



Sk II 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



Facilitator Guide



Sector
Construction

Sub-Sector
Real Estate and Infrastructure
Construction

Occupation
Masonry

Reference ID: CON/Q0105, Version 1.0
NSQF Level 3

Mason Concrete



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

This Facilitator Guide for Mason Concrete is the outcome of team work by Standards & Research of Construction Skill Development Council, and Experts from Construction Industry. We are thankful to NSDC for entrusting us with this task of development of Mason Concrete Facilitator Guide.

The team owes a special gratitude to L&T, HCC, Shapoorji Pallonji Engineering & Construction and other stake holders for their dedicated and continued technical support.

About this Guide

Facilitator Guide is a book designed for the Trainers to enable training of participants for a particular job role and to enhance the quality of executing the training program.

This Facilitator guide is designed for enabling the training program for a job role of “Mason Concrete” in Construction Sector.

This course is aligned to Mason Concrete Qualification Pack Reference ID: CON/Q0105. This Qualification pack is developed by **Construction Skill Development Council of India (CSDCI)**. This course encompasses all 5 National Occupational Standards (NOS).

It is recommended to refer the QP, model curriculum and the participant handbook on Mason Concrete along with this Facilitator guide by the Trainer for effective training of Mason Concrete.

Each unit starts with learning objectives followed by relevant activities and corresponding training methodology. Trainer can write notes/tips after each unit, where space is provided at the end of each unit.

Upon successful completion of this course the participants will be able to,

- Carry out IPS / Tremix flooring.
- Place, level and finish concrete in various structural elements including repair works.
- Work effectively in a team to deliver desired results at the workplace.
- Plan and organize work to meet expected outcomes.
- Work according to personal health, safety and environment protocol at construction site.

Symbols Used



Steps



Time



Tips



Notes



Objectives



Do



Ask



Explain



Elaborate



Field Visit



Practical



Lab



Demonstrate



Exercise



Team Activity



Facilitation Notes



Learning Outcomes



Say



Resources



Activity



Summary



Role Play



Example

Guidelines for the Trainer

As a Trainer, follow the below guidelines

- **Understand your Job thoroughly**

- Reach the venue 15 minutes before the training session.
- Please make sure you have all the required training tools and materials for conducting the training session (learning cards, sketch pens, raw materials etc.).
- Check the condition of your training equipment such as laptop, projector and camera, relevant tools (depending on the training site).
- Before starting any training program, trainer should concentrate on the below key pointers,
 - Use **best practices** and **methods** of training.
 - Create **awareness on quality** of work done.
 - Explain how to **minimize waste**.
 - Ensure that the participants practice **safety measures** and use **proper PPE**.
 - Make sure the participant adopt the basic **ergonomic principles**.
 - Create awareness on **housekeeping** at regular intervals.
 - Explain the influence of **productivity** as a whole.
 - Make the class **as interactive as possible** by adopting activity based or scenario based training methodology.

- **Understand your participants**

As a trainer you will be conducting the training program for a certain period of time. To improve the effectiveness of the program you should understand the mindset of the participants and create a good rapport with them. It is always important to maintain a good working relationship with the participants to achieve better results from the training program.

- **Adopt the basic etiquettes during training**

- Greet the participant and introduce yourself.
- Use soft pace of voice/tone while speaking with participant.
- Explain the need and use of the training program.
- Ask the participants to introduce themselves to the group and help them with difficulties in communication.
- Clarify their doubts patiently, do not get irritated if a participant is asking the same doubt repeatedly.
- Understand the level of participants and train them accordingly.
- Watch the participants at work, note some pointers of performance.
- Give some hints and easy thumb rules which can be easily understood and remembered.
- Always use the three golden words, "Please", "Thank You" and "Sorry".
- Be positive and professional while giving feedback of the participants, do not criticize or make fun of their performance.
- Identify the faulty practices of the participants and rectify them as soon as possible.
- Always be a good mentor and observer.
- Do not forget to introduce topic to be covered in the next class.
- Do not forget to recapitulate the topic covered in the last class.

Note:

There are so many challenges in training the participant such as to build the right skillset, right attitude, safer workplace and good behavior.

To develop the learner holistically, a blend of both technical as well as soft skills are must and this will help the learner on a longer run to develop themselves better in the construction industry.

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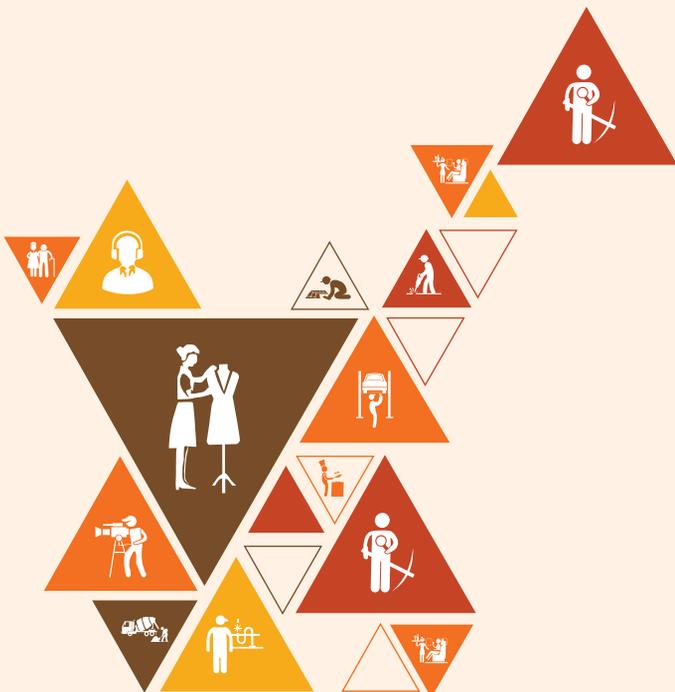


