley, pallet mover.

Table 4.1.1

Procedure:

- Explain implication of wrong storage of the fitted tyre on its performance and life.
- Demonstrate to the participants the correct way of storing tyres after fitting on the wheel.
- The participants need to practice the storage methods of fitted tyres.
- The facilitator will clarify doubts of the participants raised during the activity.

Activity Outcome:

- The participants will learn how to store the fitted tyres.
- Participant will be keen to know more about tyres storage methods.

Team Activity-2

Objective: Demonstrate the inspection of wheels after tyre fitment.

Activity	Time	Resources
Demonstrate viscosity checking by using rotating rotor viscometer	8 Hours	White board & markers, facilitator notes, laptop/ slides + projector, videos, tyre fitted wheels, air compressor, air line with nozzle, tyre inflation safety cage, air pressure gauge, valve key.

Table 4.1.2

Procedure:

- Explain working concept of rotating rotor viscometer.
- Demonstrate to the participants the process of viscosity checking by rotating rotor viscometer.
- The participants need to check the viscosity of the given rubber compound sample.
- The facilitator will clarify doubts of the participants raised during the activity.

Activity Outcome:

- The participants will learn how to check rubber compound viscosity.
- Participant will be keen to know more about tyre fitting and servicing.

Team Activity-3

Objective: Demonstrate the wheel endurance test for a tyre fitted on the wheel.

Activity	Time	Resources
Demonstrate the wheel endurance test for a tyre fitted on the wheel.	8 Hours	White board & markers, facilitator notes, laptop/ slides + projector, videos, tyres fitted on the rims, tyre endurance testing machine, safety goggles, safety gloves, safety shoes.

Table 4.1.3

Procedure:

- Arrange the wheel endurance testing equipment used for the test.
- Demonstrate to the participants how to carry out the endurance testing of tyre fitted on the wheel.
- The participants need to practice the test after getting the demonstration.
- The facilitator will review the tests carried out by the participants and provide feedback if required.

Activity Outcome:

- You will be able to test the knowledge of participants about wheel endurance test.
- Participant will be keen to know more about tyre quality testing.

Team Activity-4

Objective: Demonstrate the plunger test for a tyre fitted on the wheel.

Activity	Time	Resources
Demonstrate the plunger test for a tyre fitted on the wheel.	8 Hours	White board & markers, facilitator notes, laptop/ slides + projector, videos, tyres fitted on the rims, plunger testing machine, safety goggles, safety gloves, safety shoes.

Table 4.1.4

Procedure:

- Arrange the plunger testing equipment used for the test.
- Demonstrate to the participants how to carry out the plunger testing of tyre fitted on the wheel.
- The participants need to practice the test after getting the demonstration.
- The facilitator will review the tests carried out by the participants and provide feedback if required.

Activity Outcome:

- You will be able to test the knowledge of participants about tyre and wheel testing.
- Participant will be keen to know more about tyre quality testing.

Do

- Ask them to get into groups for skill practice.
- Monitor the discussion and intervene wherever necessary.
- Assist wherever required.

Notes for facilitation

- You could ask the students about their learning from the sessions covered so far.
- Invite students to participate. List the experiences on the whiteboard.
- Give the students a brief overview of what all will be covered in the session.

Answers

Q.1. As tyres lose pressure, their safety, handling and fuel efficiency are adversely affected.

True

Q.2. Which of the followings are the factors which affects the measurement system?

(d)

Q.3. Where will you store a tyre?

- Storage areas must be clean and tidy with the floors and walls always kept spotless, and any oil or water that may contaminate the tyres and all nails, stones, wood chips or any other object that may damage the tyres must be removed. Ensure that no rain leaks through the roof, windows or doors in the storage location.
- Direct sunlight speeds up the ageing process of tyres. Particular care must be taken to avoid strong sunlight.
- Ideally, tyres should be stored in a cool, dry location. Particular care should be taken to store tyres away from electric motors, battery chargers, electric welding equipment, electric generators and similar equipment. Such equipment creates ozone which has a deteriorating effect on rubber. Relative humidity should be kept low and tyres kept away from radiant heat. Fluorescent lights may accelerate deteriorating of rubber by ozone. Recommend to keep away from tyres.
- Recommend to store tyres upright, preferably in tyre racks, in order to avoid deformation and subsequent difficulty in mounting on wheels.

Q.4. What is dimensional check?

- The dimensional test is measurement method of length used to evaluate sizing, shape, and orientation an item by observation of apparatus.
- It is made in general form applicable without adaptation to variety of unlisted products or situations.
- The dimensional test should be done simultaneous visual examination.
- The test provides guidelines for performing dimensional inspection of raw shape & plate materials, marking of work piece, weld fit-up and complete welds that will be applied of fabricated part and/or equipment.

Notes

UNIT 4.2: Markings

Unit Objectives

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

1. Interpret the importance of sidewall marking of a tyre.
2. Outline the need of FIFO (First in First out) principle in tyre fitting, servicing and maintenance industry.
3. Explain the inspection of wheels after tyre fitment.

Resources to be Used

- White board & markers
- Notes
- Laptop + Projector
- Computer / Flip charts + Marker
- Participant Handbook
- Videos

Say

- Tell the participants that once tyre fitting is done, there are certain procedures to be followed in order to tell the participants that there is a lot of information mentioned on the tyre that is very useful and also important.
- Tell them that tyres have a marking system that provided information about the tyre and its use.
- Explain that as tyre fitters, it is important that the marking system is clearly understood.
- Share with the participants that the every tyre has it code that is marked moulded into the sidewall of the tyre.
- Tell the participants that this code signifies things like dimensions, load bearing ability and maximum speed (detailed in elaborate section).
- Share with the participants that dimensional checks are also part of post-tyre servicing (detailed in elaborate section).
- Tell the participants that in post-tyre servicing/maintenance one the most important aspect in storage is First In First Out (FIFO).
- Tell the participants that FIFO means that the oldest received tyres should be used first (detailed in elaborate section given in participant handbook).

Do



- Ask the class if they know how to read tyre marking and what they represent.
- If anyone else wants to talk about tyre markings, invite them to write on the whiteboard or share with the class.

Elaborate



Automobile tires are described by an alphanumeric tire code (in American English and Canadian English) or tyre code (in British English, Australian English and others), which is generally molded into the sidewall of the tire. This code specifies the dimensions of the tire, and some of its key limitations, such as load-bearing ability, and maximum speed.

Most tires sizes are given using the ISO Metric sizing system.

The ISO Metric tire code consists of a string of letters and numbers, as follows:

- An optional letter (or letters) indicating the intended use or vehicle class for the tire:
 - **P:** Passenger Car
 - **LT:** Light Truck
 - **ST:** Special Trailer
 - **T:** Temporary (restricted usage for "space-saver" spare wheels)

P indicates that the tire is engineered to TRA standards.

- **3-digit number:** The "nominal section width" of the tire in millimeters; the widest point from both outer edges (side wall to side wall).
- **/:** Slash character for character separation.
- **2- or 3-digit number:** The "aspect ratio" of the sidewall height as a percentage of the nominal section width of the tire.
- An optional letter indicating construction of the fabric carcass of the tire:
 - **B:** bias belt (where the sidewalls are the same material as the tread, leading to a rigid ride)
 - **D:** diagonal
 - **R:** radial
 - if omitted, then it is a cross-ply tire
- **1- or 2-digit number:** Diameter in inches of the wheel that the tires are designed to fit.
- **2- or 3-digit number:** Some light-truck tires are approved for "dual use", that is they can be run in pairs next to each other.
- **1- or 2-digit/letter combo:** Speed rating

Tire identification diagram, light truck specific features

Some light-truck tires follow the Light Truck Numeric or Light Truck High Flotation systems, indicated by the letters LT at the end instead of the beginning of the sequence, as follows:

- The tire diameter is given for High Flotation tires and omitted from Numeric tires.
- **2-digit number:** The diameter of the tire in inches.
- **x:** Separator character.
- **3- or 4-digit number:** The section width (cross-section) of the tire in inches.

Construction of the fabric of the tire:

- **B:** bias belt
- **D:** diagonal
- **R:** radial
- **2-digit number:** Diameter in inches of the wheel rim that this tire is designed to fit
- **LT:** Designates that this is a Light Truck tire

- Load index and speed rating are sometimes not mandatory for flotation sizes, but must be for any tyre approved for street and highway use.
- **2- or 3-digit number:** Load index; see table below.
- **1- or 2-digit/letter combination:** Speed rating; see table below.

Additional marks: See subheading below.

As an example, if a tyre size has two sets of numbers (6-12, 5.00-15, 10.2-24), then the first number (5.00-15) is the approximate width in inches, and the second number (5.00-15) is the rim diameter in inches.

Trainer's Note: These are supporting content to the Participant Handbook, please adhere to the Participant Handbook to explain the concept to the trainees.

Summarize



- Summarize the tyre markings and FIFO.

Team Activity-1



Objective: Demonstrate the interpretation of tyre side wall marking.

Activity	Time	Resources
Demonstrate the interpretation of tyre side wall marking.	4 Hours	White board & markers, facilitator notes, laptop/ slides + projector, videos, different tyres with sidewall markings.

Table 4.2.1

Procedure:

- Explain the meaning of tyre side markings.
- Demonstrate to the participants how to interpret the tyre sidewall markings.
- The participants need to review and interpret the tyre sidewall markings for different tyres.
- The facilitator will clarify doubts of the participants raised during the activity.
- The facilitator will review the interpretation carried out by the participants and provide feedback if required.

Activity Outcome:

- The participants will learn how to interpret the sidewall markings of a tyre.
- Participant will be keen to know more about tyres.

Team Activity-2

Objective: Demonstrate the use of FIFO concept during tyre storage and issuance.

Activity	Time	Resources
Demonstrate the use of FIFO concept during tyre storage and issuance.	4 Hours	White board & markers, facilitator notes, laptop/ slides + projector, videos, tyre fitted wheels, storage racks, storage hangers, material identification tags, pallets, material handling devices: trolley, pallet mover.

Table 4.2.2

Procedure:

- Explain the FIFO concept and implication of not following FIFO on the fitted tyre's life.
- Demonstrate to the participants the different ways of following FIFO during tyre storage.
- The participants need to practice the storage methods of fitted tyres as per FIFO concept.
- The facilitator will clarify doubts of the participants raised during the activity.

Activity Outcome:

- The participants will learn how to store the fitted tyres as per FIFO concept.
- Participant will be keen to know more about benefits of using FIFO during tyres storage.

Do

- Ask them to get into groups for skill practice.
- Monitor the discussion and intervene wherever necessary.
- Assist wherever required.

Notes for facilitation

- You could ask the students about their learning from the sessions covered so far.
- Invite students to participate. List the experiences on the whiteboard.
- Give the students a brief overview of what all will be covered in the session.

Answers

Q.1. Sometimes the inner sidewall of automobile tire contains information not included on the outer sidewall, and vice versa.

True

UNIT 4.3: Tyre Handover and Equipment Maintenance

Unit Objectives

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

1. Prepare the defective tool tag in line with tool defect.
2. Demonstrate the duly fitted tyre to the customer.
3. Explain the preparation of equipment defect tag.

Resources to be Used

- White board & markers
- Notes
- Laptop + Projector
- Computer
- Flip charts + Marker
- Participant Handbook
- Videos

Say

- Tell the participants that health and safety of all concerned is given importance in the work.

Do

- Ask the class if they know want to talk about any accident that may occur if a worker is not careful with the tool.
- If anyone else wants to talk, invite them to write on the whiteboard or share with the class.

Elaborate

Defective Tool Tags

Construction workers are required to use many types of powerful tools, from nail guns and sledge hammers to hammer-jacks and skill saws. Sometimes, the tool is defective and a person is severely injured or killed as a result.

Injuries often occur when the user of the equipment was not properly trained how to use it.

If a tool is defective, the defective tool be immediately tagged and, if possible, removed from the construction area.

Machine guarding can reduce the frequency and severity of injuries to workers, but they cannot guarantee safety.

When workers are injured by defective tools, it is often because they were not aware the tool was defective in the first place.

Trainer's Note: These are supporting content to the Participant Handbook, please adhere to the Participant Handbook to explain the concept to the trainees.

Handover of Tires

Responsibilities regarding handing over of tires are the following:

- Undertake final check of vehicle to ensure quality of preparation is in accordance with required standard.
- Ensure that all documentation has been prepared and is available at time of handover.
- Undertake vehicle handover, in line with company policy ensuring customer is fully aware of vehicle specification and has received & handed over all relevant documentation.
- Record customer feedback on handover and report any problems.
- Ensure that within their area of operation all company policies, procedures and minimum standards are met and adhered to.
- Keep handover area clean, tidy and professional.

Sales Process

- Follow up any problems with appropriate department notifying relevant sales staff of any likely delays in handover.
- Communicate with Sales Administration Retail-Team to coordinate deliveries.
- Provide on a weekly basis the delivery information to DMEL regional office for CSI follow up.

Customer Handling

- Handle all internal and external customers with courtesy.
- Customers to be offered all add-ons i.e. paint protection, accessory sales etc.
- Introduce customer to the service advisors at time of handover.

Compliance

- Avoid conflicts of interest between your daily work and personal affairs and maintain a culture in which ethical conduct is recognized, respected and promoted.
- Respect and comply with the local law and Daimler rules, regulations, voluntary commitments and internal policy.

Summarize



- Summarize the safe use of tool.

Team Activity-1

Objective: Demonstrate the preparation of equipment defect tag.

Activity	Time	Resources
Demonstrate the preparation of equipment defect tag.	8 Hours	White board & markers, facilitator notes, laptop/ slides + projector, videos, tyre fitting equipment, identification tags, list of defects in tyre fitting equipment.

Table 4.3.1

Procedure:

- Explain the tags used in industry and their usage for different purposes.
- Demonstrate to the participants the process of preparing tag for equipment defect.
- The participants need to practice the preparation of tags for different equipment and different defects.
- The facilitator will clarify doubts of the participants raised during the activity.

Activity Outcome:

- The participants will learn to prepare tags for different purposes.
- Participant will be keen to know more about identification.

Team Activity-2

Objective: Demonstrate the handover process of duly fitted tyre to the customer.

Activity	Time	Resources
Demonstrate the handover process of duly fitted tyre to the customer.	4 Hours	White board & markers, facilitator notes, laptop/ slides + projector, videos, tyre fitted wheels.

Table 4.3.2

Procedure:

- Explain the process and its importance.
- Demonstrate the fitted tyre handover process with the help of a role play.
- The participants need to make 2 teams of customers and tyre fitters.
- The participants role playing as a tyre fitter will handover the tyres to the customers and resolve any query raised by the customers.
- The facilitator should guide them during the role play.
- The facilitator will clarify doubts of the participants raised during the activity.

Activity Outcome:

- The participants will learn how to communicate with customer during tyre handover.
- Participant will be keen to know more about tyre fitting and servicing.

Do

- Ask them to get into groups for skill practice.
- Monitor the discussion and intervene wherever necessary.
- Assist wherever required.

Notes for facilitation

- You could ask the students about their learning from the sessions covered so far.
- Invite students to participate. List the experiences on the whiteboard.
- Give the students a brief overview of what all will be covered in the session.

Answers

Q.1. If a tool is defective, the defective tool be immediately tagged and, if possible, removed from the work area.

True

Q.2. What are the responsibilities regarding handling over of tires?

- Responsibilities regarding handing over of tires are the following:
- Undertake final check of vehicle to ensure quality of preparation is in accordance with required standard.
- Ensure that all documentation has been prepared and is available at time of handover.
- Undertake vehicle handover, in line with company policy ensuring customer is fully aware of vehicle specification and has received & handed over all relevant documentation.
- Record customer feedback on handover and report any problems.
- Ensure that within their area of operation all company policies, procedures and minimum standards are met and adhered to.
- Keep handover area clean, tidy and professional.

Q.3. Why it is important to tag a defective tool?

- Tyre Fitters are required to use many types of powerful tools, from pressure machines, air filling machines, hammers, wrenches etc.
- Although it may seem simple, the high pressure equipment used by tyre fitters may put them at risk.
- Sometimes, the tool is defective and a person is severely injured as a result.
- The person using the defective equipment may be injured or another person at the construction site may be injured.
- If a tool is defective, the defective tool be immediately tagged and, if possible, removed from the work area.

Notes



A large rectangular area with a thin orange border, containing 25 horizontal lines for writing notes.



Skill India
कौशल भारत - कुशल भारत



सत्यमेव जयते
GOVERNMENT OF INDIA
MINISTRY OF SKILL DEVELOPMENT
& ENTREPRENEURSHIP



N · S · D · C
National
Skill Development
Corporation

Transforming the skill landscape



Rubber, Chemical & Petrochemical Skill Development Council

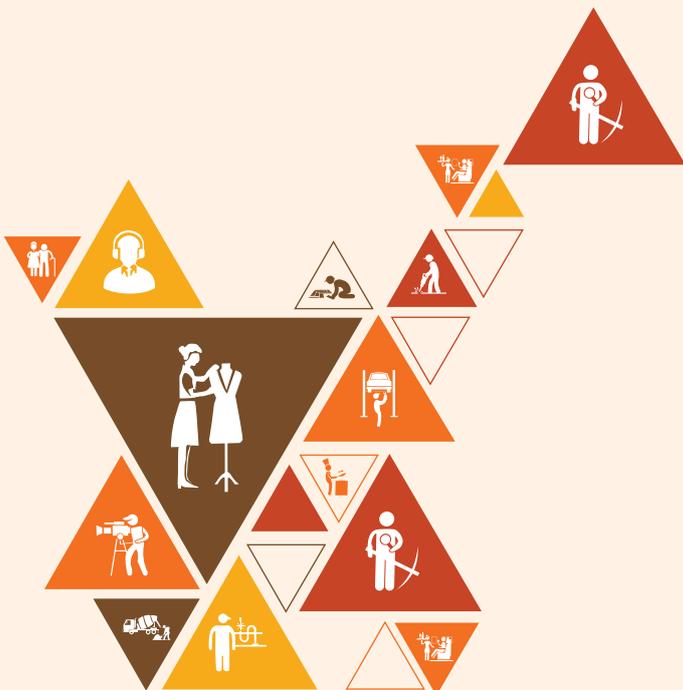
5. Housekeeping

Unit 5.1 – Introduction to Housekeeping

Unit 5.2 – Pre-Housekeeping Activities

Unit 5.3 – Housekeeping Activities

Unit 5.4 – Post Housekeeping Activities



Key Learning Outcomes

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

1. Outline the importance and purpose of housekeeping.
2. List the benefits of good housekeeping.
3. Interpret the concept of '5S' for housekeeping.
4. Perform pre-housekeeping activities.
5. List the reasons and principles of doing cleaning.
6. Recognize the cleaning material and cleaning equipment used for workplace cleaning.
7. Inspect the area and equipment to be cleaned and select appropriate cleaning method.
8. Identify the equipment used for workplace cleaning.
9. List the cleaning methods used for workplace cleaning.
10. Report the difficulties in housekeeping.
11. Perform post housekeeping activities.
12. Illustrate the process of tyre recycling and rubber waste disposal.