1. Introduction

Unit 1.1 - Introduction to Training Program

Unit 1.2 - An Overview of Construction Sector

Unit 1.3 - Mason Concrete as a Job Role



Key Learning Outcomes

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

1. List out the purpose of training
2. Understand National Occupation Standards and Qualification Pack
3. Explain the benefits of training
4. Explain about construction sector in India
5. Explain urban and rural construction
6. Outline modernization in construction
7. List out major occupations in the construction sector
8. List out roles and responsibilities of a mason concrete
9. Explain career progression for mason concrete

UNIT 1.1: Introduction to Training Program

Unit Objectives

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

1. Understand the purpose of training
2. Understand National Occupation Standards and Qualification Pack
3. Explain the benefits of training

Say

- Welcome and greet the participants.

Topic Introduction -

- Give the participants a brief overview of what will be covered in this unit.

Resources to be Used

Theory

- Black/white board, marker, notebook, and pen, laptop along with projector, PPT, Mason Concrete Participant handbook.

Ice Breaker Activity

Do

- Ask each individual to take a paper and pen.
- Make a sketch of beam/slab/column.
- Give some hints for making the drawing and tell them to write their name on the right hand top corner.
- Ask them to complete within 15 minutes.
- At the end of the time limit, collect all the sketches.
- Hold each paper up and show it to the class one at a time.
- Then ask the class what they could understand from the picture.
- Ask the owner to interpret the meaning behind the drawing.
- Complete all the drawings.

Explain

Introduction to major occupations in construction sector

- Purpose of the drawing.
- Ensure every participant understands what to be drawn.
- Encourage the group by asking them leading question like,
 - What are the important points to identify in this drawing?
 - What do you think the participant is trying to convey through this picture.
- Encourage each participant to explain their picture.
- Help them by giving some hints to identify if something is missing.
- Some participants may be shy and hesitant, encourage them to speak and share their details.
- When everyone finished introducing themselves, explain the schedule in detail for the day and inform about the break timings.

Introduction to Training Program

Do

- Explain the purpose of training program
- Mention the mode and duration of training program
- Give an introduction on QP and NOS
- List and explain the benefits of training program

Notes for Facilitation

- Use the content in participant handbook Unit 1.1 to explain about QP and NOS used for Mason concrete

Purpose, Benefits of the Training Programme and Introduction to QP and NOS

Say

- The purpose of the training program is to impart skills to individual so that they can perform as Mason Concrete.
- On the successful completion of training, a certificate from Construction Skill Development Council is provided which helps in getting employment in construction sector.
- A QP consists of a set of National Occupational Standards (NOS).

- NOS specifies the standards level of competency a worker should possess in order to perform the enlisted function at the workplace.
- NSQF is a quality assurance framework. It is an outcome based approach and each level in the NSQF is defined and described in terms of competency levels that would need to be achieved.
- The National Skill Qualification Framework is composed of 10 levels, each represents a different level of competency level 1 represent the lowest competency and level 10 highest competency.

Do

- Show and explain how a training certificate looks.
- Explain the need of a certificate.
- Explain the need of QP and NOS.
- Show the sample of QP and NOS.
- Describe the major features of a QP and NOS.
- Explain the QP and NOS used for Mason Concrete job role.
- Explain NSQF level descriptor.

Elaborate

- National skill qualification frame work - NSQF

Through the national policy on skill development 2009 India recognized the need for development of a national qualification framework. The national skill qualification framework NSQF came into being as per the Gazette Notification no 8/06/2013 dated 27th Dec 2013. NSQF is a quality assurance framework

It is an outcome based approach and each level in the NSQF is defined and described in terms of competency levels that would need to be achieved. The National Skill Qualification Framework is composed of 10 levels, each represents a different level of competency level 1 represent the lowest competency and level 10 highest competency. Competence means the proven ability to use acquire knowledge, skills and personal and social abilities in discharge of responsibility of a job role.

It is important to note that the NSQF levels are not directly related to years of study.

NSQF organizes qualifications according to a series of levels of knowledge, skills and aptitude. These levels are defined in terms of learning outcomes which the learner must possess regardless of whether they were acquired through formal, non-formal or informal learning.

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

1. Process
2. Professional knowledge
3. Professional skill
4. Core skill
5. Responsibility.

Notes for Facilitation



Use the content in participant handbook Unit 1.1, section 1.1.4 to explain purpose, benefits of training program.

UNIT 1.2: An Overview of Construction Sector

Unit Objectives

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

1. Explain about construction sector in India.
2. Differentiate between urban and rural construction.
3. Explain about modernization in construction.
4. List out major occupations in the construction sector.

Resources to be Used

Theory

- Black/white board, marker, notebook, and pen, laptop along with projector, PPT, Mason Concrete Participant handbook.

Construction Sector Overview

Do

- List the overview of construction sector.
- Explain modernization in construction sector.
- List out major occupations in the construction sector.

Elaborate

- Describe construction sector and its sub sector
- Explain what is an occupation and what are the occupations that are common in construction sector

Notes for Facilitation

- Use the content in participant handbook Unit 1.2 to explain construction sector overview.
- Plan for a site/field visit to show the construction sector occupation for detail understanding

UNIT 1.3: Mason Concrete as a Job Role

Unit Objectives

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

1. Introduction to concrete structure.
2. State roles and responsibilities of a mason concrete.
3. List out the required personal and professional attributes for a mason concrete.