UNIT 5.1: Introduction to Housekeeping

Unit Objectives

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

1. Outline the importance and purpose of housekeeping.
2. List the benefits of good housekeeping.
3. Interpret the concept of '5S' for housekeeping.

Resources to be Used

- White board & markers
- Notes
- Laptop + Projector / Computer / Flip charts + Marker
- Participant Handbook
- Videos

Do

- Greet and welcome the participants to the next session of the program.
- Before starting the session ask them do they have any doubts pertaining to the previous unit.
- Acknowledge their responses and clear their doubts if any.
- Tell them they will learn about introduction to housekeeping in this unit.

Say

- Tell them housekeeping refers to the activities carried out to keep the things in order at work place. It includes keeping area clean and tidy. Housekeeping must ensure that no rubber compound , rubber uncured or cured product is lying on the floor . All usable rubber material should be on pallet/table properly identified and covered at the end of the shift.
- Now explain the importance of housekeeping with the participants as follows: Effective housekeeping can eliminate some workplace hazards and help get a job done safely and properly.
- Explain - Housekeeping is not just cleanliness. It includes keeping work areas neat and orderly, maintaining halls and floors free of slip and trip hazards; and removing of waste materials (e.g.. paper, cardboard) and other fire hazards from work areas. Housekeeping ensures all usable rubber compounds are free of any contaminations.

Elaborate

- Explain the purpose of the workplace housekeeping. Poor housekeeping can be a cause of accidents, such as:
 - » Tripping over loose objects on floors, stairs and platforms
 - » Being hit by falling objects

- » Slipping on greasy, wet or dirty surfaces
- » Striking against projecting, poorly stacked items or misplaced material
- » Can be the cause of production delays and defective cured product
- Discuss with the participants that in order To avoid these hazards, a workplace must "maintain" order throughout a workday.

Demonstrate

- Demonstrate the benefits of good housekeeping practices- Effective housekeeping results in:
 - » Reduced handling to ease the flow of materials
 - » Fewer tripping and slipping accidents in clutter-free and spill-free work areas
 - » Decreased fire hazards
 - » Lower worker exposures to hazardous substances (e.g. dusts, vapours)
 - » Better control of tools and materials, including inventory and supplies
 - » More efficient equipment cleanup and maintenance
 - » Better hygienic conditions leading to improved health
 - » More effective use of space
 - » Reduced property damage by improving preventive maintenance
 - » Less janitorial work
 - » Improved morale
 - » Improved productivity (tools and materials will be easy to find)

Elaborate

- Explain the 5S concept to the participants. Tell them – '5S' is a system of steps and procedures that can be used by individuals and teams to arrange work areas in the best manner to optimize performance, comfort, safety, and cleanliness.
- Explain the 5s in detail with the help of table.

Japanese 'S'	Translation	English 'S'
Seiri	Organization	Sorting
Seiton	Neatness	Simplifying Access
Seiso	Cleaning	Sweeping
Seitetsu	Standardization	Standardization
Shitsuke	Discipline	Self-Discipline

Fig.5.1.1: 5S acronym of five Japanese words

Notes for facilitation

- Summarize the main points of the unit.
- Ask participants if they have any doubts. Encourage them to ask questions.
- Answer their queries satisfactorily.

Answers

Q.1. What is housekeeping. Explain the importance of housekeeping at work?

- Housekeeping refers to the activities carried out to keep the things in order at work place. It includes keeping area clean and tidy.
- The work area should be properly organized; there should not be any clutter at work place.
- Housekeeping must ensure that no rubber compound , rubber uncured or cured product is lying on the floor .
- All usable rubber material should be on pallet/table properly identified and covered at the end of the shift .
- Effective housekeeping can delete some workplace hazards and help get a job done properly and safely. Poor housekeeping can frequently contribute to accidents by hiding hazards that cause injuries.
- If the sight of clutter, debris, spills, and paper is accepted as normal, then other more serious safety and health hazards may be taken for granted.

Q.2. Describe the '5S' Concept:

- '5S' is a system of steps and procedures that can be utilized by individuals and teams to arrange work areas in the best possible manner to optimize performance, safety, comfort, and cleanliness.
- The 5S method starts each program of improvement. It is the tool for helping the analysis of processes running on the workplace. The 5S is the methodology of creation and maintaining well organized, clean, high effective and high quality workplace.
- Its result is the effective organization of the workplace, reduction of –waste in environment, elimination of losses connected with failures and breaks, improvement of the quality and safety of work.

Q.3. Describe the benefits of good housekeeping practices.

- Effective housekeeping results in:
- Reduced handling to ease the flow of materials
- Fewer tripping and slipping accidents in clutter-free and spill-free work areas
- Decreased fire hazards
- Lower worker exposures to hazardous substances (e.g. dusts, vapours)
- Better control of tools and materials, including inventory and supplies

Q.4. In 5S, Seiton means:

(a)

Scan this QR Code to watch the related videos or click on the given link



<https://www.youtube.com/watch?v=ARMD92aIRXc>

Concept of 5S

Unit 5.2: Pre-Housekeeping Activities

Unit Objectives

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

1. List the reasons and principles of doing cleaning.
2. Recognize the cleaning material and cleaning equipment used for workplace cleaning.
3. Inspect the area and equipment to be cleaned and select appropriate cleaning method.

Resources to be Used

- White board & markers
- Notes
- Laptop + Projector / Computer / Flip charts + Marker
- Participant Handbook
- Videos

Do

- Greet and welcome the participants to the next session of the program.
- Before starting the session ask them do they have any doubts pertaining to the previous unit.
- Acknowledge their responses and clear their doubts if any.
- Tell them they will learn about pre housekeeping activities in this unit.

Say

- Tell them about pre housekeeping activities include accessing area for housekeeping, selection of cleaning method and cleaning equipment and planning for housekeeping.
- Discuss the reasons for doing cleaning in detail with the participants.
- Explain the basic principles of cleaning that they need to follow in any type of cleaning that they need to perform irrespective of the surface or the soil as :
 - » All soil should be removed.
 - » Soil should be removed without harming the surface being cleaned or the surrounding surfaces.
 - » The surface should be restored to its original state after the cleaning process.
 - » The simplest method should be tried first using the mildest cleaning agent.

Elaborate

- Describe cleaning material and equipment to them with examples in detail as:
 - » Cleaning agents are substances, usually liquids, powders, sprays and granules that are used to remove dirt, including dust, stains, bad smells and clutter on surfaces.
 - » Acidic washing agents are mainly used for removal of inorganic deposits like scaling to unblock clogged pipes by dissolving greases, proteins and even carbohydrate-containing.
 - » Alkaline washing agents contain strong bases like sodium hydroxide and/or potassium hydroxide. The alkali also dissolves grease, oils, fats, and protein-based deposits.
 - » Neutral washing agents are pH-neutral and based on non-ionic surfactant that disperse different types of dirt.
 - » De-greaser Cleaning agents specially made for removal of grease are called de-greasers.
- Now explain other important equipment used for cleaning as :
 - » PPE to be used while cleaning
 - » Safety ladder to reach the heights for cleaning
 - » Containers for collection of waste
 - » Pallets and forklifts for material handling
- Tell them before performing cleaning activity it is very important to carry out inspection of the premises and select the materials for cleaning and equipment accordingly. Explain them the points to be inspected as:
 - » Area to be cleaned
 - » Number of machines housed
 - » Accessories around the machine
 - » Oil and grease leakage points
 - » Volume of waste material generated
 - » Obstructions for cleaning
 - » Location of chimneys and sky lights
 - » Height of the places to be cleaned

Do

- Ask participants if they have understood the concepts discussed with them.
- Ask them to come up with their doubts, if they have any pertaining to previous concepts.
- Clear their doubts and answer their queries satisfactorily.
- Revise the concepts if you feel it is necessary.

Say

- Tell them now they learn about planning housekeeping activity.
- Explain the importance of planning to them. A good housekeeping program plans and manages the orderly storage and movement of materials from point of entry to exit. It includes a material flow plan to ensure minimal handling. The plan also ensures that work areas are not used as storage areas by having workers move materials to and from work areas as needed.
- Also discuss with them that worker training is an essential part of any good housekeeping program. Workers need to know how to work safely with the products they use.

- They also need to know how to protect other workers such as by posting signs (e.g., "Wet - Slippery Floor") and reporting any unusual conditions.
- Illustrate that housekeeping order is "maintained" not "achieved." Cleaning and organization must be done regularly, not just at the end of the shift. Integrating housekeeping into jobs can help ensure this is done.

Elaborate



- Share with them that pre housekeeping activity checklist is an important tool to ensure that cleaning is happening as per schedule or not.
- Discuss the sample checklist mentioned in the participant manual with them in detail.

Items	Checks	Meets Standards as per
Aisles	Clean	
	Clear	
	Well-marked	
Exits and Entrances	Clear	
	Well-marked	
	Free of water and other obstructions	
Hand and Portable Tools	Properly stored when not in use	
	Fire Fighting Equipment	
	Clearly marked	
	Accessible	
Floors	Clean	
	Clear	
	In good condition	
	Well-drained	
Ladders	In good condition	
	Free of grease/oil	
	Secure when in use/not in use	
Lighting	Adequate	
	Clean	
Machines	Clean	
	Clear	
	In good condition	

Roadways, Parking Areas	In good repair	
	Well-marked	
	Free of water and other obstructions	
Signs, Tags	Adequate	
	Appropriate	
Stacking and Storage	Clean	
	Aisles clear	
	Stacks stable, secure	
Stairs	Well labeled	
	Area clean and clear	
	Non-slip tread	
	Clean	
Ventilation System	Clean	
	Clear	
	In good condition	
Waste Disposal	adequate number of bins	
	separate and approved containers for oily rags, flammable scrap, etc	

Fig.5.2.3: Sample checklist

Say

- Tell them about the signs of the poor housekeeping activity.
- Also discuss the impact of the same with the participants with relevant examples.
- Share some tips with them to improve housekeeping in their workplace. Tell them Good housekeeping requires effort and teamwork, but it's worth it.
- Also share some recommended housekeeping practices with the participants.

Notes for facilitation

- Summarise the main points of the unit.
- Ask participants if they have any doubts. Encourage them to ask questions.
- Answer their queries satisfactorily.

Team Activity-1

Objective: Identify the equipment used for workplace cleaning.

Activity	Time	Resources
Identify the equipment used for workplace cleaning.	4 Hours	White board & markers, facilitator notes, laptop/ slides + projector, videos, tyre fitting equipment, tyre fitting work place, rags, cleaning clothes, broom, mop, cleaning brush, cleaning solvents, disinfectants, floor cleaning machine.

Table 5.2.1

Procedure:

- Explain the use of different cleaning aids and equipment used for tyre fitting equipment and work place cleaning.
- Demonstrate the use of different cleaning aids and equipment.
- The participants need to identify the cleaning equipment and explain its use in the cleaning process.
- The facilitator will clarify doubts of the participants raised during the activity.

Activity Outcome:

- The participants will learn about the cleaning aids and equipment used for workplace cleaning.
- Participant will be keen to know more about cleaning equipment.

Answers

Q.1. Explain the reasons of cleaning at workplace.

Cleaning is carried out for the following reasons:

- Aesthetic appeal: The environment is made visually attractive and appealing.
- Hygiene: Effective and frequent cleaning controls the growth and reproduction of pathogenic bacteria and other germs.
- Maintenance: Surface and articles, however good in quality will have a long and functional life only when they are cleaned on regular basis.
- Safety: Cleaning is done for safety against health hazards, fire hazards and slip hazards.

Q.2. Explain the principles of cleaning at workplace.

These are the basic rules to follow in any kind of cleaning activity, whatever the nature of surface or the soil:

- All soil should be removed
- Soil should be removed without harming the surface being cleaned or the surrounding surfaces
- The surface should be restored to its original state after the cleaning process
- The simplest method should be tried first using the mildest cleaning agent

Unit 5.3: Housekeeping Activities

Unit Objectives

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

1. List the cleaning methods used for workplace cleaning.
2. Identify the elements of effective housekeeping program.
3. Report the difficulties in housekeeping.

Resources to be Used

- White board & markers
- Notes
- Laptop + Projector / Computer / Flip charts + Marker
- Participant Handbook
- Videos

Do

- Greet and welcome the participants to the next session of the program.
- Before starting the session ask them do they have any doubts pertaining to the previous unit.
- Acknowledge their responses and clear their doubts if any.
- Tell them they will learn about housekeeping activities in this unit.

Say

- Tell participants about different cleaning methods which includes:
 - » Manual sweeping and mopping
 - » Machine assisted sweeping and mopping
 - » Cleaning the carbon deposits on electrical points with a piece of cloth
 - » Mopping the area around the coolant water tank
 - » Removing the waste around the machine by sweeping and collecting in the container
 - » Cleaning the oil, grease and the other materials fallen around the machine with a cloth
 - » Cleaning the control and display part of the machine

Demonstrate

- Discuss with them the elements of effective housekeeping program and practically show all these process in detail to the participants.
- Tell them first thing in the list is dust and dirt removal. Vacuum cleaners are suitable for removing light dust and dirt. Special-purpose vacuums are useful for removing hazardous substances. Compressed air should not be used for removing dust, dirt or chips from equipment or work surfaces.
- Demonstrate this activity practically to them.
- Tell them second element of housekeeping activities is employee facilities. Employee facilities need to be adequate, clean and well maintained. Washroom facilities require cleaning once or more each shift. They also need to have a good supply of soap, towels plus disinfectants, if needed.
 - » If workers are using hazardous materials, employee facilities should provide special precautions such as showers, washing facilities and change rooms
 - » Smoking, eating or drinking in the work area should be prohibited where toxic materials are handled.
- Tell them now they learn about the cleaning of the surfaces. These include :
 - » Floor: Areas that cannot be cleaned continuously, such as entrance ways, should have anti-slip flooring.
 - » Walls: Light-coloured walls reflect light while dirty or dark-coloured walls absorb light. Contrasting colours warn of physical hazards and mark obstructions such as pillars
- Next element of housekeeping activity is maintaining light fixtures. Dirty light fixtures reduce essential light levels. Clean light fixtures can improve lighting efficiency significantly. Aisles and stairways are next in line elements of housekeeping activity. Aisles should be wide enough to accommodate people and vehicles comfortably and safely. Keeping aisles and stairways clear is important.
- Also share spill control methods with the participants. Tell them the best way to control spills is to stop them before they happen.
- Illustrate the importance of cleaning tools and equipment.
- Also share the significance of maintenance of building and equipment. Maintenance involves keeping buildings, equipment and machinery in safe, efficient working order and in good repair. This includes maintaining sanitary facilities and regularly painting and cleaning walls.
- Tell participants about waste disposal as a part of housekeeping activity. The regular collection, grading and sorting of scrap contribute to good housekeeping practices.
- Storage is an important activity of housekeeping. Good organization of stored materials is essential for overcoming material storage problems whether on a temporary or permanent basis.
- Share some tips with the participants about the storage of cleaning agents as:
 - » Ensure that the storage racks are sturdy. Heavier containers must be kept on the bottom shelf.
 - » Label all containers neatly with a waterproof marker.
 - » Ensure that the lids are tightly secured.
 - » When dispensing cleaning agents, use appropriate
 - » Avoid spillage; if a spill occurs, clean it up immediately.
 - » Follow a systematic procedure for rotating stocks.

Say 

- Tell participants it very important to deal with an accidental damage. In case of an accidental damage the following should be kept into consideration:
 - » It is necessary to ensure that no damage occurs to the equipment during housekeeping.
 - » Electrical supply to the machines should be total cut off whenever machine cleaning is involved.
 - » In case any damage occurs, it should be reported to the supervisor immediately. In case it is proved that it is absolutely due to the negligence of the housekeeper, appropriate action will be taken by the HR as per the estimate of damage from the supervisor and finance.
 - » In case it is proved that it is because of the defective equipment, action will be taken against the concerned and repairs will be carried out by the maintenance department to avoid reoccurrence.
 - » Facilities department and safety personnel in case of injury/accident will also study the reason for damage and implement changes in the cleaning procedure.
 - » The trainer will explain to you the SOP followed in your company

Notes for facilitation 

- Summarize the main points of the unit.
- Ask participants if they have any doubts. Encourage them to ask questions.
- Answer their queries satisfactorily.
- Ask them to answer the questions at the end of unit given in the participant’s participant.
- Ensure that every participant answer all questions.

Team Activity-1 

Objective: Demonstration the cleaning and housekeeping activities at the workplace.

Activity	Time	Resources
Demonstration the cleaning and housekeeping activities at the workplace.	4 Hours	White board & markers, facilitator notes, laptop/ slides + projector, videos, tyre fitting equipment, tyre fitting work place, rags, cleaning clothes, broom, mop, cleaning brush, cleaning solvents, disinfectants, floor cleaning machine.

Table 5.3.1

Procedure:

- Explain the purpose of workplace cleaning and use of different cleaning aids.
- Demonstrate the process of workplace cleaning using cleaning aids, such as: broom, cleaning brush, cleaning solvents, mops, etc.
- The participants needs to practice the process and then need to demonstrate the workplace cleaning.
- The facilitator should guide them during the process.

Activity Outcome:

- The participants will learn the workplace cleaning.
- Participant will be keen to know more about cleaning process.

Answers

Q.1. What are the cleaning methods?

The cleaning methods are the following

- Manual sweeping and mopping
- Machine assisted sweeping and mopping
- Cleaning the carbon deposits on electrical points with a piece of cloth
- Mopping the area around the coolant water tank
- Removing the waste around the machine by sweeping and collecting in the container

Q.2. Explain the elements of an effective housekeeping program.

- Dust and Dirt Removal
- Employee Facilities
- Surfaces
- Maintain Light Fixtures
- Tools and Equipment
- Waste Disposal

Q.3. How will you dispose the waste while cleaning the workplace?

- The regular collection, grading and sorting of scrap contribute to good housekeeping practices. It also makes it possible to separate materials that can be recycled from those going to waste disposal facilities.
- Allowing material to build up on the floor wastes time and energy since additional time is required for cleaning it up. Placing scrap containers near where the waste is produced encourages orderly waste disposal and makes collection easier. All waste receptacles should be clearly labeled (e.g., recyclable glass, plastic, scrap metal, etc.).

Q.4. How will you deal with accidental damage?

It is necessary to ensure that no damage occurs to the equipment during housekeeping.

- Electrical supply to the machines should be total cut off whenever machine cleaning is involved.
- In case any damage occurs, it should be reported to the supervisor immediately. In case it is proved that it is absolutely due to the negligence of the housekeeper, appropriate action will be taken by the HR as per the estimate of damage from the supervisor and finance.
- In case it is proved that it is because of the defective equipment, action will be taken against the concerned and repairs will be carried out by the maintenance department to avoid reoccurrence.
- Facilities department and safety personnel in case of injury/accident will also study the reason for damage and implement changes in the cleaning procedure.
- The trainer will explain to you the SOP followed in your company

Unit 5.4: Post Housekeeping Activities

Unit Objectives

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

1. Perform post housekeeping activities.
2. Illustrate the after use care and maintenance of the cleaning equipment.
3. Illustrate the process of tyre recycling and rubber waste disposal.

Resources to be Used

- White board & markers
- Notes
- Laptop + Projector / Computer / Flip charts + Marker
- Participant Handbook
- Videos

Do

- Greet and welcome the participants to the next session of the program.
- Before starting the session ask them do they have any doubts pertaining to the previous unit.
- Acknowledge their responses and clear their doubts if any.
- Tell them they will learn about post housekeeping activities in this unit.

Say

- Tell them about post housekeeping activities include post housekeeping inspection.

Elaborate

- Discuss with the participants the important points to consider while performing post housekeeping inspection:
 - » The floor is dry
 - » Areas surrounding the compression moulding machine are free from waste
 - » No oil stains and grease stains on the floor
 - » Display and controls on the compression moulding machine are free from dust and muck.
 - » Check whether the cleaning equipment is clean and all the cleaning materials and tools are returned to their proper places.
 - » All usable compound for moulding is well covered, placed on pallet/skid/table and in ready to use condition.

Say



- Explain to them that equipment and supplies maintenance is an important part of the post housekeeping activities. Replenishment of the consumables used for cleaning is very critical. In case of breakdown it is necessary to inform the breakdown of the equipment to the maintenance department regularly.

Elaborate



- Share equipment care tips with the participants as follows:
 - » All staff should know the correct methods of careful cleaning and storage.
 - » The correct equipment should be selected for each task and used correctly.
 - » All equipments should be cleaned after use.
 - » Manufacturer's instructions for operation and maintenance should be followed.
 - » Equipment should be stored correctly.
 - » All equipments must be inspected before and after use and all defects should be reported.
 - » Follow equipment manual /sop on machine cleaning to protect from dust/carbon particles.

Say



- Now tell participants about the safety measures to taken post housekeeping activity regarding electrical appliances, wiring and fittings.
- Share some tips with the participants regarding post housekeeping activities which will make the work of compression tyre fitter more effective.

Notes for facilitation



- Summarize the main points of the unit.
- Ask participants if they have any doubts. Encourage them to ask questions.
- Answer their queries satisfactorily.
- Ask them to answer the questions at the end of unit given in the participant's manual.
- Ensure that every participant answer all questions.

Team Activity-1

Objective: Demonstration the after use care and maintenance of the cleaning equipment.

Activity	Time	Resources
Demonstration the after use care and maintenance of the cleaning equipment.	4 Hours	White board & markers, facilitator notes, laptop/ slides + projector, videos, rags, cleaning clothes, broom, mop, cleaning brush, cleaning solvents, disinfectants, floor cleaning machine.

Table 5.4.1

Procedure:

- Explain to the participants the importance of after use care and maintenance of the cleaning equipment.
- Demonstrate the process of after use care and maintenance of the cleaning equipment.
- The participants need to practice the after use care of the cleaning equipment to prolong their life.
- The facilitator will clarify doubts of the participants raised during the activity.

Activity Outcome:

- The participants will learn how to maintain the cleaning equipment.
- Participant will be keen to know more about cleaning process.

Field Visit

- Take Students for a field visit to the tyre waste dumping yard and tyre recycling unit.

Team Activity

Check List to for Field visit

Activities to be done, one day before the field visit

1. Get confirmation from the management of the organisation to which team is going to visit.
2. Take contact details of the person to be met of the organisation to be visited.
3. Create check list for participants for the things to be observed during visit.
4. Arrange transport for traveling to the place to be visited.
5. Instructions for all participant about field visit, such as:
 - Organisation to be visited during the field visit.
 - Objectives of the field visit.
 - Do's and don'ts during the field visit.
 - Time to report at the meeting place.
 - Things to carry for the field visit.
 - Duration of the field visit.
6. Any other specific arrangement to be made for the field visit.

Activities to be done on the day of the field visit

1. Ensure all participants are gathered before moving for the field visit.
2. Repeat information given to all the participants the previous day, for clarity.
3. Inform your expected time of arrival to the organisation to be visited.
4. Ensure to arrive on time to the place to be visited.
5. Ensure all the objectives planned out for the field visit, are met.
6. Encourage participants to ask questions during the field visit for their better understanding.
7. Answer satisfactorily for all the queries raised by the participants during the field visit.

Activities to be done on the next day of the field visit

1. Ask participants for their experience of field visit and their learning.
2. Answer satisfactorily for any queries raised by the participants during the discussion.

Answers

Q.1. Explain different methods of cleaning:

General methods of cleaning are following:

- Manual sweeping and mopping
- Machine assisted sweeping and mopping
- Cleaning the carbon deposits on electrical points with a piece of cloth
- Mopping the area around the coolant water tank
- Removing the waste around the machine by sweeping and collecting in the container

Q.2. List cleaning materials & equipment used for cleaning:

- Broom
- Mop
- Cleaning brush
- Vacuum cleaner
- Floor cleaning machine

Q.3. What are the elements of effective housekeeping program?

- Dust and Dirt Removal
- Employee Facilities
- Surfaces
- Maintain Light Fixtures
- Tools and Equipment
- Waste Disposal

Q.4. "Housekeeping order is maintained, not achieved", Discuss.

Housekeeping is daily work, if we don't maintain even for one day, then things will not be at their designated place and place would be in a mess. Hence, 5S can not be achieved but has to be maintained.

Q.5. With the help of an example, describe the concept of 5S.

If we have to maintain 5S at a tyre fitting shop, then all the unwanted material should be disposed off. All tools and equipment should have their designated place. All tools and equipment should be at their respective places. All the equipment, tools and place should be in neat and clean condition.

Notes



A large rectangular area with a thin orange border, containing 25 horizontal lines for writing notes.



Skill India
कौशल भारत - कुशल भारत



सत्यमेव जयते
GOVERNMENT OF INDIA
MINISTRY OF SKILL DEVELOPMENT
& ENTREPRENEURSHIP



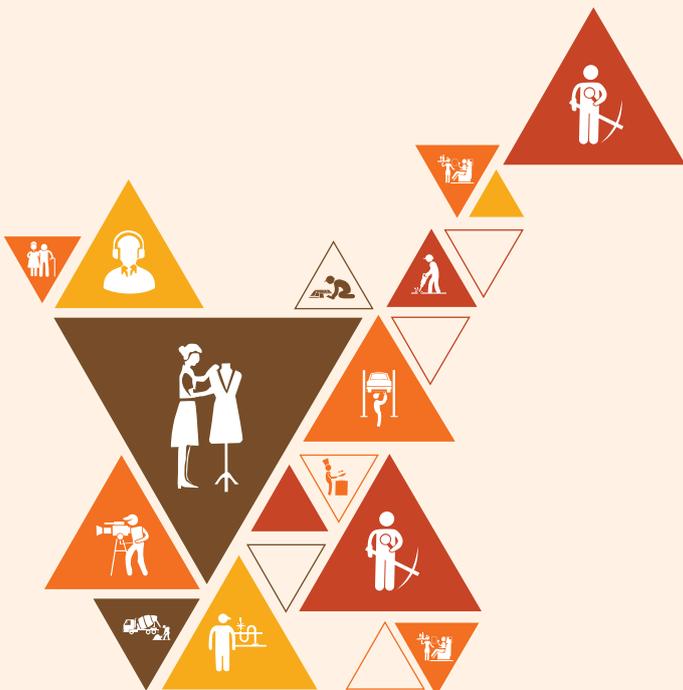
N · S · D · C
National
Skill Development
Corporation

Transforming the skill landscape



6. Carry out Reporting and Documentation

Unit 6.1 – Reporting and Documentation



Key Learning Outcomes

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

1. Report data, problems, incidents to the supervisor in specified formats.
2. Outline the importance of documentation and reporting.
3. List the ways of reporting operation's performance.
4. Demonstrate report filling and presenting to the seniors.

UNIT 6.1: Reporting and Documentation

Unit Objectives

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

1. Report data, problems, incidents to the supervisor in specified formats.
2. Outline the importance of documentation and reporting.
3. List the ways of reporting operation's performance.
4. Demonstrate report filling and presenting to the seniors.

Resources to be Used

- White board & markers
- Notes
- Laptop + Projector
- Computer / Flip charts + Marker
- Participant Handbook
- Videos

Do

- Greet and welcome the participants to the next session of the program.
- Before starting the session ask them do they have any doubts pertaining to the previous unit.
- Acknowledge their responses and clear their doubts if any.
- Tell them they will learn about reporting and documentation in this unit.

Say

- Tell them - Timely reporting is extremely important to keep a track of production and other activities carried out at the different stages of production. It ensures the desired rate of production and initiation of the corrective actions at the earliest. Urgent reports are to be first conveyed orally to the immediate supervisor/ the person to whom who is identified for reporting.

Elaborate

- Discuss a daily production plan in detail with the participants. Tell them if there are any concerns these should be immediately reported to the supervisor.

Production Plan for the day			
Product Code/Part NO		Batch Code	No. of Components
xxxx-100		MI-001	
S.No	Type of Compound	Code	Die Code
1	Butyl Rubber	IIR	XXX
2			
3			
Product Code/Part NO		Batch Code	No. of Components
xxxx-101		MI-002	
S.No	Type of Compound	Code	Die Code
1	Chloroprene Rubber	CR	XXX
2			
3			

Fig.6.1.1: Production Plan for the day

Demonstrate

- Tell participants there are defined formats for reports and documentation which they need to use while preparing a report. Share the formats mentioned in the participant's manual and discuss these in detail with the class as:
 - » Production status format
 - » Maintenance request form
 - » Daily production report
 - » Incident report
 - » Request for information format
- Also share these formats with all the participants and make sure every participant should fill these formats completely.
- Check and see if they require any assistance in completing these. If required revise the main points of the concept shared with them.

Say

- Tell participants about the importance of record keeping.
- Explain - all the documents similar to the above are to be filed immediately in the file or stored in the PC. All the documents similar to the above are to be filed immediately in the file or stored in the PC. The files can be maintained separately for the following:
 - » Production
 - » Safety
 - » Maintenance
 - » Quality
 - » House Keeping
 - » Administration

Elaborate

- Tell participants that records are extremely important for the profitability and reputation of the company. Some other reasons for the significance are mentioned under:
 - » For procurement of quality materials by avoiding the sources which supplied the low quality ingredients.
 - » For rectification of the machines and accessories which when are in operation, the defects have occurred.
 - » For retraining the operators who were operating the machine when the defects occurred.
 - » To change the SOP to avoid re-occurrence of the same defects.
 - » Strategies the sales of the final product based on the pace of production.
 - » To plan for adaptation of new processes and plan the equipment.

Say

- Share some tips for the effective reporting and documentation.

Notes for facilitation

- Summarize the main points of the unit.
- Ask participants if they have any doubts. Encourage them to ask questions.
- Answer their queries satisfactorily.
- Ask them to answer the questions at the end of unit given in the participant's manual.
- Ensure that every participant answer all questions.

Activity-1

Objective: Filling and presenting reporting formats.

Activity	Time	Resources
Filling and presenting reporting formats	4 Hours	White board & markers, facilitator notes, laptop/ slides + projector, videos, tyre fitment data, report formats.

Table 6.1.1

Procedure:

- Explain the importance of reporting in any industry.
- Describe to the participants the information to fill in the production and other reports used in the tyre fitting industry.
- Demonstrate to the participants how to fill a production and other reports for tyre fitment.
- The participants need to fill in the different reports format used in tyre fitment with required information.
- The facilitator will clarify doubts of the participants raised during the activity.

Activity Outcome:

- The participants will learn the how to fill a report with required set of data.
- Participant will be keen to know more about reporting.

Answers

Q.1. Explain the importance of timely reporting:

- Timely reporting is extremely important to keep a track of production and other activities carried out at the different stages of production.
- It ensures the desired rate of production and initiation of the corrective actions at the earliest.
- Urgent reports are to be first conveyed orally to the immediate supervisor/the person to whom who is identified for reporting. The daily production plan should be studied in detail and any concerns should be immediately shared with the supervisor.

Q.2. Mention three important entries in production plan for the day.

1. Product Code/Part NO
2. Batch Code
3. No. of Components

Q.3. Information on production can be shared with anybody without the permission of supervisor

False

Q.4. If the supervisor does not act on the problem identified by you, you should not take it up with the next level

False

Q.5. Reports should be prepared primarily in writing (hard copy/electronically) but urgent reports can be communicated orally.

False

Notes



A large rectangular area with a thin orange border, containing 25 horizontal lines for writing notes.

Key Learning Outcomes

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

1. Recognize the equipment used for measurement and inspection in tyre fitting, servicing and maintenance industry.
2. List the methods of reporting quality data.
3. Determines the appropriate method to check tyre quality status.
4. Demonstrate quality inspection report making.

Unit 7.1: To Carry out Quality Check

Unit Objectives

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

1. Recognize the equipment used for measurement and inspection in tyre fitting, servicing and maintenance industry.
2. List the methods of reporting quality data.
3. Determines the appropriate method to check tyre quality status.

Resources to be Used

- White board & markers
- Notes
- Laptop + Projector / Computer / Flip charts + Marker
- Participant Handbook
- Videos

Do

- Greet and welcome the participants to the next session of the program.
- Before starting the session ask them do they have any doubts pertaining to the previous unit.
- Acknowledge their responses and clear their doubts if any.
- Tell them they will learn to carry out quality checks in this unit.

Say

- Tell them quality checks are performed in a setup through inspections. The instruments used to perform inspection are: Vernier calliper, micrometer, plug gauge, profile projector, magnification glass etc.
- Besides instrumental checkups inspection can also performed by non instrument checks as running finger to check for defect check.
- Discuss the significance of quality control procedures with the participants.
- Also tell them in case of non conformance to quality standards can result in product failure, product recall and even loss of market share.
- In case of non conformities a detailed analysis is made. On the basis of root causes or "5WHY" analysis, the action needed to prevent the recurrence of non-conformities should be arrived at. Corrective action should be reviewed periodically (monthly/quarterly) to be sure about the effectiveness of the corrective action.

Demonstrate



- Discuss the reporting of the quality inspection. Quality inspection data should be discussed with the section supervisor and QC in charge as soon as possible so that appropriate actions only are initiated within reasonable time limits. All action taken should be recorded for follow up later on.
- Discuss the quality reporting formats with the participants in detail as: final inspection report, dimension report format.

Say



- Share tips with the participant how to ensure effective quality check on moulded part.

Notes for facilitation



- Summarize the main points of the unit.
- Ask participants if they have any doubts. Encourage them to ask questions.
- Answer their queries satisfactorily.
- Ask them to answer the questions at the end of unit given in the participant's manual.
- Ensure that every participant answer all questions.

Team Activity



Objective: Demonstrate quality inspection report making.

Activity	Time	Resources
Demonstrate quality inspection report making	4 Hours	White board & markers, facilitator notes, laptop/ slides + projector, videos, tyre inspection data, inspection report formats.

Table 7.1.1

Procedure:

- Explain the importance of reporting quality data in a tyre fitment section.
- Demonstrate the process preparing a quality inspection report of tyre fitment.
- The participants needs to practice the tyre inspection report making.
- The facilitator should guide them during the process.

Activity Outcome:

- The participants will learn to prepare tyre inspection report.
- Participant will be keen to know more about tyre inspection reporting.

Answers

Q.1. Mention five important instruments for checking moulded parts:

The general instruments, which are used for the inspection of moulded products, are as follows:

- Vernier caliper,
- Micrometer
- Plug gauge
- Profile projector
- Magnification glass, etc.

Q.2. What is sampling plan and which quality document contains the sampling plan:

A sampling plan is the plan for selecting samples for testing and inspection from the produced lot.

The sampling plan is mentioned in the quality standard of the company.

Q.3. What are the implications of producing defective products?

If defective products/materials are supplied to the customer, customer confidence will be shaken and there is a potential to lose existing customer. Internal customer may decide to introduce more frequent check on internally supplied product resulting in increasing cost to the company. For a manufacturing firm, production of defective products affects:

- Cost of production
- Time management
- Profitability
- Goodwill of the firm

Q.4. Why the measuring instrument should be calibrated?

All the inspection instruments are used for measurement and inspection of the produced parts. The measured value is always remain a suspect, if the measuring instrument is not calibrated. The calibration is proof that the instrument is measuring correctly.

Q.5. Mention five entries in a final inspection report:

The five entries in the final inspection report could be:

- Length
- Width
- Height
- Weight
- Appearance

Key Learning Outcomes

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

1. List the common problems occur during tyre fitting, servicing and maintenance.
2. State the actions to be taken for resolving problems faced at the workplace.
3. Illustrate the escalation matrix for escalating the non-resolved issue.
4. Explain the escalation to the supervisor for the non-resolved issues.

Unit 8.1: Problem Identification, Necessary Action and Escalation

Unit Objectives

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

1. List the common problems occur during tyre fitting, servicing and maintenance.
2. State the actions to be taken for resolving problems faced at the workplace.
3. Illustrate the escalation matrix for escalating the non-resolved issue.

Resources to be Used

- White board & markers
- Notes
- Laptop + Projector / Computer / Flip charts + Marker
- Participant Handbook
- Videos

Do

- Greet and welcome the participants to the next session of the program.
- Before starting the session ask them do they have any doubts pertaining to the previous unit.
- Acknowledge their responses and clear their doubts if any.
- Tell them they will learn about problem identification, necessary action and escalation in this unit.

Say

- Tell them - The operator is the center of all the activities during tyre fitting and assembly. As such proactive behavior from the operator to identify the problems related to the materials, products, and the equipment, is going to benefit the company.

Elaborate

- The operator should look out for the following with reference to materials:
 - » Signs of contamination
 - » Condition of the containers in which the materials are supplied for loading
 - » Condition of weighing machines in the weighing room
 - » Condition of storing arrangement for the materials in stores
 - » Condition of materials on receipt
 - » Proof for random checking of the raw materials

- » Change of suppliers
- » Moisture condensing on the raw materials
- » Whether the reports indicate that the specifications are met at the maximum and minimum limits
- » Shelf life of the raw materials
- » Good housekeeping of the materials around the machine and in the storage areas
- Explain that- Problems related to raw materials, products and equipment need continuous identification and solution for profitable operation of the compression moulding machine with minimum rejections and rework.

Say

- Tell them once problem is identified the next step is to find solution to the existing problem.