Resources to be Used

Theory

- Black/white board, marker, notebook, and pen, laptop along with projector, PPT, Mason Concrete Participant handbook

Introduction to Job Role of Mason Concrete

Do

- Explain the types of concrete structures.
- Enlist the duties of a Mason concrete.
- Enlist the personal attribute of Mason concrete.
- Explain the career path for Mason concrete.

Notes for Facilitation

- Use the content in participant handbook Unit 1.3 to explain job role of mason concrete.
- Plan for a site/field visit to show mason concrete work at construction site.

Roles, Responsibilities and Personal Attributes of Mason Concrete

Do

- List the roles and responsibilities of a mason concrete in detail.
- Correlate the roles and responsibilities of mason concrete.
- Explain the necessary personal attributes.

- List the personal attributes of a mason concrete in detail.
- Correlate the roles, responsibilities and personal attributes of a mason concrete.
- Plan for a site/field visit to show what a Mason concrete does on site.

Notes for Facilitation

- Use the content in participant handbook Unit 1.3, sections 1.3.1 and 1.3.2 to explain role, responsibilities and personal attributes of mason concrete.

Career Progression Path and NSQF Level Descriptor

Do

- Show and explain the various stages of career progression path.
- List down the important mile stones in the progression path.
- Discuss the advantages of the career progression path.
- Create awareness and belief in the group to encourage their present occupation.

Notes for Facilitation

- Use the content in participant handbook Unit 1.3, section 1.3.3 to explain the career progression path for a mason concrete.





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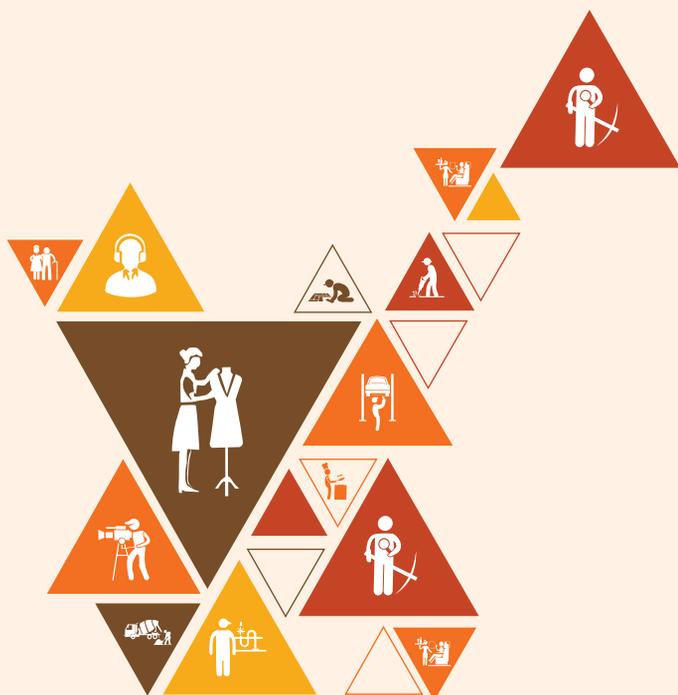


2. Core/ Generic Skills

Unit 2.1 - Numeracy Skills

Unit 2.2 - Systems of Measurements

Unit 2.3 - Calculating Area and Volume of
Geometrical Shapes



Key Learning Outcomes

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

1. Perform basic mathematical calculation.
2. Identify the different types of geometrical shapes.
3. Calculate the area and volume of a square, rectangle, cube and cylinder.
4. List the different types of systems of measurement.
5. Perform the conversion of measurements.
6. Read a measuring tape in imperial system.
7. Read a measuring tape in metric system
8. Perform 3-4-5 squaring of corners.

UNIT 2.1: Numeracy Skills

Unit Objectives

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

1. Perform basic mathematical calculation
2. Identify the different types of shapes
3. Calculate the perimeter of a square, rectangle, triangle and circle

Topic Introduction-

- Give the participants a brief overview of what will be covered in this unit

Resources to be Used

Theory

- Black/white board, marker, notebook, and pen, laptop along with projector, PPT, Mason Concrete Participant handbook.

Practical

- Calculator, conversion charts.

Numeracy Skills

Do

- Explain the basic mathematical calculation

Notes for Facilitation

- Use the content in participant handbook Unit 2.2 to explain numeracy skills.
- Show and explain the calculation and provide calculator.

Mathematical Calculation

Activity - 1



Conduct a skill practice activity.

- Ask the participants to assemble together.
- Explain the purpose and duration of the activity.
- Set guidelines pertaining to discipline and expected tasks.
- Maximum duration mentioned in the below table is for extensive practice and corresponding guidance until the skill is acquired by the participants.

Sub Activity	Skill Practice	Time	Resources
1	Convert the following 1. 100000 mm into ___ mts, and 1000mts into ___ mm. 2. 100 inches into ___ ft. 3. 10000 sft into ___ m ² 1m ³ into ___ mm ³	2 hours	Stationary, Conversion charts
2	Solve the below 1. $300-200+100 \times 50-30/5$ = _____ 2. $100-20/3+15-150$ = _____ 3. $1.5-0.2/4+2.8-1500$ +15000 = _____	2 hours	

Table 2.1.1 Numeracy skills

Specific Instructions

- Make sure all the participants are having calculator and units chart
- Explain the overall procedure to add, subtract, multiply and divide before commencing the exercise
- Check & observe that all the conversions and formulas are followed by the participants.
- Complete the activity in scheduled time, at the end of activity, to assess the skill and knowledge acquired, call a person randomly from the group and ask him to add, subtract, multiply and divide by giving a numerical value.