Elaborate

- Describe the actions to be taken for common problem during moulding areas under:
 - » Blistering/ heavy section: Whenever you encounter a blistering/ heavy section ensure that you increase the cure, and slow close.
 - » Porosity: When you notice porosity immediately increase the pressure, reduce the temperature and increase stop duration.
 - » Mould sticking: When you come across mould sticking, it is very crucial to raise the mould temperature and increase stop duration.
 - » War page: Upon noticing war page: necessary action to be taken right away is to ensure that uniform mould temperature is maintained.
 - » Burned marks: To overcome burned marks, reduce the stop and the mould temperature.
 - » Dull surface: Dull surfaces can be taken care of by adjusting the mould temperature and extending stop.
 - » Heavy flash: When heavy flash is noticed: immediately check the material flow.
 - » Dimpled surface: Necessary action to be taken to overcome dimpled surfaces include: slower closing, lowering temperature and increasing the charge.
 - » Pitted surface: Problems with pitted surfaces can be solved by simply using stiffer material and increasing the stop duration.
 - » Contamination: Contamination is the most common problem encountered
- Explain that at his level operator may consider applicable corrections and formulate corrective action with respect to the identified problem during the compression moulding. It is important to consider following for corrective action:
 - » Report/documentation problem and corrective action in an appropriate manner
 - » Monitor corrective action
 - » Evaluate implementation of corrective action taken to determine if the problem has been resolved

Say

- Tell participants it is very important to inform your superior authority, Quality personnel and production personnel as soon as the problem is identified.
- Share some tips with the participants regarding problem identification, necessary action and escalation.

Notes for facilitation

- Summarize the main points of the unit.
- Ask participants if they have any doubts. Encourage them to ask questions.
- Answer their queries satisfactorily.
- Ask them to answer the questions at the end of unit given in the participant's manual.
- Ensure that every participant answer all questions.

Team Activity

Objective: Role Play –Reporting a problem to supervisor.

Activity	Time	Resources
Demonstrate quality inspection report making	4 Hours	White board & markers, facilitator notes, laptop/ slides + projector, videos, details of tyre fitment related problems.

Table 8.1.1

Procedure:

- Explain the importance of timely reporting and escalation to mitigate the risk of loss to organisation.
- Demonstrate the process of reporting and escalation for different problem which may occur in a tyre fitment organisation.
- The participants needs to make 2 teams of supervisors and tyre fitters to conduct the role play.
- The participants acting as tyre fitter will report the problem to the acting supervisors in the prescribed way.
- The facilitator should guide them during the role play.

Activity Outcome:

- The participants will learn the ideal way reporting and escalation.
- Participant will be keen to know more about reporting.

Notes



A large rectangular area with a thin orange border, containing 25 horizontal lines for writing notes.

Key Learning Outcomes

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

1. Perform first aid as per the reported injury.
2. Explain CPR on a person.
3. Identify different methods of first aid.

Unit 9.1: First Aid and CPR

Unit Objectives

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

1. Perform first aid as per the reported injury.
2. Explain CPR on a person.
3. Identify different methods of first aid.

Resources to be Used

- White board & markers
- Notes
- Laptop + Projector / Computer / Flip charts + Marker
- Participant Handbook
- Videos

Notes for facilitation

- You could ask the students about the expectations from the course.
- Invite students to participate. List the expectations on the whiteboard.
- Give the students a brief overview of what all will be covered in the program.

Say

- First aid is the assistance given to any person suffering a sudden illness or injury, with care provided to preserve life, prevent the condition from worsening, and/or promote recovery. First aid is generally performed by the layperson, with many people trained in providing basic levels of first aid, and others willing to do so from acquired knowledge.
- We will learn how to perform CPR and give First Aid Help.

Do

- Explain the importance of being aware of CPR and other First Aid methods.

Demonstrate

- Show them the CPR process on a dummy
- Show them the contents of a First Aid Box

Team Activity-1

Objective: Demonstrate CPR on a dummy.

Activity	Time	Resources
Demonstrate CPR on a dummy.	6 Hours	White board & markers, facilitator notes, laptop/ slides + projector, videos, dummy for CPR.

Table 9.1.1

Procedure:

- Explain the importance of CPR in case of a cardiac arrest to a person.
- Demonstrate the process of providing CPR.
- The participants needs to practice the CPR on a dummy.
- The facilitator should guide them during the process.

Activity Outcome:

- The participants will learn how to carry out the CPR.
- Participant will be keen to know more about the first aid practices.

Scan this QR Code to watch the related videos or click on the given link



<https://www.youtube.com/watch?v=GjSoxJF3RD4>
Use of Fire Extinguishers and their applications



<https://www.youtube.com/watch?v=dBf6BTX1bmM&list=RDLV4bkr5lpKGUM&index=3>
Workplace Safety



<https://www.youtube.com/watch?v=PiiVN4UBBdl>
Use of PPE in the Workplace



<https://www.youtube.com/watch?v=6E946qsLZOY>
Use of MSDS

Notes



A large rectangular area with a thin orange border, containing 25 horizontal lines for writing notes.



Skill India
कौशल भारत - कुशल भारत



सत्यमेव जयते
GOVERNMENT OF INDIA
MINISTRY OF SKILL DEVELOPMENT
& ENTREPRENEURSHIP



N · S · D · C
National
Skill Development
Corporation

Transforming the skill landscape



10. Employability & Entrepreneurship Skills

Unit 10.1 – Personal Strengths & Value Systems

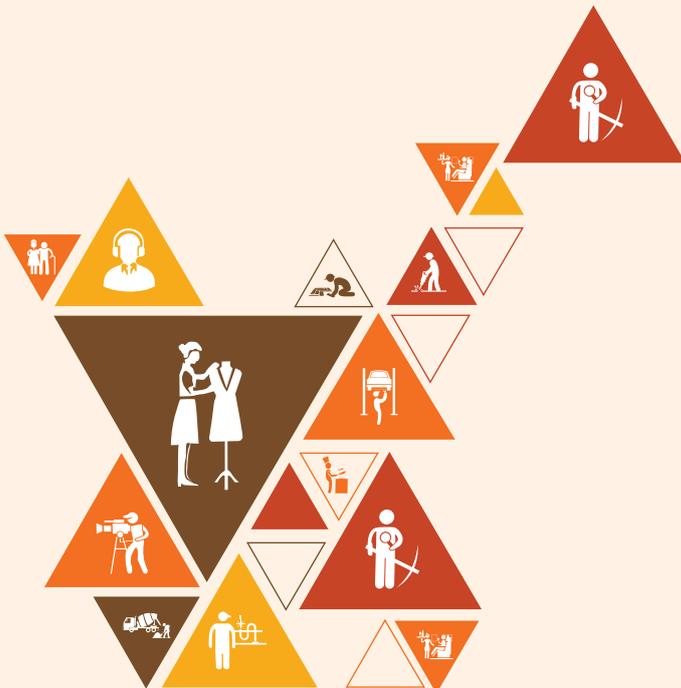
Unit 10.2 – Digital Literacy: A Recap

Unit 10.3 – Money Matters

Unit 10.4 – Preparing for Employment & Self Employment

Unit 10.5 – Understanding Entrepreneurship

Unit 10.6 – Preparing to be an Entrepreneur



Key Learning Outcomes

After the completion of this module, the participant 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. Understand 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. Understand 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 how to maintain a positive attitude
15. Discuss the role of attitude in self-analysis
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. Discuss the different types of e-commerce
39. List the benefits of e-commerce for retailers and customers
40. Discuss how the Digital India campaign will help boost e-commerce in India
41. Explain 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 transfers
52. Discuss the steps 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. Discuss 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. Understand 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 government's role in the entrepreneurship ecosystem
82. Discuss the current entrepreneurship ecosystem in India
83. Understand the purpose of the Make in India campaign
84. Discuss the relationship between entrepreneurship and risk appetite
85. Discuss the relationship between entrepreneurship and resilience
86. Describe the characteristics of a resilient entrepreneur
87. Discuss how to deal with failure
88. Discuss how market research is carried out
89. Describe the 4 Ps of marketing
90. Discuss the importance of idea generation
91. Recall basic business terminology
92. Discuss the need for CRM
93. Discuss the benefits of CRM
94. Discuss the need for networking
95. Discuss the benefits of networking
96. Understand the importance of setting goals
97. Differentiate between short-term, medium-term and long-term goals
98. Discuss how to write a business plan
99. Explain the financial planning process
100. Discuss ways to manage your risk
101. Describe the procedure and formalities for applying for bank finance
102. Discuss how to manage your own enterprise
103. List important questions that every entrepreneur should ask before starting an enterprise

UNIT 10.1: Personal Strengths & Value Systems

Unit Objectives



After the completion of this unit, the participant 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

10.1.1: 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 common health issues like common cold, allergies etc. Refer to the Participant Handbook.
- Let us do a small activity. I will need some volunteers.

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.

Summarize

- Through this activity we got some tips on how can we prevent these common health issues.

Say

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

Activity

- Health Standard Checklist from the Participant Handbook.

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.

Summarize 

- 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?

Summarize

- 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.

Summarize

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

10.1.2: Safety

Resources to be Used

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

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?

Table 10.1.1 Safety Hazards

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?

Summarize

- 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.

10.1.3: 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.

Summarize 

- Close the discussion by summarizing how self-analysis, knowledge about what motivates you and your positive attitude can help in your business as well in life.

10.1.4: 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.

Team Activity

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?

Scenario 2

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 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

- 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.
- Once the presentation is over, the class can ask their questions.

10.1.5: Creativity and Innovation

Resources to be Used

- Participant Handbook
- Chart papers
- Marker pens

Ask

- You must be aware of the term 'Rags to riches' and heard stories related to the term.
- What do these stories tell us?
- What was so special about these people?

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.

Spring'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-young-indians/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 Sebasthiyar 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-young-indians/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-young-indians/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 

- This is a group activity.

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

Activity De-brief

- 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.

10.1.6: 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

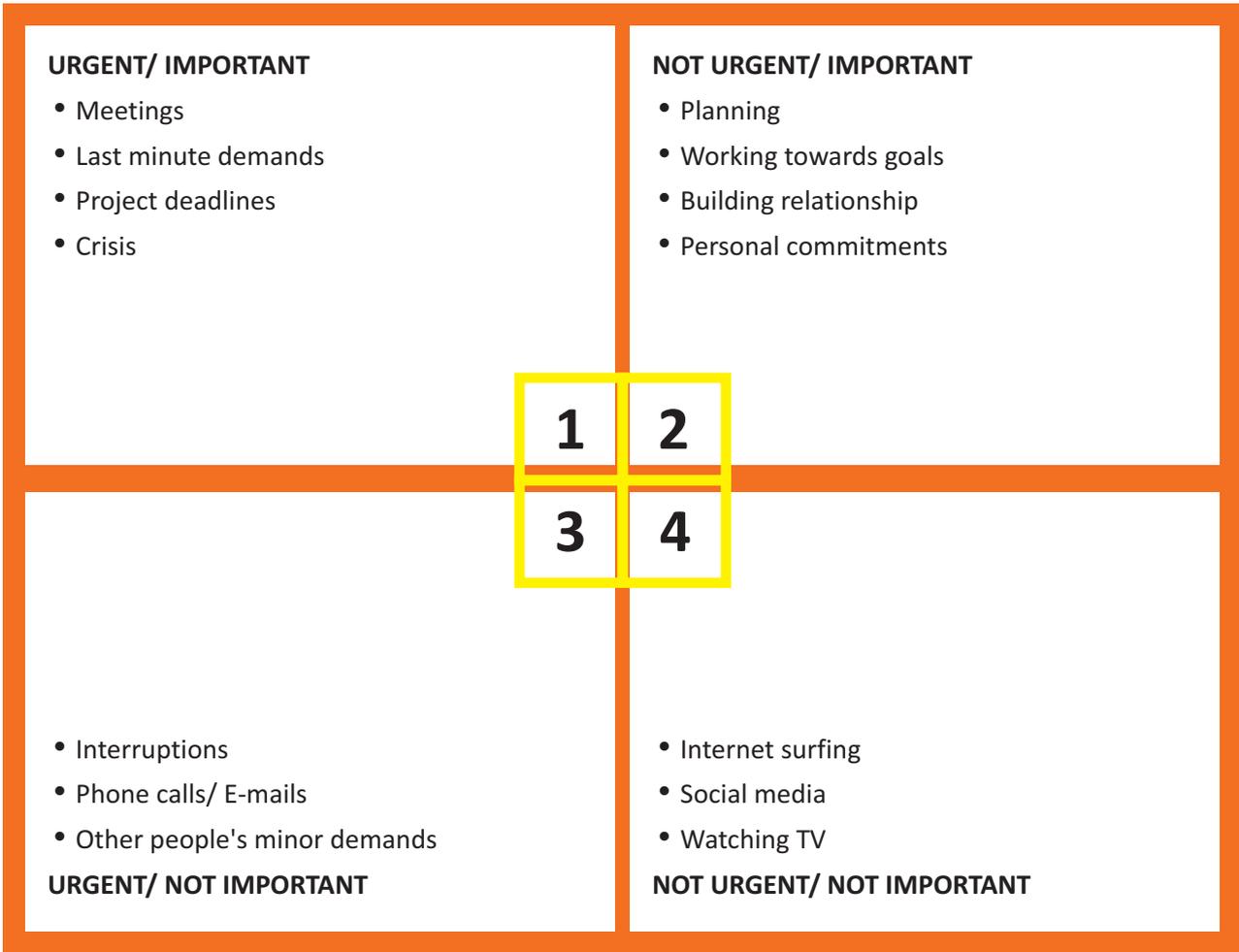
- This is where you want to spend most of your time.
- This category allows you to work on something important and have the time to do it properly.
- This will help you produce high quality work in an efficient manner.
- The tasks in this category are probably the most neglected ones, but also the most 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.	
13.	
14.	
15.	

Table 10.1.2 TO-DO list format

URGENT-IMPORTANT GRID



URGENT/ IMPORTANT GRID format

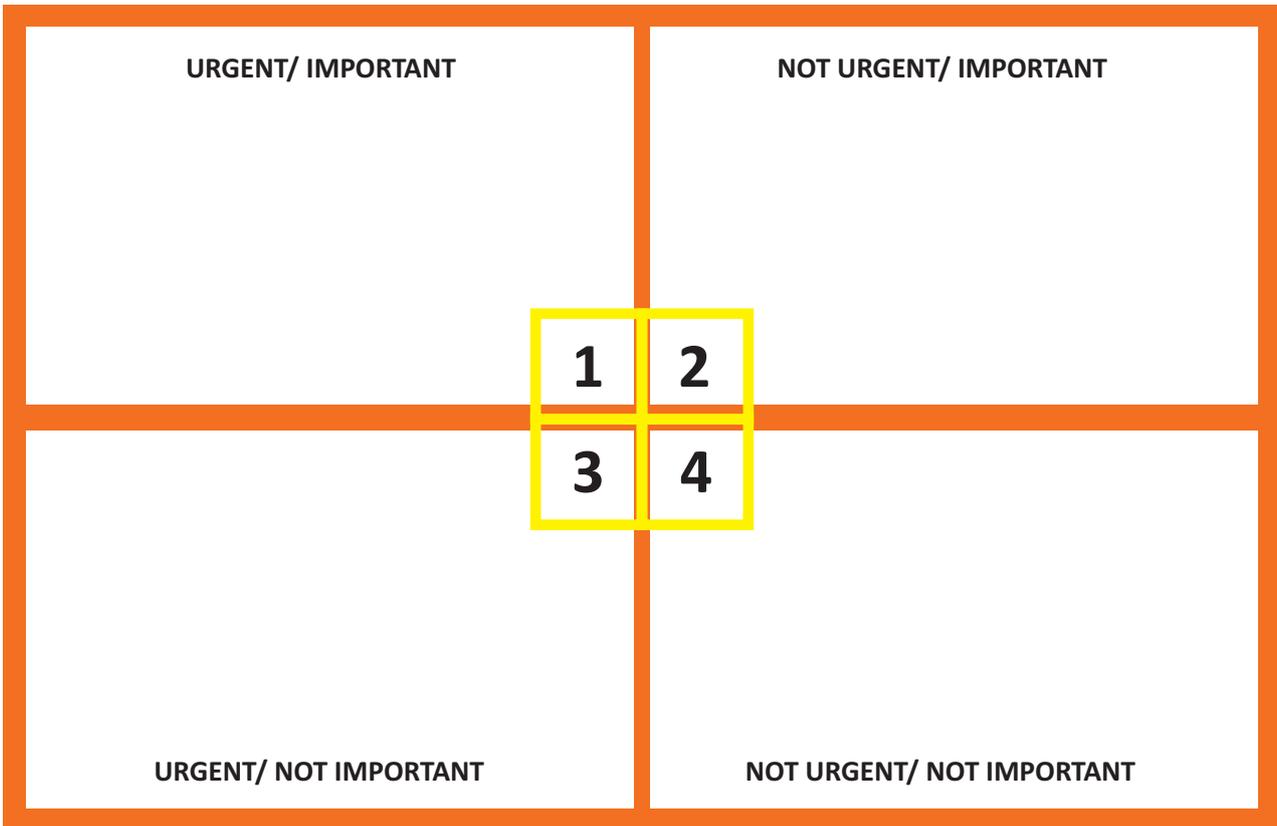


Fig 10.1.1. Time Management

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.

Summarize

- 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 your life? Then, put those in your jar first

Notes



10.1.7: 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).

Do

- Give the class the anger triggers (the cause) as listed in the activity.
- Put down the activity format (Anger Triggers, Result of your Anger, Anger Management Techniques) on the board and instruct the class to write the answers under different categories.
- Give the class 3-5 minutes to think and note down their answers.
- At the end of 5 minutes, ask the participants who wish to volunteer and present their answers.

Activity

Trigger points and Anger Management Techniques Activity

Anger Triggers

List of triggers that make you angry:	Table 10.1.2
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?

Summarize

- 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.

10.1.8: 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 to discuss and assign roles to the group members for the presentation.

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."

His 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.

UNIT 10.2: Digital Literacy: A Recap

Unit Objectives

After the completion of this unit, the participant 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

10.2.1: 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.

Summarize

- 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

- Conduct a practical session.
- Ask the participants to assemble in the computer lab.
- Give some hands on practice exercises.

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.

10.2.2: 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..

10.2.3: 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.

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 e-commerce 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.

Summarize

- 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 10.3: Money Matters

Unit Objectives

After the completion of this unit, the participant 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

10.3.1: Personal Finance – Why to Save?

Resources to be Used

- Participant Handbook

Ask

- 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?

Example

- 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?

10.3.2: 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?

Example

- Let's look at the given example:

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

- 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.

Activity De-brief

- Ask each group to present 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.

Summarize

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.

Photograph	XXX Bank			
<u>SAVING BANK ACCOUNT OPENING FORM</u>				
Account No.: _____	Date: _____			
Name of the Branch				
Village/Town				
Sub District / Block Name				
District				
State				
SSA Code / Ward No.				
Village Code / Town Code	Name of Village / Town			
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 A/c. 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				

Table 10.3.1. Sample Bank Account Opening form

10.3.3: 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.

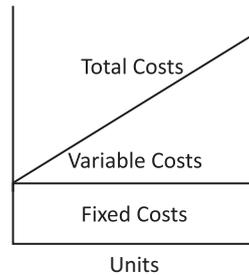


Fig 10.3.1. Graphical illustration of fixed vs. variable costs

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

Team Activity

Fixed vs. Variable Costs

- This is a group activity.
- 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.