UNIT 2.2: Systems of Measurement

Unit Objectives

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

1. List the different types of systems of measurement
2. Follow the conversion of measurements
3. Read a measuring tape in imperial system
4. Read a measuring tape in metric system

Resources to be Used

Theory

- Black/white board, marker, notebook, and pen, laptop along with projector, PPT, Mason Concrete Participant handbook.

Practical

- Tape measure, conversion charts.

System of Measurement

Do

- Define system of measurement
- List and explain the conversion of measurement
- Explain the reading of tape in FPS system
- Explain the reading of tape in Metric system
- Explain the procedure to take measurement with metal and cloth tape

Notes for Facilitation

- Use the content in participant handbook Unit 2.3 to explain the system of measurement.
- Show and explain the unit conversion chart

Unit Conversion

Activity - 2



Conduct a skill practice activity.

- Ask the participants to assemble together.
- Explain the purpose and duration of the activity.
- Set guidelines pertaining to discipline and expected tasks.
- Distribute the practical activity format which includes task, duration allowed, specific instructions, method statements etc., under each activity of the book.
- Maximum duration mentioned in the below table is for extensive practice and corresponding guidance until the skill is acquired by the participants.

Sub Activity	Skill Practice	Time	Resources
1	Measure the size of the classroom in metric system by using a tape measure	4 hours	Pen, Paper, Calculator, Unit conversion chart, Tape measure
2	Measure the size of the classroom in imperial system by using a tape measure	4 hours	

Table 2.2.1 Unit conversion

Specific Instructions

- Make sure all the participants are having conversion chart and calculator
- Explain the overall procedure to convert units before commencing the exercise
- Check & observe that all the conversions are followed by the participants.
- Complete the activity in scheduled time, at the end of activity, to assess the skill and knowledge acquired, call a person randomly from the group and ask him to convert by giving a numerical value.

UNIT 2.3: Calculating Area & Volume of Geometrical Shapes

Unit Objectives

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

1. Understand and name different types of geometrical shapes
2. Calculate area of different geometrical shapes.
3. Calculate volume of different geometrical shapes.

Resources to be Used

Theory

- Black/white board, marker, notebook, and pen, laptop along with projector, PPT, Mason Concrete Participant handbook.

Practical

- Calculator, conversion charts, tape measure.

Area & Volume of Geometrical Shapes

Do

- List and draw basic geometrical shapes.
- Explain the procedure to calculate perimeter, area and volume.
- Explain 3-4-5 method.

Notes for Facilitation

- Use the content in participant handbook Unit 2.4 to explain the calculation of area and volume.
- Show and explain the tools required for calculation.

Quantity Estimation

Activity - 3

General Instructions

- Conduct a group activity on identification of basic geometrical shapes.
- Ask the participants to assemble together.

- Explain the purpose and duration of the activity.
- Distribute the practical activity format which includes task, duration allowed, specific instructions, method statements etc., under each activity of the book.
- Set guidelines pertaining to discipline and expected tasks.
- Ask each one of them to identify.

Sub Activity	Skill Practice	Time	Resources
1	<p>Calculate how much quantity of concrete is required for the below, use height/length as 3 mts</p> <ol style="list-style-type: none"> 1. Column size 300 mm x 300 mm 2. Beam 300 mm x 600 mm 3. Slab 3000 mm x 5000 mm with 120 mm thickness 	4 hours	Stationary, calculator, tape measure
2	Practice 3-4-5 method for squaring of corners of the classroom	8 hours	

Table 2.3.1 Quantity, 3-4-5 method

Specific Instructions

- Show the PPE's and ask the participants to explain their function
- Assist them by giving hints to remember the aggregates, for example circle is round in shape.
- Similarly explain the other shapes by giving relevant hints to identify and remember the same.
- Assess the level of understanding and change the instruction flow.
- Complete this activity in scheduled time, keep the discussion within the topic.
- Entertain doubts related to the topic only.
- Ask them to write some 5 different shapes and name them correctly at the end of the session.

Key Learning Outcomes

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

1. Understand the need and importance of safety.
2. Identify types of hazards at construction sites.
3. Identify types of hazards during concreting.
4. Explain the general safety guidelines and safety guidelines to be followed during concreting.
5. Explain the safety precautions to be followed at the site.
6. Select the appropriate personal protective equipment (PPE) for the task to be performed.
7. Identify safety signages and their purpose.
8. Identify type of fire and ways to put out the same.
9. Understand meaning of different safety colors and their purpose.
10. Describe the importance of mock drills and tool box talks.
11. Explain the importance of good housekeeping and waste disposal.
12. List the dos and don'ts in keeping the construction site clean and in waste disposal.
13. Dispose waste safely as per environmental norms

UNIT 3.1: Introduction to Work Safety

Unit Objectives

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

1. Understand the need and importance of safety.
2. Identify types of hazards associated with concreting and at construction sites.
3. Know the general safety guidelines to be followed at the site.

Work Safety

Say

- Welcome and greet the participants.

Topic Introduction -

- Give the participants a brief overview of what will be covered in this unit

Resources to be Used

Theory

- Black/white board, marker, notebook, and pen, laptop along with projector, PPT, Mason Concrete Participant handbook.

Practical

- Fire extinguisher and PPEs mentioned in the activity table given below.

Do

- Explain the safety and its importance at construction site.
- List the hazards at construction site
- Mention the safety guideline to be followed at construction site

Notes for Facilitation

- Use the content in participant handbook Unit 3.1 to explain the importance of safety at construction site.

General Safety Practices

Activity - 1



Conduct a skill practice activity.

- Ask the participants to assemble together.
- Explain the purpose and duration of the activity.
- Distribute the practical activity format which includes task, duration allowed, specific instructions, method statements etc., under each activity of the book.
- Set guidelines pertaining to discipline and expected tasks.
- Maximum duration mentioned in the below table is for extensive practice and a corresponding guidance until the skill is acquired by the participants.

Sub Activity	Skill Practice	Time	Resources
1	Identify fire extinguisher types	1 hour	PPE, Fire source, Fire extinguisher
2	Practice use of fire extinguisher	4 hours	

Table 3.1.1 Fire safety

Specific Instructions

- Make sure all the participants are wearing proper PPEs
- Explain the overall procedure and key points of using fire extinguisher commencing the exercise
- Check & observe that all the steps followed by the participants.
- Complete the activity in scheduled time, at the end of activity, to assess the skill and knowledge acquired, call a person randomly from the group and ask him to explain the steps involved in using fire extinguisher.

Safety Signages

Activity - 2



Conduct a skill practice activity.

- Conduct a group activity on identification of different safety signage's used at construction site for various job of concrete.
- Ask the participants to assemble together.
- Explain the purpose and duration of the activity.
- Distribute the practical activity format which includes task, duration allowed, specific instructions, method statements etc., under each activity of the book.
- Set guidelines pertaining to discipline and expected tasks.
- Ask each one of them to identify.

Sub Activity	Skill Practice	Time	Resources
1	Identify different safety signages used at construction site	2 hours	PPE, Signage chart

Table 3.1.2 Safety signage

Specific Instructions

- Show the picture and ask the participants to identify and explain different safety signage's
- Assist them by giving hints to remember the signage's, for example Red color indicates the danger warning.
- Similarly explain the other signages by giving relevant hints to identify and remember the same.
- Assess the level of understanding and change the instruction flow.
- Complete this activity in scheduled time, keep the discussion within the topic.
- Entertain doubts related to the topic only.
- Ask them to write 5 different safety signages, and explain their uses.

Mock Drill on Fire Safety

Activity - 3

Conduct a skill practice activity.

- Ask the participants to assemble together.
- Explain the purpose and duration of the activity.
- Set guidelines pertaining to discipline and expected tasks.
- Distribute the practical activity format which includes task, duration allowed, specific instructions, method statements etc., under each activity of the book.
- Maximum duration mentioned in the below table is for extensive practice and corresponding guidance until the skill is acquired by the participants.

Sub Activity	Skill Practice	Time	Resources
1	Mock drill on Fire fighting	8 hours	PPE, Evacuation procedure, Wet towel/handkerchief, Fire extinguisher

Table 3.1.3 Mock drill

Specific Instructions

- Make sure all the participants are wearing proper PPEs
- Explain the overall procedure and key points of tool box and safety drills before commencing the exercise

- Check & observe that all the steps followed by the participants.
- Complete the activity in scheduled time, at the end of activity, to assess the skill and knowledge acquired, call a person randomly from the group and ask him to explain the steps involved in firefighting.

Toolbox Talk

Activity - 4

Conduct a role play activity on toolbox talk at construction site for Mason concrete.

- Ask the participants to assemble together.
- Explain the purpose and duration of the activity.
- Set guidelines pertaining to discipline and expected tasks.
- Distribute the practical activity format which includes task, duration allowed, specific instructions, method statements etc., under each activity of the book.
- Ask two persons who are very much interactive to participate in the role play.
- Explain the roles to each of them.
- Rotate the roles after completing one cycle.

Sub Activity	Time	Resources
Toolbox talk with team members before concreting activity	4 hours	Related Equipment

Table 3.1.4 Toolbox talk

Specific Instructions

- Explain the process of carrying out toolbox talk with the team before the work start
- Select 4-5 persons from the group.
- Explain the role play that will be enacted.
- Ask the one of the person to explain the toolbox talk to educate the workers about safety and hazard
- Complete the activity in the scheduled time, and clarify any doubts.

Hazards at Construction Site

Activity - 5



- Conduct a field visit on identification of different hazard at construction site.
- Ask the participants to assemble together.
- Explain the purpose and duration of the activity.
- Distribute the practical activity format which includes task, duration allowed, specific instructions, method statements etc., under each activity of the book.
- Set guidelines pertaining to discipline and expected tasks.
- Ask each one of them to identify.

Sub Activity	Skill Practice	Time	Resources
1	Identify hazards associated with concreting work	4 hours	Construction site hazard chart, Pen, Pencil
2	Practice the preventive measures to avoid those hazards	2 hours	

Table 3.1.5 Hazard identification

Specific Instructions

- Show the hazard chart and ask the participants to explain their preventive measure
- Assess the level of understanding and change the instruction flow.
- Complete this activity in scheduled time, keep the discussion within the topic.
- Entertain doubts related to the topic only.
- Ask them to write some 5 types of hazard and name them correctly at the end of the session.

UNIT 3.2: Personal Health and Safety for Mason Concrete

Unit Objectives

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

1. Know the safety precautions to be followed at the site.
2. Explain safety precautions and measures taken during concreting.
3. Select the appropriate personal protective equipment (PPE) for the task to be performed while concreting.
4. Identify safety signages.
5. Identify type of fire and ways to put out the same
6. Understand safety colors and their purpose
7. Describe the importance of mock drills
8. Explain standard housekeeping methods before and after concreting works.

Resources to be Used

Theory

- Black/white board, marker, notebook, and pen, laptop along with projector, PPT, Mason Concrete Participant handbook.

Practical

- PPEs as mentioned in the activity table given below.