10.3.4: 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?

Example



- 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.
- 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.

Summarize

- 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

10.3.5: 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. the computer system.
- 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.

UNIT 10.4: Preparing for Employment & Self Employment

Unit Objectives

After the completion of this unit, the participant 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

10.4.1: 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:
 - Any work experience that you might have
 - A brief summary of your educational qualifications
 - Your strengths and achievements
 - Any special projects that you might have been part of
- The following topics should be avoided during an introduction:
 - Detailed description of your family (unless you are specifically asked to do so)
 - Too much information about your weaknesses
 - 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 2

- Planning the right attire

Do

- Describe 2 individuals to the participants. One is wearing a casual t-shirt, jeans, and slippers. He has not combed his hair and neither has he trimmed or shaved his beard. The other individual is dressed formally with a shirt and pant, and is well-groomed. He has also worn formal shoes and a belt. Ask the participants which person would they prefer to hire in their organization and why?

Summarize

- 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:
 - Tell the participants to create a positive and good impression in an interview. It is important for them to prepare for an interview beforehand.
 - 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.
 - 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.
 - The participants will get only one chance to create a good first impression.

10.4.2: Preparing an Effective Resume: How to Create an Effective Resume?

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.

Summarize

- 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

UNIT 10.4.3: 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:
 - What is your name?
 - Tell me something about yourself?
 - Can you tell me something about your family?
- Then, the interviewer will bluntly ask the following questions:
 - How do you explain this huge time gap in your resume?
 - What is the reason for this?
 - 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:
 - What is your name?
 - Tell me something about yourself?
 - Can you tell me something about your family?
- Then, at the end of the interview, ask the interviewee:
 - 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:
 - What is your name?
 - Tell me something about yourself?
 - 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:
 - 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:
 - What is your name?
 - Tell me something about yourself?
 - Can you tell me something about your family?
- Then very bluntly ask the interviewee:
 - How long do you plan to stay with this company if you are selected?
- After the candidate responds, ask sarcastically:
 - 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:
 - What is your name?
 - Tell me something about yourself?
 - 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:
 - 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:
 - What is your name?
 - Tell me something about yourself?
 - Can you tell me something about your family?
- After asking a few academic or job-related questions, ask the interviewee:
 - 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:
 - What is your name?
 - Tell me something about yourself?
 - Can you tell me something about your family?
- Then, bringing the interview to a close, ask the interviewee:
 - 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:
 - When will I be informed about the results of the interview?
 - What are the working hours?
 - 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

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?

Summarize

- 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.

10.4.4: 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.

UNIT 10.5: Understanding Entrepreneurship

Unit Objectives

After the completion of this unit, the participant will be able to:

1. Discuss the concept of entrepreneurship
2. Discuss the importance of entrepreneurship
3. Describe 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 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 your 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 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

10.5.1: 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

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

10.5.2: 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 10.5.1. Leadership and Teamwork

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.

Summarize 

- Close the discussion by summarizing about the importance of teamwork for employees.
 - Teamwork helps in reducing stress for the employees.
 - 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.

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

Resources to be Used

- Participant Handbook

Activity

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?
 - “You're not listening to me!”
 - “Why don't you let me finish what I'm saying?”
 - “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 2**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 3 **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 have been 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.

Summarize

- Close the discussion by summarizing how to speak effectively as discussed in the Participant Handbook.

10.5.4: Problem Solving & Negotiation Skills

Resources to be Used

- Participant Handbook

Ask

- 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.
1. 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.
 2. 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.
 3. You have just set up your business and need extra human resource. You have tried inviting 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.

Summarize 

- 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 

- 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. to 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.

Summarize



- Wrap the unit up after summarizing the key points and answering questions.

10.5.5: 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

- 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.
- 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

Do your SWOT analysis

Strength

What are your strengths?
 What unique capabilities do you possess?
 What do you do better than others?
 What do others perceive as your strengths?

Weakness

What are your weaknesses?
 What do your competitors do better than you?

Opportunity

What trends may positively impact you?
 What opportunities are available to you?

Threat

Do you have solid financial support?
 What trends may negatively impact you?

10.5.6: 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

- Let's learn more about these domains by conducting an activity.
- 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.

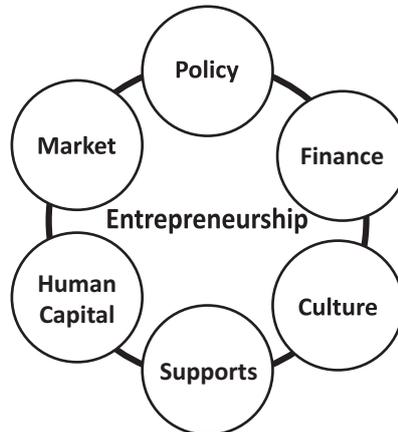


Fig 10.5.2. Entrepreneurship Support Eco-System

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.

Summarize

- Summarize the unit by discussing the key points and answering questions the participants may have.

10.5.7: 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

- This is a group activity.
- 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

- 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 middle-class 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

- This is a group activity.
- 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

- 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.

Summarize

- 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.

10.5.8: 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 5 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.

Summarize

- Wrap the unit up after summarizing the key points and answering questions.

UNIT 10.6: Preparing to be an Entrepreneur

Unit Objectives

After the completion of this unit, the participant 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

10.6.1: 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

- 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**

- This is a group activity.
- 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

- 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

10.6.2: 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

- 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.

Summarize

- 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

10.6.3: 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

Case Study Analysis

Raju runs a business of wooden furniture. He has a huge list of customers on Facebook and WhatsApp who give him orders regularly. Ankita is one of his old and regular customers. She placed an order for a new chester and TV cabinet via WhatsApp and requested Raju to send them as soon as possible. When the parcel reached Ankita through courier she found that chester was broken and the TV unit was chipped from the bottom. Ankita was heartbroken. It was a complete waste of money. She sent a message to Raju on WhatsApp, expressing her anger and disappointment. Raju might lose an old customer forever if he doesn't satisfy the customer. What should Raju do to retain his customer?

Scenario 2

Rajni runs a boutique shop. She sells suits and sarees. She is one of the most successful designer in her city. Rajni swears that all the clothes in her boutique have unique designs. Smita has to attend her cousin's wedding; she goes to Rajni's boutique to buy a saree. Smita wanted a unique designer saree. Rajni customized a saree for her and sent it over the courier. When Smita had a look at the saree she realised her two friends had the same design sarees. She sent a message to Rajni on WhatsApp, expressing her anger and disappointment. Did Rajni make a false promise? Were her designs copied? What could happen to Rajni's image after this incident? What would you do if you were in Rajni's place?

Scenario 3

Shama is a beautician who offers parlour services to ladies by making home visits. Recently, Shama got her name registered on an e-commerce website. Two days earlier, she got a message from Mrs Sushma. The appointment was fixed for next day, 11:00 am and the remuneration for the services was decided beforehand. When Shama reached there at 10:50 am, Mrs Sushma was not at home. When Shama called her, she asked her to wait for a while. Mrs Sushma reached home at 11:45 am. Meanwhile, Shama had to reschedule her next appointment. After availing Shama's services, Mrs Sushma refused to pay the requisite amount and started finding faults in the services provided by her. Who was at fault in this scenario? What should you do in case the customer behaves unreasonably? What would you do if you were in Shama's place?

Scenario 4

Shailender is the manager of a car showroom. He proactively takes part in all the transactions that happen in his showroom. Vinita wants to buy a new car. She has chosen a car from Shailender's showroom. The salesperson has given her a very good discount and has also promised free service for one year. Vinita goes to the showroom and asks to complete all the formalities to purchase the car. When she sees the final bill she realize that she has not received the promised discount neither was there any mention of the free services. She immediately demands to see the Shailender. When Shailender's head asks how much discount Vinita was promised, he realised the discount will make the sale in loss. The car showroom owner might lose a customer and deal due to false commitments made by his manager. Besides, the customer might tell this to other people, creating a bad name and image for the showroom. If you owned that showroom, how would you have convinced your customer?

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.

10.6.4: 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.

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

- Teams will need to brainstorm for this part of the activity.
- Use the blank papers for the second part of this activity
- Make your business plan on a chart paper based on the following parameters:
 1. Executive Summary
 2. Business Description
 3. Market Analysis
 4. Organization and Management
 5. Service or Product Line
 6. Marketing and Sales
- Explain each parameter in detail as done in the Participant Handbook.
- Discuss each parameter with the business idea examples of the groups.
- Groups will discuss and develop the business plan for their business idea.

Say 

- Now, let's share our plan with the class.
- Each group will briefly describe the plan to the class.
- Post presentation, the other groups may ask questions to the group who have presented their plan.

Do 

- Congratulate each group for sharing their points.
- Ask the audience to applaud for them.
- Keep a check on time. Tell group to wind up the discussion quickly if they go beyond the given time limit.

Say 

- Along with a business plan, you need to create a financial plan and evaluate the risk involved with your start up.
- Discuss 'Financial Planning' and 'Risk Management' in detail as given in the Participant Handbook.

Summarize 

- 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 the business plan format ready in a flipchart to display it during the activity.

Notes 

10.6.5: 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.

Summarize

- 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

10.6.6: 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

- This is a group activity.
- Design a matrix listing the topics and key words that are needed to run an enterprise effectively and smoothly.

Activity De-brief

- Have each group present their matrix.
- Encourage participants of the other groups to ask question about each other's presentation.

10.6.7: 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.

Summarize

- 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.



Skill India
कौशल भारत - कुशल भारत



सत्यमेव जयते
GOVERNMENT OF INDIA
MINISTRY OF SKILL DEVELOPMENT
& ENTREPRENEURSHIP



N · S · D · C
National
Skill Development
Corporation

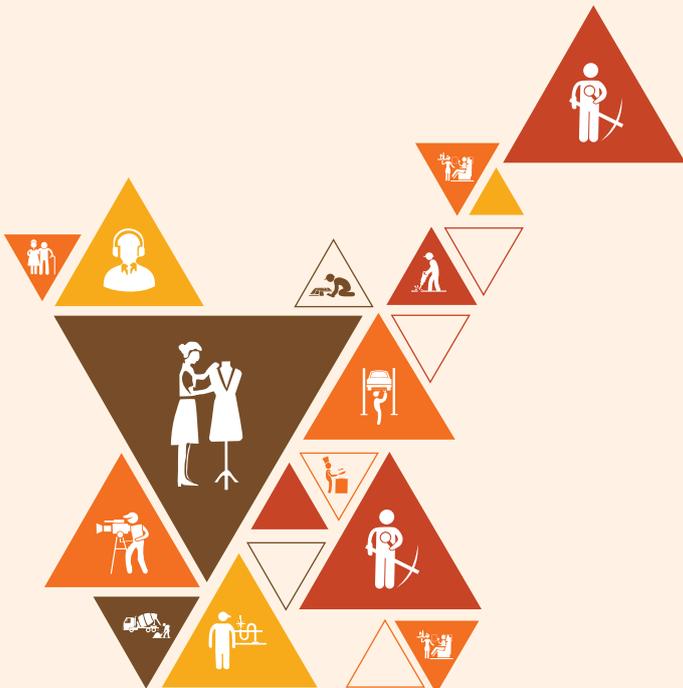
Transforming the skill landscape



11. Employability Skill



<https://eskillindia.org/NewEmployability>





Skill India
कौशल भारत - कुशल भारत



सत्यमेव जयते
GOVERNMENT OF INDIA
MINISTRY OF SKILL DEVELOPMENT
& ENTREPRENEURSHIP



N · S · D · C
National
Skill Development
Corporation

Transforming the skill landscape



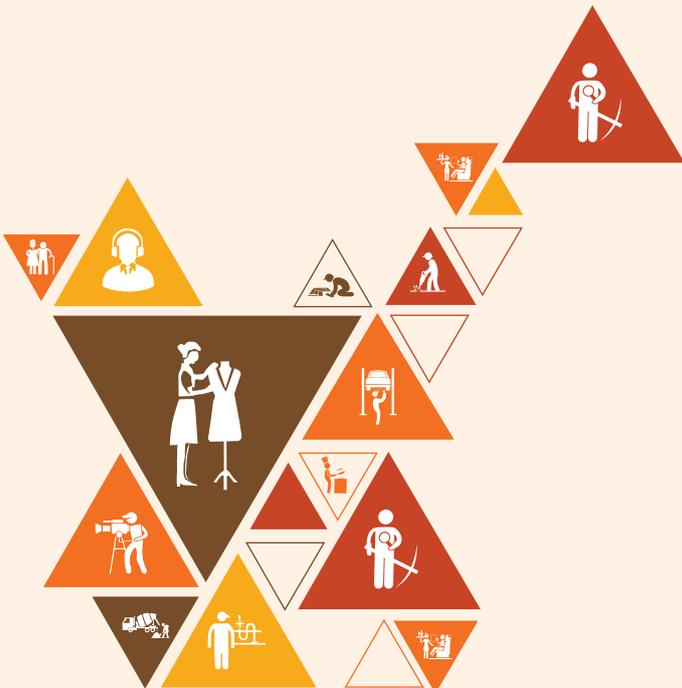
Rubber, Chemical & Petrochemical Skill Development Council

12. Annexure

Annexure I: Training Delivery Plan

Annexure II: Assessment Criteria

Annexure III: Details of the QR Codes Given in the Units



Annexure I

Training Delivery Plan

Training Delivery Plan			
Program Name:	Tyre Fitter-Servicing and Maintenance		
Qualification Pack Name & Ref. ID	Tyre Fitter-Servicing and Maintenance - RSC/Q3601		
Version No.	2.0	Version Update Date	23/08/2021
Pre-requisites to Training (if any)	NA		
Training Outcomes	<p>By the end of this program, the participants will be able to:</p> <ol style="list-style-type: none"> 1. Prepare material, tools and machine for tyre fitter servicing/ maintenance. 2. Undertake tyre fitter servicing/ maintenance. 3. Perform post-tyre fitter servicing/ maintenance. 4. Carry out house keeping in rubber product manufacturing 5. Carry out reporting and documentation 6. Carry out quality checks 7. Carry out problem identification and escalation 8. Carry out health and safety 9. Develop entrepreneurship skills 		

Sl. No	Module Name	Session Name	Session Objectives	NOS Reference	Methodology	Training Tools/Aids	Duration
							HH:MM
1.	Introduction to Rubber	Rubber Sector in India	<ul style="list-style-type: none"> • Outline the importance of rubber industry. • Illustrate the consumption of rubber in India. • Name the bodies and associations working for improvement for rubber and tyre industry in India. 	Bridge Module	<ul style="list-style-type: none"> • Facilitator led discussions • Question & answer sessions • Videos • Demonstrations • Practical activities 	<ul style="list-style-type: none"> • White board & markers • Notes • Laptop + Projector / Computer / Flip charts • Participant Handbook • Videos 	Theory (T): 1:00 Practical (P): 0:00

Sl. No	Module Name	Session Name	Session Objectives	NOS Reference	Methodology	Training Tools/Aids	Duration
							HH:MM
2.	Introduction to Rubber	Roles and Responsibilities of Tyre Fitter	<ul style="list-style-type: none"> Paraphrase the roles and responsibilities of Tyre Fitter Describe the job of a Tyre Fitter 	Bridge Module	<ul style="list-style-type: none"> Facilitator led discussion Question & answer sessions Videos Demonstrations Practical activities 	<ul style="list-style-type: none"> White board & markers Notes Laptop + Projector / Computer / Flip charts Participant Handbook Videos 	T: 1:00
3.	Prepare Material, Tools and Machine for Tyre fitting, Servicing/ Maintenance	Equipment Readiness	<ul style="list-style-type: none"> Recognize the required tools and equipment for tyre fitting and servicing. 	RSC/N3601 PC1, PC2, PC3, PC4	<ul style="list-style-type: none"> Facilitator led discussion Question & answer sessions Videos Demonstrations Practical activities 	<ul style="list-style-type: none"> White board & markers Notes Laptop + Projector / Computer / Flip charts + Marker Participant Handbook Videos 	T: 6:00
4.	Prepare Material, Tools and Machine for Tyre fitting, Servicing/ Maintenance	Equipment Readiness	<ul style="list-style-type: none"> State the working process of tools and equipment used for tyre fitting and servicing. 	RSC/N3601 PC1, PC2, PC3, PC4	<ul style="list-style-type: none"> Facilitator led discussions Question & answer sessions Videos Demonstrations Practical activities 	<ul style="list-style-type: none"> White board & markers Notes Laptop + Projector / Computer / Flip charts + Marker Participant Handbook Videos 	T: 6:00
5.	Prepare Material, Tools and Machine for Tyre fitting, Servicing/ Maintenance	Equipment Readiness	<ul style="list-style-type: none"> Identify the tools and equipment used in tyre fitting, servicing and maintenance. 	RSC/N3601 PC1, PC2, PC3, PC4	<ul style="list-style-type: none"> Facilitator led discussions Question & answer sessions Videos Demonstrations Practical activities 	<ul style="list-style-type: none"> White board & markers, facilitator notes, laptop/slides + projector, videos, paste brush with a wooden handle, metal valve puller, 	P: 4:00

Sl. No	Module Name	Session Name	Session Objectives	NOS Reference	Methodology	Training Tools/Aids	Duration
							HH:MM
						<ul style="list-style-type: none"> tyre bead breaker, manual tyre bead breaker, tyre knife, weight pliers, digital tyre tread depth gauge, depth gauge, bead seater, rim protector, oil can, valve key, hand buffing, motor, air compressor, Hydraulic hose, Crowbars. 	
6.	Prepare Material, Tools and Machine for Tyre fitting, Servicing/ Maintenance	Equipment Readiness	<ul style="list-style-type: none"> Demonstrate the cleaning process of tyre fitting and servicing tools. 	RSC/N3601 PC1, PC2, PC3, PC4	<ul style="list-style-type: none"> Facilitator led discussions Question & answer sessions Videos Demonstrations Practical activities 	<ul style="list-style-type: none"> White board & markers, facilitator notes, laptop/ slides + projector, videos, paste brush with a wooden handle, metal valve puller, tyre bead breaker, manual tyre bead breaker, tyre knife, weight pliers, digital tyre tread depth gauge, depth gauge, bead seater, rim protector, oil can, valve key, hand buffing, motor, air compressor, Hydraulic hose, 	P: 4:00

Sl. No	Module Name	Session Name	Session Objectives	NOS Reference	Methodology	Training Tools/Aids	Duration
							HH:MM
						<ul style="list-style-type: none"> Crowbars, cleaning aids: rags, cleaning clothes, cleaning solvent, cleaning brush. 	
7.	Prepare Material, Tools and Machine for Tyre fitting, Servicing/ Maintenance	Equipment Readiness	<ul style="list-style-type: none"> Demonstrate the working process of tyre fitting and servicing tools. 	RSC/N3601 PC1, PC2, PC3, PC4	<ul style="list-style-type: none"> Facilitator led discussions Question & answer sessions Videos Demonstrations Practical activities 	<ul style="list-style-type: none"> White board & markers, facilitator notes, laptop/ slides + projector, videos, paste brush with a wooden handle, metal valve puller, tyre bead breaker, manual tyre bead breaker, tyre knife, weight pliers, digital tyre tread depth gauge, depth gauge, bead seater, rim protector, oil can, valve key, hand buffing, motor, air compressor, Hydraulic hose, Crowbars, tyre and wheel for tool working demonstration. 	P: 8:00

Sl. No	Module Name	Session Name	Session Objectives	NOS Reference	Methodology	Training Tools/Aids	Duration
							HH:MM
8.	Prepare Material, Tools and Machine for Tyre fitting, Servicing/ Maintenance	Material and Accessories appropriateness	<ul style="list-style-type: none"> Outline the importance of mounting and balancing techniques. Inspect the rim for cleanliness, corrosion or damage. 	RSC/N3601 PC8, PC9, PC10, PC11, PC12, PC13, PC14, PC15, PC16	<ul style="list-style-type: none"> Facilitator led discussion Question & answer sessions Videos Demonstrations Practical activities 	<ul style="list-style-type: none"> White board & markers Notes Laptop + Projector / Computer / Flip charts + Marker Participant Handbook Videos 	T: 8:00
9.	Prepare Material, Tools and Machine for Tyre fitting, Servicing/ Maintenance	Material and Accessories appropriateness	<ul style="list-style-type: none"> Demonstrate the rim inspection. 	RSC/N3601 PC8, PC9, PC10, PC11, PC12, PC13, PC14, PC15, PC16	<ul style="list-style-type: none"> Facilitator led discussion Question & answer sessions Videos Demonstrations Practical activities 	<ul style="list-style-type: none"> White board & markers, facilitator notes, laptop/ slides + projector, videos, defective rims, inspection table with light arrangement, crayons, tags, safety gloves, safety shoes. 	P: 4:00
10.	Prepare Material, Tools and Machine for Tyre fitting, Servicing/ Maintenance	Health and Safety	<ul style="list-style-type: none"> Recognize the hazards of tyre fitting and service workplace. List the safe practices to be followed at workplace. 	RSC/N3601 PC5, PC6, PC7, PC17, PC18, PC19, PC20	<ul style="list-style-type: none"> Facilitator led discussion Question & answer sessions Videos Demonstrations Practical activities 	<ul style="list-style-type: none"> White board & markers Notes Laptop + Projector / Computer / Flip charts + Marker Participant Handbook Videos 	P: 8:00

Sl. No	Module Name	Session Name	Session Objectives	NOS Reference	Methodology	Training Tools/Aids	Duration
							HH:MM
11.	Prepare Material, Tools and Machine for Tyre fitting, Servicing/ Maintenance	Health and Safety during equipment preparation	<ul style="list-style-type: none"> Identify the hazards of tyre fitting and service workplace. 	RSC/N3601 PC5, PC6, PC7, PC17, PC18, PC19, PC20	<ul style="list-style-type: none"> Facilitator led discussion Question & answer sessions Videos Demonstrations Practical activities 	<ul style="list-style-type: none"> White board & markers, facilitator notes, laptop/ slides + projector, videos, tyre fitting workplace with known safety hazards, safety goggles, safety gloves, safety shoes. 	P: 8:00
12.	Undertake Tyre fitting, Servicing/ Maintenance	Preparing Raw Material and Accessories	<ul style="list-style-type: none"> Inspect quality of the accessories for tyre fitting and servicing. Check the availability of required tyres, tubes, flaps, of rings and rims Check the availability of tyre in case of replacement 	RS/N3602 PC1, PC2, PC3	<ul style="list-style-type: none"> Facilitator led discussion Question & answer sessions Videos Demonstrations Practical activities 	<ul style="list-style-type: none"> White board & markers Notes Laptop + Projector / Computer / Flip charts + Marker Participant Handbook Videos 	T: 8:00
13.	Undertake Tyre fitting, Servicing/ Maintenance	Preparing Raw Material and Accessories	<ul style="list-style-type: none"> Demonstrate the arrangement of tyre and other accessories as per tyre fitting plan 	RS/N3602 PC1, PC2, PC3	<ul style="list-style-type: none"> Facilitator led discussion Question & answer sessions Videos Demonstrations Practical activities 	<ul style="list-style-type: none"> White board & markers, facilitator notes, laptop/ slides + projector, videos, tyres, rims, valves, valve cap and other accessories, lubricant, tyre fitting plan. 	P: 8:00

Sl. No	Module Name	Session Name	Session Objectives	NOS Reference	Methodology	Training Tools/Aids	Duration
							HH:MM
14.	Undertake Tyre fitting, Servicing/ Maintenance	Fitting Operation	<ul style="list-style-type: none"> • Demonstrate wheel mounting and unmounting for a car, bus and truck. • Demonstrate tyre fitting for a car, bus and truck. • Use hand pressure gauge for checking tyre pressure. 	RS/N3602 PC4, PC5, PC6	<ul style="list-style-type: none"> • Facilitator led discussion • Question & answer sessions • Videos • Demonstrations • Practical activities 	<ul style="list-style-type: none"> • White board & markers • Notes • Laptop + Projector / Computer / Flip charts + Marker • Participant Handbook • Videos 	T: 8:00
15.	Undertake Tyre fitting, Servicing/ Maintenance	Fitting Operation	<ul style="list-style-type: none"> • Demonstrate the wheel unmounting/ mounting process for the car. 	RS/N3602 PC4, PC5, PC6	<ul style="list-style-type: none"> • Facilitator led discussion • Question & answer sessions • Videos • Demonstrations • Practical activities 	<ul style="list-style-type: none"> • White board & markers, facilitator notes, laptop/ slides + projector, videos, tyres fitted on the rims, car lifting jack, car for practice, safety gloves, safety shoes. 	P: 8:00
16.	Undertake Tyre fitting, Servicing/ Maintenance	Fitting Operation	<ul style="list-style-type: none"> • Demonstrate the wheel unmounting/ mounting process for the bus. 	RS/N3602 PC4, PC5, PC6	<ul style="list-style-type: none"> • Facilitator led discussion • Question & answer sessions • Videos • Demonstrations • Practical activities 	<ul style="list-style-type: none"> • White board & markers, facilitator notes, laptop/ slides + projector, videos, tyres fitted on the rims, bus lifting jack, bus for practice, safety gloves, safety shoes. 	P: 8:00

Sl. No	Module Name	Session Name	Session Objectives	NOS Reference	Methodology	Training Tools/Aids	Duration
							HH:MM
17.	Undertake Tyre fitting, Servicing/ Maintenance	Fitting Operation	<ul style="list-style-type: none"> Demonstrate the wheel unmounting/ mounting process from the truck. 	RS/N3602 PC4, PC5, PC6	<ul style="list-style-type: none"> Facilitator led discussions Question & answer sessions Videos Demonstrations Practical activities 	<ul style="list-style-type: none"> White board & markers, facilitator notes, laptop/ slides + projector, videos, tyres fitted on the rims, truck lifting jack, truck for practice, safety gloves, safety shoes. 	P: 8:00
18.	Undertake Tyre fitting, Servicing/ Maintenance	Fitting Operation	<ul style="list-style-type: none"> Demonstrate the tyre fitting process a car wheel. 	RS/N3602 PC4, PC5, PC6	<ul style="list-style-type: none"> Facilitator led discussions Question & answer sessions Videos Demonstrations Practical activities 	<ul style="list-style-type: none"> White board & markers, facilitator notes, laptop/ slides + projector, videos, tyre fitted on a wheel, metal valve puller, valve key, motor, air compressor, vehicle lifting jack, wrench, car for wheel fitting, air pressure gauge, safety goggles, safety gloves, safety shoes. 	P: 8:00

Sl. No	Module Name	Session Name	Session Objectives	NOS Reference	Methodology	Training Tools/Aids	Duration
							HH:MM
19.	Undertake Tyre fitting, Servicing/ Maintenance	Fitting Operation	<ul style="list-style-type: none"> Demonstrate the tyre fitting process a bus wheel. 	RS/N3602 PC4, PC5, PC6	<ul style="list-style-type: none"> Facilitator led discussions Question & answer sessions Videos Demonstrations Practical activities 	<ul style="list-style-type: none"> White board & markers, facilitator notes, laptop/ slides + projector, videos, tyre fitted on a wheel, metal valve puller, valve key, motor, air compressor, vehicle lifting jack, wrench, bus for wheel fitting, air pressure gauge, safety goggles, safety gloves, safety shoes. 	P: 8:00
20.	Undertake Tyre fitting, Servicing/ Maintenance	Fitting Operation	<ul style="list-style-type: none"> Demonstrate the tyre fitting process a truck wheel. 	RS/N3602 PC4, PC5, PC6	<ul style="list-style-type: none"> Facilitator led discussion Question & answer sessions Videos Demonstrations Practical activities 	<ul style="list-style-type: none"> White board & markers, facilitator notes, laptop/ slides + projector, videos, tyre fitted on a wheel, metal valve puller, valve key, motor, air compressor, vehicle lifting jack, wrench, truck for wheel fitting, air pressure gauge, safety goggles, safety gloves, safety shoes. 	P: 8:00

Sl. No	Module Name	Session Name	Session Objectives	NOS Reference	Methodology	Training Tools/Aids	Duration
							HH:MM
21.	Undertake Tyre fitting, Servicing/ Maintenance	Fitting Operation	<ul style="list-style-type: none"> Demonstrate the wheel balancing process. 	RS/N3602 PC4, PC5, PC6	<ul style="list-style-type: none"> Facilitator led discussions Question & answer sessions Videos Demonstrations Practical activities 	<ul style="list-style-type: none"> White board & markers, facilitator notes, laptop/ slides + projector, videos, tyre fitted wheels, wheel balancing machine, weights for attaching on the wheel for balancing, weight plier. 	P: 8:00
22.	Undertake Tyre fitting, Servicing/ Maintenance	Tyre Inflation	<ul style="list-style-type: none"> List the implication of overinflation and under inflation of a tyre. Outline the maintenance activities of a tyre. 	RS/N3602 PC7, PC8, PC9, PC10, PC11, PC12, PC13, PC14	<ul style="list-style-type: none"> Facilitator led discussions Question & answer sessions Videos Demonstrations Practical activities 	<ul style="list-style-type: none"> White board & markers Notes Laptop + Projector / Computer / Flip charts + Marker Participant Handbook Videos 	T: 8:00
23.	Undertake Tyre fitting, Servicing/ Maintenance	Tyre Inflation	<ul style="list-style-type: none"> Demonstrate the tyre inflation process. 	RS/N3602 PC7, PC8, PC9, PC10, PC11, PC12, PC13, PC14	<ul style="list-style-type: none"> Facilitator led discussions Question & answer sessions Videos Demonstrations Practical activities 	<ul style="list-style-type: none"> White board & markers, facilitator notes, laptop/ slides + projector, videos, tyre fitted wheels, air compressor, air line with nozzle, air pressure gauge, valve key. 	P: 8:00

Sl. No	Module Name	Session Name	Session Objectives	NOS Reference	Methodology	Training Tools/Aids	Duration
							HH:MM
24.	Undertake Tyre fitting, Servicing/ Maintenance	Health and Safety during tyre fitting and inflation	<ul style="list-style-type: none"> List the safety precaution to be taken during tyre inflation. Outline the requirement of the tyre safety cage during tyre inflation. Use the safety instructions during tyre fitting, servicing and maintenance. 	RS/N3602 PC15, PC16, PC17, PC18	<ul style="list-style-type: none"> Facilitator led discussions Question & answer sessions Videos Demonstrations Practical activities 	<ul style="list-style-type: none"> White board & markers Notes Laptop + Projector / Computer / Flip charts + Marker Participant Handbook Videos 	T: 8:00
25.	Undertake Tyre fitting, Servicing/ Maintenance	Health and Safety during tyre fitting and inflation	<ul style="list-style-type: none"> Demonstrate the use of the tyre safety cage during tyre inflation. 	RS/N3602 PC15, PC16, PC17, PC18	<ul style="list-style-type: none"> Facilitator led discussions Question & answer sessions Videos Demonstrations Practical activities 	<ul style="list-style-type: none"> White board & markers, facilitator notes, laptop/ slides + projector, videos, tyre fitted wheels, air compressor, air line with nozzle, tyre inflation safety cage, air pressure gauge, valve key. 	P: 8:00
26.	Perform Post-Tyre Servicing and Maintenance Activities	Operation	<ul style="list-style-type: none"> Classify the different operations to be carried out during tyre fitting, servicing and maintenance. Inspect the quality of tyres and their fitting. 	RS/N3603 PC1, PC2, PC3, PC4	<ul style="list-style-type: none"> Facilitator led discussions Question & answer sessions Videos Demonstrations Practical activities 	<ul style="list-style-type: none"> White board & markers Notes Laptop + Projector / Computer / Flip charts + Marker Participant Handbook Videos 	T: 8:00

Sl. No	Module Name	Session Name	Session Objectives	NOS Reference	Methodology	Training Tools/Aids	Duration
							HH:MM
27.	Perform Post-Tyre Servicing and Maintenance Activities	Operation	<ul style="list-style-type: none"> Demonstrate the storage of the fitted tyre. 	RS/N3603 PC1, PC2, PC3, PC4	<ul style="list-style-type: none"> Facilitator led discussion Question & answer sessions Videos Demonstrations Practical activities 	<ul style="list-style-type: none"> White board & markers, facilitator notes, laptop/slides + projector, videos, tyre fitted wheels, storage racks, storage hangers, material identification tags, pallets, material handling devices: trolley, pallet mover. 	P: 8:00
28.	Perform Post-Tyre Servicing and Maintenance Activities	Operation	<ul style="list-style-type: none"> Demonstrate the inspection of wheels after tyre fitment. 	RS/N3603 PC1, PC2, PC3, PC4	<ul style="list-style-type: none"> Facilitator led discussions Question & answer sessions Videos Demonstrations Practical activities 	<ul style="list-style-type: none"> White board & markers, facilitator notes, laptop/slides + projector, videos, tyre fitted wheels, air compressor, air line with nozzle, tyre inflation safety cage, air pressure gauge, valve key. 	P: 8:00

Sl. No	Module Name	Session Name	Session Objectives	NOS Reference	Methodology	Training Tools/Aids	Duration
							HH:MM
29.	Perform Post-Tyre Servicing and Maintenance Activities	Operation	<ul style="list-style-type: none"> Demonstrate the tyre endurance test. 	RS/N3603 PC1, PC2, PC3, PC4	<ul style="list-style-type: none"> Facilitator led discussions Question & answer sessions Videos Demonstrations Practical activities 	<ul style="list-style-type: none"> White board & markers, facilitator notes, laptop/slides + projector, videos, tyres fitted on the rims, tyre endurance testing machine, safety goggles, safety gloves, safety shoes. 	P: 8:00
30.	Perform Post-Tyre Servicing and Maintenance Activities	Operation	<ul style="list-style-type: none"> Demonstrate the tyre plunger test. 	RS/N3603 PC1, PC2, PC3, PC4	<ul style="list-style-type: none"> Facilitator led discussions Question & answer sessions Videos Demonstrations Practical activities 	<ul style="list-style-type: none"> White board & markers, facilitator notes, laptop/slides + projector, videos, tyres fitted on the rims, plunger testing machine, safety goggles, safety gloves, safety shoes. 	P: 8:00
31.	Perform Post-Tyre Servicing and Maintenance Activities	Markings	<ul style="list-style-type: none"> Interpret the importance of sidewall marking of a tyre. Outline the need of FIFO (First in First out) principle in tyre fitting, servicing and maintenance industry. 	RS/N3603 PC7, PC8	<ul style="list-style-type: none"> Facilitator led discussions Question & answer sessions Videos Demonstrations Practical activities 	<ul style="list-style-type: none"> White board & markers Notes Laptop + Projector / Computer / Flip charts + Marker Participant Handbook Videos 	T: 8:00

Sl. No	Module Name	Session Name	Session Objectives	NOS Reference	Methodology	Training Tools/Aids	Duration
							HH:MM
32.	Perform Post-Tyre Servicing and Maintenance Activities	Markings	<ul style="list-style-type: none"> Demonstrate the interpretation of tyre side wall marking. 	RS/N3603 PC7, PC8	<ul style="list-style-type: none"> Facilitator led discussions Question & answer sessions Videos Demonstrations Practical activities 	<ul style="list-style-type: none"> White board & markers, facilitator notes, laptop/slides + projector, videos, different tyres with sidewall markings. 	P: 4:00
33.	Perform Post-Tyre Servicing and Maintenance Activities	Markings	<ul style="list-style-type: none"> Demonstrate the use of FIFO methodology during tyre storage and issuance. 	RS/N3603 PC7, PC8	<ul style="list-style-type: none"> Facilitator led discussions Question & answer sessions Videos Demonstrations Practical activities 	<ul style="list-style-type: none"> White board & markers, facilitator notes, laptop/slides + projector, videos, tyre fitted wheels, storage racks, storage hangers, material identification tags, pallets, material handling devices: trolley, pallet mover. 	P: 4:00
34.	Perform Post-Tyre Servicing and Maintenance Activities	Tyre handover and equipment maintenance	<ul style="list-style-type: none"> Prepare the defective tool tag in line with tool defect. Demonstrate the duly fitted tyre to the customer. 	RS/N3603 PC9, PC10, PC11	<ul style="list-style-type: none"> Facilitator led discussions Question & answer sessions Videos Demonstrations Practical activities 	<ul style="list-style-type: none"> White board & markers Notes Laptop + Projector / Computer / Flip charts + Marker Participant Handbook Videos 	T: 8:00

Sl. No	Module Name	Session Name	Session Objectives	NOS Reference	Methodology	Training Tools/Aids	Duration
							HH:MM
35.	Perform Post-Tyre Servicing and Maintenance Activities	Tyre handover and equipment maintenance	<ul style="list-style-type: none"> Demonstrate the preparation of equipment defect tag. 	RS/N3603 PC9, PC10, PC11	<ul style="list-style-type: none"> Facilitator led discussions Question & answer sessions Videos Demonstrations Practical activities 	<ul style="list-style-type: none"> White board & markers, facilitator notes, laptop/slides + projector, videos, tyre fitting equipment, identification tags, list of defects in tyre fitting equipment. 	P: 8:00
36.	Perform Post-Tyre Servicing and Maintenance Activities	Tyre handover and equipment maintenance	<ul style="list-style-type: none"> Demonstrate the handover process of duly fitted tyre to the customer. 	RS/N3603 PC9, PC10, PC11	<ul style="list-style-type: none"> Facilitator led discussions Question & answer sessions Videos Demonstrations Practical activities 	<ul style="list-style-type: none"> White board & markers, facilitator notes, laptop/slides + projector, videos, tyre fitted wheels. 	P: 4:00
37.	Housekeeping	Introduction to housekeeping	<ul style="list-style-type: none"> Outline the importance and purpose of housekeeping List the benefits of good housekeeping Interpret the concept of '5S' for housekeeping 	RS/N5001	<ul style="list-style-type: none"> Facilitator led discussions Question & answer sessions Videos Demonstrations Practical activities 	<ul style="list-style-type: none"> White board & markers Notes Laptop + Projector / Computer / Flip charts + Marker Participant Handbook Videos 	T: 4:00