Safe Working Practices While Concreting

Do

- Define PPE and explain the different PPE used at construction site.
- Explain the safety to be followed during concreting.
- List the causes of fire and explain the instruction to be followed during fire
- Explain the steps to use a fire extinguisher
- Mention and explain the various safety signage's used at site
- Explain mock drills and Toolbox talks.
- Explain standard housekeeping methods before and after concreting works.

Notes for Facilitation

- Use the content in participant handbook Unit 3.2 to explain the various safety signs, regulations, PPE and precautionary measure at a construction site.

Skill Practice of Safe Working Practices While Doing Concreting Work

Activity - 6

General Instructions

- Conduct a group activity on identification of different PPE used at construction site for various job of concrete.
- Ask the participants to assemble together.
- Explain the purpose and duration of the activity.
- Distribute the practical activity format which includes task, duration allowed, specific instructions, method statements etc., under each activity of the book.
- Set guidelines pertaining to discipline and expected tasks.
- Ask each one of them to identify.

Sub Activity	Skill Practice	Time	Resources
1	Practice safe working method including using required PPEs while working with fresh concrete	2 hours	Safety helmet, Safety goggles, Dust mask, Ear muffs or ear plug, Leather gloves, Safety boots, Horizontal lifeline, Safety belt, Harness, Ladder
2	Practice safe working method including using required PPEs while working with machinery and tools	2 hours	
3	Practice safe working method including using required PPEs while working with machinery and tools	2 hours	
4	Practice safe working method including using required PPEs while working at height	2 hours	
5	Practice safe working method including using required PPEs while using ladder	2 hours	

Table 3.2.1 PPE-Role specific

Specific Instructions

- Show the PPE and ask the participants to explain their uses at different work at construction site
- Assess the level of understanding and change the instruction flow.
- Complete this activity in scheduled time, keep the discussion within the topic.
- Entertain doubts related to the topic only.
- Ask them to write some 5 types of PPE and name them correctly at the end of the session.

Housekeeping

Activity - 7



General Instructions

- Ask the participants to assemble together to conduct housekeeping and waste disposal activity before and after concreting work.
- Explain the purpose and duration of the activity.
- Distribute the practical activity format which includes task, duration allowed, specific instructions, method statements etc., under each activity of the book.
- Set guidelines pertaining to discipline and expected tasks.
- Maximum duration mentioned in the below table is for extensive practice and corresponding guidance until the skill is acquired by the participants.

Sub Activity	Skill Practice	Time	Resources
1	<ul style="list-style-type: none"> • Identify the type of wastes • Segregate the wastes • Dispose the wastes in the allocated container 	2 hours	Warm water, soap, Cleansers, Waste disposal bins, Fire extinguisher, Hammer, Cloth,

Table 3.2.2 Housekeeping

Specific Instructions

- Show the PPE and ask the participants to explain their uses at different work at construction site
- Assess the level of understanding and change the instruction flow.
- Complete this activity in scheduled time, keep the discussion within the topic.
- Entertain doubts related to the topic only.
- Ask them to write some 5 types of PPE and name them correctly at the end of the session.



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4. Placing, Leveling and Finishing of Concrete in Various Structural Elements

Unit 4.1 - Concreting Work and its Tools, Equipment and Materials in Concreting Work

Unit 4.2 – RCC Foundation

Unit 4.3 – RCC Column

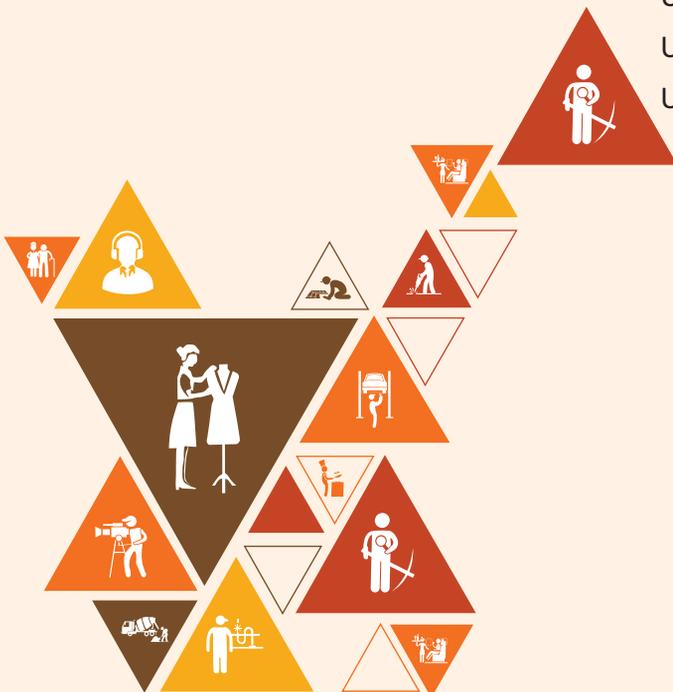
Unit 4.4 – RCC Beam

Unit 4.5 – RCC Slab

Unit 4.6 – RCC Wall

Unit 4.7 – Concreting in Precast Segments

Unit 4.8 – Concrete Repair Works



CON/N0117

Key Learning Outcomes

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

1. Explain concreting work.
2. Identify different hand and power tools used for concreting work.
3. Understand the application of different hand and power tools.
4. Have knowledge of concreting tools and equipment.
5. Have knowledge of components of concrete and their attributes.
6. Understand use of cement and its attributes.
7. Explain various grades of concrete.
8. Understand the process of concrete mixing and proportioning.
9. List out different concreting hand and power tools
10. Identify different concreting hand and power tools
11. Explain the different stages of Reinforced Cement Concrete construction (Formwork, Rein-forcing Bar, Pouring, Finishing, Curing etc.).
12. Understand concreting procedures in different structural elements such as foundation, column, tie beam, wall, beam, slab, stair, lintel, etc.
13. Explain and demonstrate concreting in precast segments.
14. Explain and carryout repair works in concrete.
15. Explain the importance of good housekeeping and waste disposal.
16. Define the different types of concrete defects and their cause.