Sl. No	Module Name	Session Name	Session Objectives	NOS Reference	Methodology	Training Tools/Aids	Duration
							HH:MM
38.	Housekeeping	Pre-housekeeping activities	<ul style="list-style-type: none"> Perform pre-housekeeping activities List the reasons and principles of doing cleaning. Recognize the cleaning material and cleaning equipment used for workplace cleaning. Inspect the area and equipment to be cleaned and select appropriate cleaning method. Plan housekeeping activities as per the workplace requirement. Identify signs of poor housekeeping 	RS/N5001 PC1, PC2, PC3, PC4, PC5, PC6, PC7, PC8, PC9	<ul style="list-style-type: none"> Facilitator led discussions Question & answer sessions Videos Demonstrations Practical activities 	<ul style="list-style-type: none"> White board & markers Notes Laptop + Projector / Computer / Flip charts + Marker Participant Handbook Videos 	T: 2:00
39.	Housekeeping	Pre-housekeeping activities	<ul style="list-style-type: none"> Identify the equipment used for workplace cleaning. 		<ul style="list-style-type: none"> Facilitator led discussions Question & answer sessions Videos Demonstrations Practical activities 	<ul style="list-style-type: none"> White board & markers, facilitator notes, laptop/ slides + projector, videos, tyre fitting equipment, tyre fitting work place, rags, cleaning clothes, broom, mop, cleaning brush, cleaning solvents, disinfectants, floor cleaning machine. 	P: 2:00

Sl. No	Module Name	Session Name	Session Objectives	NOS Reference	Methodology	Training Tools/Aids	Duration
							HH:MM
40.	Housekeeping	Housekeeping activities	<ul style="list-style-type: none"> List the cleaning methods used for workplace cleaning. Identify the elements of effective housekeeping program. Report the difficulties in housekeeping. 	RS/N5001 PC10, PC11, PC12, PC13, PC14	<ul style="list-style-type: none"> Facilitator led discussions Question & answer sessions Videos Demonstrations Practical activities 	<ul style="list-style-type: none"> White board & markers Notes Laptop + Projector / Computer / Flip charts + Marker Participant Handbook Videos 	T: 2:00
41.	Housekeeping	Housekeeping activities	<ul style="list-style-type: none"> Demonstration the cleaning and housekeeping activities at the workplace. 		<ul style="list-style-type: none"> Facilitator led discussion Question & answer sessions Videos Demonstrations Practical activities 	<ul style="list-style-type: none"> White board & markers, facilitator notes, laptop/slides + projector, videos, tyre fitting equipment, tyre fitting work place, rags, cleaning clothes, broom, mop, cleaning brush, cleaning solvents, disinfectants, floor cleaning machine. 	P: 2:00
42.	Housekeeping	Post housekeeping activities	<ul style="list-style-type: none"> Perform post housekeeping activities. 	RS/N5001 PC15, PC16, PC17, PC18, PC19, PC20, PC21, PC22, PC23, PC24	<ul style="list-style-type: none"> Facilitator led discussion Question & answer sessions Videos Demonstrations Practical activities 	<ul style="list-style-type: none"> White board & markers Notes Laptop + Projector / Computer / Flip charts + Marker Participant Handbook Videos 	T: 2:00

Sl. No	Module Name	Session Name	Session Objectives	NOS Reference	Methodology	Training Tools/Aids	Duration
							HH:MM
43.	Housekeeping	Post housekeeping activities	<ul style="list-style-type: none"> Demonstration the after use care and maintenance of the cleaning equipment. 		<ul style="list-style-type: none"> Facilitator led discussion Question & answer sessions Videos Demonstrations Practical activities 	<ul style="list-style-type: none"> White board & markers, facilitator notes, laptop/slides + projector, videos, rags, cleaning clothes, broom, mop, cleaning brush, cleaning solvents, disinfectants, floor cleaning machine. 	P:2:00
44.	Housekeeping	Post housekeeping activities	<ul style="list-style-type: none"> Illustrate the process of tyre recycling and rubber waste disposal. 	RS/N5001 PC15, PC16, PC17, PC18, PC19, PC20, PC21, PC22, PC23, PC24	<ul style="list-style-type: none"> Facilitator led discussion Question & answer sessions Videos Demonstrations Practical activities 	<ul style="list-style-type: none"> White board & markers Notes Laptop + Projector / Computer / Flip charts + Marker Participant Handbook Videos 	P: 8:00
45.	Carry out Reporting and Documentation	Reporting and Documentation	<ul style="list-style-type: none"> Report data, problems, incidents to the supervisor in specified formats. Outline the importance of documentation and reporting. List the ways of reporting operation's performance. 	RS/N5002 PC1, PC2, PC3, PC4, PC5, PC6, PC7, PC8, PC9, PC10	<ul style="list-style-type: none"> Facilitator led discussion Question & answer sessions Videos Demonstrations Practical activities 	<ul style="list-style-type: none"> White board & markers Notes Laptop + Projector / Computer / Flip charts + Marker Participant Handbook Videos 	T: 8:00

Sl. No	Module Name	Session Name	Session Objectives	NOS Reference	Methodology	Training Tools/Aids	Duration
							HH:MM
46.	Carry out Reporting and Documentation	Reporting and Documentation	<ul style="list-style-type: none"> Demonstrate report filling and presenting to the seniors. 	RS/N5002 PC1, PC2, PC3, PC4, PC5, PC6, PC7, PC8, PC9, PC10	<ul style="list-style-type: none"> Facilitator led discussion Question & answer sessions Videos Demonstrations Practical activities 	<ul style="list-style-type: none"> White board & markers, facilitator notes, laptop/slides + projector, videos, tyre fitment data, report formats. 	P: 8:00
47.	Carry out Quality Checks	To Carry out Quality Check	<ul style="list-style-type: none"> Recognize the equipment used for measurement and inspection in tyre fitting, servicing and maintenance industry. List the methods of reporting quality data. Determines the appropriate method to check tyre quality status. 	RS/N5003 PC1, PC2, PC3, PC4, PC5, PC6, PC7, PC8, PC9, PC10, PC11, PC12, PC13, PC14, PC15	<ul style="list-style-type: none"> Facilitator led discussion Question & answer sessions Videos Demonstrations Practical activities 	<ul style="list-style-type: none"> White board & markers Notes Laptop + Projector / Computer / Flip charts + Marker Participant Handbook Videos 	T: 4:00
48.	Carry out Quality Checks	To Carry out Quality Check	<ul style="list-style-type: none"> Demonstrate quality inspection report making. 		<ul style="list-style-type: none"> Facilitator led discussion Question & answer sessions Videos Demonstrations Practical activities 	<ul style="list-style-type: none"> White board & markers, facilitator notes, laptop/slides + projector, videos, tyre inspection data, inspection report formats. 	P: 4:00

Sl. No	Module Name	Session Name	Session Objectives	NOS Reference	Methodology	Training Tools/Aids	Duration
							HH:MM
49.	Carry out Problem Identification and Escalation	Problem Identification, Necessary Action and Escalation	<ul style="list-style-type: none"> List the common problems occur during tyre fitting, servicing and maintenance. State the actions to be taken for resolving problems faced at the workplace. Illustrate the escalation matrix for escalating the non-resolved issue. 	RS/N5004 Pc1, PC2, PC3, PC4, PC5, PC6, PC7, PC8, PC9, PC10, PC11, PC12, PC13, PC14, PC15, PC16, P17, PC18, PC19, PC20, PC21, PC22, PC23, PC24	<ul style="list-style-type: none"> Facilitator led discussion Question & answer sessions Videos Demonstrations Practical activities 	<ul style="list-style-type: none"> White board & markers Notes Laptop + Projector / Computer / Flip charts + Marker Participant Handbook Videos 	T: 4:00
50.	Carry out Problem Identification and Escalation	Problem Identification, Necessary Action and Escalation	<ul style="list-style-type: none"> Demonstrate the escalation to the supervisor for the non-resolved issues. 	RS/N5004 Pc1, PC2, PC3, PC4, PC5, PC6, PC7, PC8, PC9, PC10, PC11, PC12, PC13, PC14, PC15, PC16, P17, PC18, PC19, PC20, PC21, PC22, PC23, PC24	<ul style="list-style-type: none"> Facilitator led discussion Question & answer sessions Videos Demonstrations Practical activities 	<ul style="list-style-type: none"> White board & markers facilitator notes laptop/ slides + projector, videos, details of tyre fitment related problems. 	P: 4:00
51.	Carry out Problem Identification and Escalation	First Aid and CPR	<ul style="list-style-type: none"> Perform first aid as per the reported injury. 	RS/N5007 PC1, PC2, PC3, PC4, PC5, PC6, PC7, PC8, PC9, PC10, PC11, PC12, PC13, PC14, PC15, PC16, P17, PC18, PC19, PC20, PC21, PC22, PC23, PC24, PC25, PC26, PC27, PC28	<ul style="list-style-type: none"> Facilitator led discussion Question & answer sessions Videos Demonstrations Practical activities 	<ul style="list-style-type: none"> White board & markers, facilitator notes, laptop/ slides + projector, videos, dummy for CPR. 	T: 8:00

Sl. No	Module Name	Session Name	Session Objectives	NOS Reference	Methodology	Training Tools/Aids	Duration
							HH:MM
52.	Carry out Health and Safety	First Aid and CPR	<ul style="list-style-type: none"> Identify different methods of first aid. 	RS/N5007 PC1, PC2, PC3, PC4, PC5, PC6, PC7, PC8, PC9, PC10, PC11, PC12, PC13, PC14, PC15, PC16, P17, PC18, PC19, PC20, PC21, PC22, PC23, PC24, PC25, PC26, PC27, PC28	<ul style="list-style-type: none"> Facilitator led discussion Question & answer sessions Videos Demonstrations Practical activities 	<ul style="list-style-type: none"> White board & markers Notes Laptop + Projector / Computer / Flip charts + Marker Participant Handbook Videos 	T: 8:00
53.	Carry out Health and Safety	First Aid and CPR	<ul style="list-style-type: none"> Demonstrate CPR on a person. 	RS/N5007 PC1, PC2, PC3, PC4, PC5, PC6, PC7, PC8, PC9, PC10, PC11, PC12, PC13, PC14, PC15, PC16, P17, PC18, PC19, PC20, PC21, PC22, PC23, PC24, PC25, PC26, PC27, PC28	<ul style="list-style-type: none"> Facilitator led discussion Question & answer sessions Videos Demonstrations Practical activities 	<ul style="list-style-type: none"> White board & markers, facilitator notes, laptop/slides + projector, videos, dummy for CPR. 	P: 8:00
54.	Develop Entrepreneurship Skills	Personal Strengths & Value Systems	<ul style="list-style-type: none"> Explain the health and standard checklist followed in an industry. 	RS/N5013 PC17, PC18	<ul style="list-style-type: none"> Facilitator led discussion Question & answer sessions Videos Demonstrations Practical activities 	<ul style="list-style-type: none"> White board & markers Notes Laptop + Projector / Computer / Flip charts + Marker Participant Handbook Videos 	T: 2:00

Sl. No	Module Name	Session Name	Session Objectives	NOS Reference	Methodology	Training Tools/Aids	Duration
							HH:MM
55.	Develop Entrepreneurship Skills	Personal Strengths & Value Systems	<ul style="list-style-type: none"> Discuss how to prioritize work and manage time effectively. 	RS/N5013 PC17, PC18	<ul style="list-style-type: none"> Facilitator led discussions Question & answer sessions Videos Demonstrations Practical activities 	<ul style="list-style-type: none"> White board & markers Notes Laptop + Projector / Computer / Flip charts + Marker Participant Handbook Videos 	P: 2:00
56.	Develop Entrepreneurship Skills	Digital Literacy: A Recap	<ul style="list-style-type: none"> Interpret the meaning of E-commerce. 	RS/N5013 KB6, KB7	<ul style="list-style-type: none"> Facilitator led discussions Question & answer sessions Videos Demonstrations Practical activities 	<ul style="list-style-type: none"> White board & markers Notes Laptop + Projector / Computer / Flip charts + Marker Participant Handbook Videos 	T: 2:00
57.	Develop Entrepreneurship Skills	Digital Literacy: A Recap	<ul style="list-style-type: none"> Explain how to create an e-commerce platform to sell a service. 	RS/N5013 KB6, KB7	<ul style="list-style-type: none"> Facilitator led discussion Question & answer sessions Videos Demonstrations Practical activities 	<ul style="list-style-type: none"> White board & markers Notes Laptop + Projector / Computer / Flip charts + Marker Participant Handbook Videos 	P: 2:00
58.	Develop Entrepreneurship Skills	Money Matters	<ul style="list-style-type: none"> Explain the importance of saving. 	RS/N5013 PC1, PC2, PC3, PC4, PC5, PC6, PC7, PC8	<ul style="list-style-type: none"> Facilitator led discussion Question & answer sessions Videos Demonstrations Practical activities 	<ul style="list-style-type: none"> White board & markers Notes Laptop + Projector / Computer / Flip charts + Marker Participant Handbook Videos 	T: 2:00

Sl. No	Module Name	Session Name	Session Objectives	NOS Reference	Methodology	Training Tools/Aids	Duration
							HH:MM
59.	Develop Entrepreneurship Skills	Money Matters	<ul style="list-style-type: none"> Describe different types of bank account. 	RS/N5013 PC1, PC2, PC3, PC4, PC5, PC6, PC7, PC8	<ul style="list-style-type: none"> Facilitator led discussions Question & answer sessions Videos Demonstrations Practical activities 	<ul style="list-style-type: none"> White board & markers Notes Laptop + Projector / Computer / Flip charts + Marker Participant Handbook Videos 	P: 2:00
60.	Develop Entrepreneurship Skills	Preparing for Employment & Self Employment	<ul style="list-style-type: none"> Explain workplace terms and terminology. 	RS/N5013 PC9, PC10, PC11, PC12, PC13, PC14 PC15, PC16, PC17, PC18, PC19, PC20, PC21, PC22	<ul style="list-style-type: none"> Facilitator led discussions Question & answer sessions Videos Demonstrations Practical activities 	<ul style="list-style-type: none"> White board & markers Notes Laptop + Projector / Computer / Flip charts + Marker Participant Handbook Videos 	T: 2:00
61.	Develop Entrepreneurship Skills	Preparing for Employment & Self Employment	<ul style="list-style-type: none"> Demonstrate the correct attire of an interview. 	RS/N5013 PC9, PC10, PC11, PC12, PC13, PC14 PC15, PC16, PC17, PC18, PC19, PC20, PC21, PC22	<ul style="list-style-type: none"> Facilitator led discussion Question & answer sessions Videos Demonstrations Practical activities 	<ul style="list-style-type: none"> White board & markers Notes Laptop + Projector / Computer / Flip charts + Marker Participant Handbook Videos 	P: 2:00
62.	Develop Entrepreneurship Skills	Understanding Entrepreneurship	<ul style="list-style-type: none"> Explain entrepreneurship and name some of the famous Indian entrepreneurs. 	RS/N5013 PC9, PC10, PC11, PC12, PC13, PC14 PC15, PC16, PC17, PC18, PC19, PC20, PC21, PC22	<ul style="list-style-type: none"> Facilitator led discussion Question & answer sessions Videos Demonstrations Practical activities 	<ul style="list-style-type: none"> White board & markers Notes Laptop + Projector / Computer / Flip charts + Marker Participant Handbook Videos 	T: 2:00

Sl. No	Module Name	Session Name	Session Objectives	NOS Reference	Methodology	Training Tools/Aids	Duration
							HH:MM
63.	Develop Entrepreneurship Skills	Understanding Entrepreneurship	<ul style="list-style-type: none"> Conduct an activity of Chinese whisper. 	RS/N5013 PC9, PC10, PC11, PC12, PC13, PC14 PC15, PC16, PC17, PC18, PC19, PC20, PC21, PC22	<ul style="list-style-type: none"> Facilitator led discussions Question & answer sessions Videos Demonstrations Practical activities 	<ul style="list-style-type: none"> White board & markers Notes Laptop + Projector / Computer / Flip charts + Marker Participant Handbook Videos 	P: 2:00
64.	Develop Entrepreneurship Skills	Preparing to be an Entrepreneur	<ul style="list-style-type: none"> Discuss "Market Study" with the participants. 	RS/N5013 PC9, PC10, PC11, PC12, PC13, PC14 PC15, PC16, PC17, PC18, PC19, PC20, PC21, PC22	<ul style="list-style-type: none"> Facilitator led discussions Question & answer sessions Videos Demonstrations Practical activities 	<ul style="list-style-type: none"> White board & markers Notes Laptop + Projector / Computer / Flip charts + Marker Participant Handbook Videos 	T: 2:00
65.	Develop Entrepreneurship Skills	Preparing to be an Entrepreneur	<ul style="list-style-type: none"> Conduct an activity to learn about 4ps of marketing. 	RS/N5013 PC9, PC10, PC11, PC12, PC13, PC14 PC15, PC16, PC17, PC18, PC19, PC20, PC21, PC22	<ul style="list-style-type: none"> Facilitator led discussion Question & answer sessions Videos Demonstrations Practical activities 	<ul style="list-style-type: none"> White board & markers Notes Laptop + Projector / Computer / Flip charts + Marker Participant Handbook Videos 	P: 2:00

Annexure II

Assessment Criteria

CRITERIA FOR ASSESSMENT OF TRAINEES

Assessment Criteria for Tyre Fitter-Servicing and Maintenance	
Job Role	Tyre Fitter-Servicing and Maintenance
Qualification Pack	RSC/Q3601
Sector Skill Council	Rubber, Chemical and Petrochemical Skill Development Council
Sr. No.	Guidelines for Assessment
1	Criteria for assessment for each Qualification Pack will be created by the SectorSkill Council. Each Performance Criteria (PC) will be assigned marks proportional to its importance in NOS. SSC will also lay down proportion of marks for Theory and Skills Practical for each PC.
2	The assessment for the theory part will be based on knowledge bank of questions created by the SSC.
3	Assessment will be conducted for all compulsory NOS, and where applicable, on the selected elective/ option NOS/set of NOS.
4	assessment agencies will create unique question papers for theory part for each candidate at each examination/ training centre (as per assessment criteria below).
5	Individual assessment agencies will create unique evaluations for skill practical for every student at each examination/training centre based on this criteria.
6	To pass the Qualification Pack , every trainee should score a minimum of 70% of aggregate marks to successfully clear the assessment.
7	In case of unsuccessful completion, the trainee may seek reassessment on the Qualification Pack.

Assessable Outcomes	Assessment Criteria (PC)	Total Marks	Out of	Theory	Practical Skills
RSC/N3601 Prepare material, tools and machine for tyre fitter servicing/ maintenance	PC1.Ensure the availability of all required tools and equipments (such as air compressor, electric motor, hand pump, knife, hand buffing machine, awl , hand stitches, crowbars , hydraulic assembly for removing used tyre from rim etc) for tyre servicing/maintenance.	100	4	2	2
	PC2.Ensure that the tools are clean and well maintained.		6	3	3
	PC3.Check the sharpness of the knife for the cutting purpose.		6	4	2
	PC4.Ensure that the pressure gauges (Mounted or hand carried) for checking inflation pressure is available		5	2	3
	PC5.Ensure safety shield /cage is in place while inflating the tyre.		5	2	3
	PC6.Check the functioning of safety alarm which signals once the offset limit for inflation pressure is reached.		6	4	2
	PC7.Place the tools on a safe location.		5	3	2
	PC8.Ensure that tube/flap/valve to be used is approved by the QA/QC.		2	0	2
	PC9.Perform visual inspection of the tyre for any defect.		7	5	2
	PC10.Check the availability of tyre, tube, & rim with reference to the given job schedule.		7	5	2
	PC11.Check the rim for cleanliness, corrosion or damage.		7	5	2
	PC12.Prepare soap solution to facilitate tyre mounting.		7	5	2
	PC13.Ensure rubber gum sheet, adhesive cement and solvent are available		3	1	2

	PC14.Ensure the gum sheets are well protected with poly ethylene sheets to keep them tacky and non- bloomy.		3	1	2
	PC15.Ensure the cement adhesive to be used is fresh out of stored drums and are of correct cod.		3	1	2
	PC16.Ensure the supply of Air/Nitrogen for inflation.		4	1	3
	PC17.Ensure the use of certified/tested fitting tools and equipment and check their functioning.		3	1	2
	PC18.Ensure safety shield/cage is in place while inflating the tyre(both tube and tubeless tyres).		7	5	2
	PC19.Adhere to all safety norms (such as wearing protective gloves, masks and shoes).		5	5	0
	PC20.Comply with health, safety, environment guidelines and regulations in accordance with international/national standards or the organizational standards.		5	5	0
		Total	100	60	40
RSC/N3602 Undertake tyre fitter servicing/ maintenance	PC1.Ensure, through visual inspections, that all the accessories required are of the desired quality.	100	5	3	2
	PC2.Check the availability of required tyres, tubes, flaps, o rings rims.		5	3	2
	PC3.Check the availability of tyre in case of replacement.		5	3	2
	PC4.Perform tyre fitment (for new /replacement/ for in-house indoor testing as per the SOP.		8	3	5
	PC5.Carry out proper positioning of tyre, tube and flap to rim.		8	3	5
	PC6.Match position for rim hole with tube valve and flap.		8	3	5
	PC7.Check for calibration stickers on pressure gauge.		5	2	3
	PC8.Ensure the use of certified hand pressure gauge		4	0	4
	PC9.Open the valve, set pressure and inflate tyre (for new /used/inhouse) as per the SOP.		6	2	4
	PC10.Remove and fit the valve cap.		6	2	4
	PC11.Carry out proper inflation i.e. in the optimal range as per the regulation/or as specified by the technical w.r.t different types of tyres		6	2	4
	PC12.Check for leakage.		6	2	4
	PC13.Get the tube repaired/replaced in case of defect		6	2	4
	PC14.Respond to safety alarm and deflate to achieve the specified inflation level.		6	2	4
	PC15.Proper handling of machine and tools to avoid any injury/accident.		6	2	4
	PC16.Usage of safety frame/metallic cage as in case of explosion tyre pieces does not come out.		6	2	4
	PC17.Adhere to all safety norms (such as wearing protective gloves and shoes, safety mask etc)		2	2	0
	PC18.Comply with health, safety, environment guidelines and regulations in accordance with international/national standards or the organizational standards.		2	2	0

		Total	100	40	60
RSC/N3603 Perform post-tyre fitter servicing/maintenance activities	PC1.Clean tools and keep the tools at designated place after the completion of fitting/inflation operation.	100	11	6	5
	PC2.Organize to keep the fitted and inflated tyres appropriately.		11	6	5
	PC3.Remove the replaced tyres from the fitting area; send the wastage to the appropriate place for re-use or disposal.		11	6	5
	PC4.Report any problem related to tools, equipments, machine, tyres, material etc to the Supervisor.		11	6	5
	PC5.Dispose of waste material safely, as per organizational SOP.		9	5	4
	PC6.Store usable cut ends of rubber gum sheets for re-calendering and usage		9	5	4
	PC7.Marking tyres for any issues.		9	5	4
	PC8.Place ID tags to indicate tyre size , date and time of mounting/ fitment		9	5	4
	PC9.Handle the material using hand gloves and other safety equipment.		8	4	4
	PC10.Adhere to all safety norms (such as wearing protective gloves, shoes, safety goggles etc).		6	6	0
	PC11.Comply with health, safety, environment guidelines and regulations in accordance with international/national standards or the organizational standards.		6	6	0
	Total	100	60	40	
RSC/N5001 Carry out housekeeping in rubber product manufacturing	PC1.Inspect the area while taking into account various surfaces	100	4	2	2
	PC2. Identify the material requirements for cleaning the areas inspected, by considering risk, time, efficiency and type of stain		5	2	3
	PC3.Ensure that the cleaning equipment is in proper working condition		4	2	2
	PC4.Select the suitable alternatives for cleaning the areas in case the appropriate equipment and materials are not available and inform the appropriate person		4	2	2
	PC5.Plan the sequence for cleaning the area to avoid re-soiling clean areas and surfaces		4	2	2
	PC6.Inform the affected people about the cleaning activity		2	0	2
	PC7.Display the appropriate sign for the work being conducted		6	1	5
	PC8.Ensure that there is adequate ventilation for the work being carried out		1	1	0
	PC9.Wear the personal protective equipment required for the cleaning method and materials being used		4	2	2
	PC10.Use the correct cleaning method for the work area, type of soiling and surface		2	2	0
	PC11.Carry out cleaning activity without disturbing others		5	0	5

	PC12.Deal with accidental damage, if any, caused while carrying out the work		10	0	10
	PC13.Report to the appropriate person any difficulties in carrying out your work		2	2	0
	PC14.Identify and report to the appropriate person any additional cleaning required that is outside one's responsibility or skill		2	2	0
	PC15.Ensure that there is no oily substance on the floor to avoid slippage		7	2	5
	PC16.Ensure that no scrap material is lying around		7	2	5
	PC17.Maintain and store housekeeping equipment and supplies		7	2	5
	PC18.Follow workplace procedures to deal with any accidental damage caused during the cleaning process		4	2	2
	PC19.Ensure that, on completion of the work, the area is left clean and dry and meets requirements		4	2	2
	PC20.Return the equipment, materials and personal protective equipment that were used to the right places making sure they are clean, safe and securely stored		4	2	2
	PC21.Dispose the waste garnered from the activity in an appropriate manner		4	2	2
	PC22.Dispose of used and un-used solutions according to manufacturer's instructions, and clean the equipment thoroughly		4	2	2
	PC23.Maintain schedules and records for housekeeping duty		2	2	0
	PC24.Replenish any necessary supplies or consumables		2	2	0
		Total	100	40	60
RSC/N5002 Carry Out Reporting And Documenta- tion	PC1.Report data/problems/incidents as applicable in a timely manner	100	15	5	10
	PC2.Report to the appropriate authority as laid down by the company		15	5	10
	PC3.Follow reporting procedures as prescribed by the company		15	5	10
	PC4.Identify documentation to be completed relating to one's role		10	5	5
	PC5.Record details accurately an appropriate format		5	5	0
	PC6.Complete all documentation within stipulated time according to company procedure		15	5	10
	PC7.Ensure that the final document meets with the requirements of the persons who requested it or make any amendments accordingly		8	3	5
	PC8.Make sure documents are available to all appropriate authorities to inspect		2	2	0
	PC9.Respond to requests for information in an appropriate manner whilst following organizational procedures		10	5	5
	PC10.Inform the appropriate authority of requests for information received		5	0	5
		Total	100	40	60

RSC/N5003 Carry Out Quality Checks	PC1.Ensure that total range of checks are regularly and consistently performed		7	2	5
	PC2.Use appropriate measuring instruments, equipment, tools, accessories etc ,as required		7	2	5
	PC3.Identify non-conformities to quality assurance standards		5	2	3
	PC4.Identify potential causes of non-conformities to quality assurance standards		15	5	10
	PC5.Identify impact on final product due to non-conformance to company standards		15	5	10
	PC6.Evaluating the need for action to ensure that problems do not recur		5	0	5
	PC7.Suggest corrective action to address problem		10	5	5
	PC8.Review effectiveness of corrective action		5	0	5
	PC9.Interpret the results of the quality check correctly		7	2	5
	PC10.Take up results of the findings with QC in charge/appropriate authority.		6	2	4
	PC11.Take up the results of the findings within stipulated time		6	2	4
	PC12.Record of results of action taken		4	2	2
	PC13.Record adjustments not covered by established procedures for future reference		2	2	0
	PC14.Review effectiveness of action taken		4	2	2
	PC15.Follow reporting procedures where the cause of defect cannot be identified		2	2	0
	Total	100	35	65	
RSC/N5004 Carry Out Problem Identification And Escalation	PC1.Identify defects/indicators of problems	100	3	1	2
	PC2.Identify any wrong practices that may lead to problems		3	1	2
	PC3.Identify practices that may impact the final product quality		3	1	2
	PC4.Identify if the problem has occurred before		3	1	2
	PC5.Identify other operations that might be impacted by the problem		7	2	5
	PC6.Ensure that no delays are caused as a result of failure to escalate problems		5	2	3
	PC7.Take appropriate materials and sample, conduct tests and evaluate results to establish reasons to confirm suspected reasons for non-conformance (where required)		6	2	4
	PC8.Consider possible reasons for identification of problems		6	3	3
	PC9.Consider applicable corrections and formulate corrective action		6	3	3
	PC10.Formulate action in a timely manner		6	3	3
	PC11.Communicate problem/remedial action to appropriate parties		3	3	0
	PC12.Take corrective action in a timely manner		5	3	2
	PC13.Take corrective action for problems identified according to the company procedures		6	3	3

	PC14. Report/document problem and corrective action in an appropriate manner		5	2	3
	PC15. Monitor corrective action		4	2	3
	PC16. Evaluate implementation of corrective action taken to determine if the problem has been resolved		3	1	2
	PC17. Ensure that corrective action selected is viable and practical		3	1	2
	PC18. Ensure that correct solution is identified to an identified problem		5	2	3
	PC19. Take corrective action for problems identified according to the company procedures		5	2	3
	PC20. Ensure that no delays are caused as a result of failure to take necessary action		6	3	3
	PC21. Escalate problem as per laid down escalation matrix		2	1	1
	PC22. Escalate the problem within stipulated time		2	1	1
	PC23. Escalate the problem in an appropriate manner		2	1	1
	PC24. Ensure that no delays are caused as a result of failure to escalate problems		3	1	2
		Total	100	45	55
RSC/N5007 - Carry Out Health and Safety	PC1. Undertake basic safety checks before operation of all machinery and equipment and report hazards to the appropriate supervisor	100	4	2	2
	PC2. Work for which protective clothing or equipment is required is identified and the appropriate protective clothing or equipment is used in performing these duties in accordance with workplace policy.		4	2	2
	PC3. Read and understand the hazards of use and contamination mentioned on the labels of chemicals, utilities etc		2	0	2
	PC4. Prior to performing manual handling jobs, risk is assessed and work is carried out according to currently recommended safe practices.		4	2	2
	PC5. Use equipment and materials safely and correctly and return the same to designated storage when not in use		3	1	2
	PC6. Dispose off waste safely and correctly in a designated area		6	2	4
	PC7. Risks to bystanders are recognized and action taken to reduce risk associated with jobs in the workplace		2	0	2
	PC8. Perform work in a manner which minimizes environmental damage		2	0	2
	PC9. All procedures and work instructions for controlling risk are followed closely		1	0	1
	PC10. Report any accidents, incidents or problems without delay to an appropriate person and take immediate necessary action to reduce further danger.		2	0	2
	PC11. Follow procedures for dealing with accidents, fires and emergencies, including communicating location and directions to emergency.		6	2	4
	PC12. Follow emergency procedures as per company standards and workplace requirements.		6	2	4

	PC13. Use Emergency equipment in accordance with manufacturers' specifications and workplace requirements.		6	2	4
	PC14. Provide treatment appropriate to the patient's injuries in accordance with recognized first aid techniques.		1	0	1
	PC15. Recover (if practical), clean, inspect/test, refurbish, replace and store the first aid equipment as appropriate		2	0	2
	PC16. Dispose off medical waste in accordance with workplace requirements		1	0	1
	PC17. Report details of first aid administered in accordance with work place procedures.		5	2	3
	PC18. Comply with general safety procedures		6	2	4
	PC19. Follow standard safety procedures while handling equipment, hazardous material or tool		2	0	2
	PC20. Check parts of the workplace and take preventive actions like spraying and other steps to protect from leakages, water logging, pests, fire, pollution, etc.		6	2	4
	PC21. Ensure no accidents and damages at the workplace, reporting of any breach of company safety procedure		1	0	1
	PC22. Keep the workplace organized, swept, clean and hazard free		6	2	4
	PC23. Attend fire drills and other safety related workshops organized at the workplace		4	1	3
	PC24. Be aware of first aid, evacuation and emergency procedures		4	1	3
	PC25. Be alert of any events and do not be negligent to any safety procedures to be followed		2	0	2
	PC26. Avoid accidents while using hazardous chemicals, machines, sharp tools and equipment		4	1	3
	PC27. Use safety materials such as protective gear, goggles, caps, shoes, etc. (as applicable with workplace)		4	2	2
	PC28. Handle heavy and hazardous materials with care and using appropriate tools and handling equipment such as trolleys, ladders		4	1	3
		Total	100	30	70
RSC/N5013 Develop Entrepreneurs hip Skills	PC1. Importance of being aware to identify profitable business opportunity (Opportunity can be in the form of new material in use, new process, new technology, new market etc)	100	2	0	2
	PC2. Maintain the confidentiality till the completion of working on the idea		3	1	2
	PC3. Discuss the opportunity (with trusted ones) to evaluate its feasibility		5	1	4
	PC4. Arrange/organize related documents/information		4	1	3
	PC5. Monitor the development at competitors' end		2	0	2
	PC6. Sustain existing business and make continual improvements		4	1	3
	PC7. Evaluate possibilities of process simplification, combining process steps (wherever applicable), reducing manpower dependency		4	1	3
	PC8. Acquire new information for optimal allocation of resources before others to gain profit		4	1	3

PC9.Understanding the requirement of different factors of production: land, labour and capital		5	1	4
PC10.Acquire and deploy necessary resources for exploitation of identified business opportunity		5	1	4
PC11.Develop a business plan		5	1	4
PC12.Acquire financial and material resources		5	1	4
PC13.Organize to hire experienced and efficient human resource		4	1	3
PC14.Arrange for best factory set up		4	1	3
PC15.Raise capital from different sources keeping the interest cost at minimum		4	2	2
PC16.Arrange for purchase, effective utilization and management of the resources		4	2	2
PC17.Assume risk and deal with uncertainty		2	2	0
PC18.Take initiative to start something new (process, product etc.)		2	2	0
PC19.Convert new idea into successful innovation		2	2	0
PC20.Replace in whole or in part inferior offerings creating new products/business model		4	2	2
PC21.Develop new combinations of existing inputs		4	2	2
PC22.To be more competitive work towards cost reduction through efficiency, improvement in quality, bring in new product/features of product		5	2	3
PC23.Acquire semi or fully automatic units for improved productivity		5	2	3
PC24.Collection and recording of all information		3	0	3
PC25.Compilation, analysis and documentation		3	0	3
PC26.Correspondence with vendors, clients, govt. agencies and public		3	0	3
PC27.Document notifications/letters from Government agencies and management		3	0	3
	Total	100	30	70

Annexure III

Unit-wise QR Code Details

Sl. No	Module Name	Unit Name	Topic Name	URL	Page No.	QR Code (s)
1.	Module 1. Introduction	UNIT 1.1: Rubber Sector in India	1.1.1 Rubber Sector	https://www.youtube.com/watch?v=3yQhKhMTQng	04	 Information about Rubber Sector
		UNIT 1.2: Roles and Responsibility of a Tyre Fitter	1.2.2 Roles and Responsibility of a Tyre Fitter	https://youtu.be/Gf9bGf-clXM	07	 Job Role of Tyre Fitter
2.	Module 3. Undertake Tyre Fitting Servicing/Maintenance	UNIT 3.2: Fitting Operation	3.2.1 Fitting Operation	https://youtu.be/AwM4tmObHzl	36	 Tyre Assembly on a wheel
				https://youtu.be/NF9KUgxoHPc	36	 Wheel balancing
				https://youtu.be/Y1R4GdY-KY8	36	 Wheel Unmounting of Car
3.	Module 5. Housekeeping	UNIT 5.1: Introduction to Housekeeping	5.1.5 '5S' Concept	https://www.youtube.com/watch?v=ARM92alRXc	71	 Concept of 5S

Sl. No	Module Name	Unit Name	Topic Name	URL	Page No.	QR Code (s)
4.	Module 9. Carry out Health and Safety	UNIT 9.1: First Aid and CPR	9.1.7 Safety Signs at the Shop Floor	https://www.youtube.com/watch?v=GjSoxJF3RD4	114	 Use of Fire Extinguishers and their applications
				https://www.youtube.com/watch?v=dBf6BTX1bmM&list=RDLV4bkr5lpKGUM&index=3	114	 Workplace Safety
				https://www.youtube.com/watch?v=PiiVN4UBBdl	114	 Use of PPE in the Workplace
				https://www.youtube.com/watch?v=6E946qsLZOY	114	 Use of MSDS
5.	Module 11. Employability Module	NA	NA	https://eskillindia.org/NewEmployability	231	 Employability Skill Module

Notes



A large rectangular area with a thin orange border, containing 25 horizontal lines for writing notes.



Skill India

कौशल भारत - कुशल भारत



सत्यमेव जयते
GOVERNMENT OF INDIA
MINISTRY OF SKILL DEVELOPMENT
& ENTREPRENEURSHIP



N.S.D.C.
National
Skill Development
Corporation

Transforming the skill landscape



Scan this QR Code to access the eBook
or Click here



RCPSDC

Rubber, Chemical & Petrochemical Skill Development Council

Address: 304, 3rd Floor, Rectangle One, Saket District Center,
New Delhi - 110017, India.

Email: info@rcpsdc.in

Web: www.rcpsdc.in

Phone: 011-41009347-48

CIN No.: 00000000

Price:



978-1-111-22222-45-7