UNIT 4.1: Concreting Work and its Tools, Equipment and Materials in Concreting Work

Unit Objectives

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

1. Get brief overview about concreting work.
2. Define properties of Concrete.
3. Explain concrete and its composition.
4. Outline different types of cement and aggregates used in concreting.
5. Understand concreting operations.
6. Explain test performed on cement and concrete.
7. List out different concreting hand and power tools
8. Identify different concreting hand and power tools
9. Explain the importance of good housekeeping and waste disposal

Concrete Work

Say

- Welcome and greet the participants.

Topic Introduction -

- Give the participants a brief overview of what will be covered in this unit.

Resources to be Used

Theory

- Black/white board, marker, notebook, and pen, laptop along with projector, PPT, Mason Concrete participant handbook.

Practical

- Resources such as concrete tools, materials and equipment, consumables and PPEs mentioned in the activity table given below.

Do



- Define concrete.
- List the types of concrete
- List and explain the properties of concrete with composition.
- Explain aggregates with its types, physical properties and its effect on concrete
- What are deleterious materials? Explain its effect on concrete.
- Explain the importance of sieving.
- Define cement. Explain its physical properties and test performed at site.
- List the grades of concrete
- Mention and explain concrete mix proportions
- Explain the classification of tools based on its purpose
- List and explain the concreting hand and power tools
- Explain the importance of good housekeeping and waste disposal
- Explain and demonstrate processes of curing.

Notes for Facilitation



- Use the content in participant handbook Unit 4.1, section 4.1.1 to explain concrete.
- Use the content in participant handbook Unit 4.1, section 4.1.2 to explain properties of concrete.
- Use the content in participant handbook Unit 4.1, section 4.1.3 to explain compositions in concrete.
- Use the content in participant handbook Unit 4.1, section 4.1.4 to explain deleterious materials used in concrete.
- Use the content in participant handbook Unit 4.1, section 4.1.5 to explain sieving of aggregates.
- Use the content in participant handbook Unit 4.1, sections 4.1.6 and 4.1.7 to explain cement, its properties and water.
- Use the content in participant handbook Unit 4.1, section 4.1.8 to explain grades of concrete.
- Use the content in participant handbook Unit 4.1, section 4.1.9 to explain hydration.
- Use the content in participant handbook Unit 4.1, section 4.1.10 to explain mix proportions of concrete.
- Use the content in participant handbook Unit 4.1, section 4.1.11 to explain concreting operation.
- Use the content in participant handbook Unit 4.1, section 4.1.12 to explain various tests on fresh and hardened concrete.
- Use the content in participant handbook Unit 4.2, section 4.2.1 to explain concreting tools and equipment.
- Use the content in participant handbook Unit 4.2, sections 4.2.1.1 and 4.2.1.2 to explain hand tools and power tools used in concreting.
- Use the content in participant handbook Unit 3.3 to explain importance of waste disposal and housekeeping at construction site.

Concrete Material

Activity - 1



General Instructions

- Conduct a group activity on identification of aggregates.
- Ask the participants to assemble together.
- Explain the purpose and duration of the activity.
- Distribute the practical activity format which includes task, duration allowed, specific instructions, method statements etc., under each activity of the book.
- Set guidelines pertaining to discipline and expected tasks.

Sub Activity	Skill Practice	Time	Resources
1	Identify the different sizes of coarse and fine aggregates using sieves	4 hours	PPE, Natural Sand/Crushed stone sand, Gravel Stone, Coarse aggregates:80 mm down Sieve sizes 80mm, 63mm, 40mm, 20mm, 16mm, 12.5mm, 10mm, 4.75mm, 2.36mm Fine aggregates: 4.75 mm down Sieve sizes 10mm, 4.75mm, 2.36mm, 1.18mm, 600 Micron, 300 Micron, 150 Micron

Table 4.1.1 Sieve analysis

Specific Instructions

- Show the aggregates and ask the participants to identify and explain their uses
- Assist them by giving hints to remember the aggregates, for example sand is in powder form.
- Similarly explain the other aggregates by giving relevant hints to identify and remember the same.
- Assess the level of understanding and change the instruction flow.
- Complete this activity in scheduled time, keep the discussion within the topic.
- Entertain doubts related to the topic only.
- Ask them to write the aggregates, and name them correctly at the end of the session.
- Explain the various types of admixtures that are used for improving various properties of concrete.

Field Tests of Cement

Activity - 2

General Instructions

- Ask the participants to assemble together.
- Explain the purpose and duration of the activity.
- Distribute the practical activity format which includes task, duration allowed, specific instructions, method statements etc., under each activity of the book.
- Set guidelines pertaining to discipline and expected tasks.
- Maximum duration mentioned in the below table is for extensive practice and corresponding guidance until the skill is acquired by the participants.

Sub Activity	Skill Practice	Time	Resources
1	Carryout field tests of cement : Color, Rubbing, Hand insertion, Float test, Smell test, Presence of Lumps, Shape test	4 hours	PPE, Cement, Water Cement bags, Wooden planks, Polyethylene sheet
2	Ensure cement bags are stacked at site in a proper manner	1 hour	
3	Identify different types of cement and its grade	1 hour	

Table 4.1.2 Field tests on cement

Specific Instructions

- Make sure all the participants are wearing proper PPEs
- Explain the overall procedure how to store cement bag before commencing the exercise
- Check & observe that all the steps are followed by the participants.
- Complete the activity in scheduled time, at the end of activity, to assess the skill and knowledge acquired, call a person randomly from the group and ask him to explain the process of storing cement bags.

Hand and Power Tools for Concrete Work

Activity - 3

General Instructions

- Conduct a group activity on identification of concrete tools and equipment.
- Ask the participants to assemble together.

- Explain the purpose and duration of the activity.
- Distribute the practical activity format which includes task, duration allowed, specific instructions, method statements etc., under each activity of the book.
- Set guidelines pertaining to discipline and expected tasks.
- Ask each one of them to identify.

Sub Activity	Skill Practice	Time	Resources
1	Identify concrete hand tools	3 hours	PPE, Square Mouth Shovel, Wheel Barrow, Trowel, Pointing trowel, Finishing Trowel, Step trowel/edging trowel,
2	Identify concrete power tools and equipment	5 hours	Concrete Float, Tamper, Bull Float, Groover, Moil (point)chisel, Plugging chisel, Screed board or straightedges, Squares, Spirit level, Plumb Bob, Batching Plant, Transit Mixer, Concrete Pump, Needle Vibrator, Double beam screed vibrator, Vacuum de-watering Pump, Floater machine, Concrete Saw

Table 4.1.3 Hand and power tools

Specific Instructions

- Show the grade ask the participants to identify and explain concrete tools and equipment
- Assess the level of understanding and change the instruction flow.
- Complete this activity in scheduled time, keep the discussion within the topic.
- Entertain doubts related to the topic only.
- Ask them to write 5 different concrete tools and equipment, and explain their uses.

Concrete Mix Proportions

Activity - 4



General Instructions

- Ask the participants to assemble together.
- Explain the purpose and duration of the activity.

- Distribute the practical activity format which includes task, duration allowed, specific instructions, method statements etc., under each activity of the book.
- Set guidelines pertaining to discipline and expected tasks.
- Maximum duration mentioned in the below table is for extensive practice and corresponding guidance until the skill is acquired by the participants.

Sub Activity	Skill Practice	Time	Resources
1	Monitor manual preparation of nominal mix of concrete ratio 1:4:8 and 1:1.5:3 use weigh balance method	8 hours	PPE, Concrete tools, Concrete equipment, Concrete Materials

Table 4.1.4 M25 grade concrete

Specific Instructions

- Allot one helper to each participant and ask the participant to give instructions to prepare 1:4:8 and 1:1.5:3 nominal mix concrete.
- Ask the participants to ensure that the concrete mix proportion is 1:4:8 and 1:1.5:3.
- Assess the level of understanding and change the instruction flow.
- Complete this activity in scheduled time, keep the discussion within the topic.
- Entertain doubts related to the topic only.
- Ask them to write any 3 nominal mix ratios, and mention their significance.

UNIT 4.2: RCC Foundation

Unit Objectives

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

1. Explain the different stages of reinforced cement concrete foundation construction (Formwork, Rein-forcing Bar, Pouring, Finishing, Curing etc).
2. Understand concreting procedures for reinforced cement concrete foundation.

Resources to be Used

Theory

- Black/white board, marker, notebook, and pen, laptop along with projector, PPT, Mason Concrete participant handbook.

Practical

- Resources such as concrete tools, materials and equipment, consumables and PPEs mentioned in the activity table given below.

RCC Foundation

Say

- Welcome and greet the participants.

Topic Introduction -

- Give the participants a brief overview of what will be covered in this unit.

Resources to be Used

Theory

- Black/white board, marker, notebook, and pen, laptop along with projector, PPT, Mason Concrete Participant handbook.

Practical

- Resources such as concrete tools, materials and equipment, consumables and PPEs mentioned in the activity table given below.

Do

- Explain the type of concrete foundation.
- Explain the casting procedure for reinforced cement concrete foundation.

- Explain points to remember while casting reinforced cement concrete foundation.
- Explain the importance of good housekeeping and waste disposal.
- Define the different types of concrete defects and their cause.
- Explain the repair works done to the structure after de-shuttering.

Notes for Facilitation



- Use the content in participant handbook Unit 4.3, section 4.3.3.3 to explain stages of work in RCC foundation.
- Use the content in participant handbook Unit 4.3, section 4.3.4 to explain points to remember while casting reinforced cement concrete foundation.
- Use the content in participant handbook Unit 3.3 to explain importance of waste disposal and housekeeping at construction site.
- Use the content in participant handbook Unit 4.5, section 4.5.1 to explain defects in concrete.
- Use the content in participant handbook Unit 4.5, section 4.5.2 to explain repairing concrete defects.

Reinforced Cement Concrete Foundation

Activity - 1



Conduct a skill practice activity.

- Ask the participants to assemble together to prepare RCC foundation of a raft of dimension (2000x3000x500) mm.
- Reinforcement and shuttering works are completed in this task before mason concrete skill has to be applied.
- Explain the purpose and duration of the activity.
- Distribute the practical activity format which includes task, duration allowed, specific instructions, method statements etc., under each activity of the book.
- Set guidelines pertaining to discipline and expected tasks.
- Set guidelines pertaining to discipline and expected tasks.
- Maximum duration mentioned in the below table is for extensive practice and corresponding guidance until the skill is acquired by the participants.

Sub Activity	Skill Practice	Time	Resources
Concreting			Measuring tape/rule, vibrator, shovels, rakes, screeding, board, tamping tools(hand, rolling,etc.), large floating, device like bull, float, hammer, brick chisel, stone chisel, comb chisel, bolster, masonry hand saw, steel trowel, float(wooden/metal), straight edge(aluminium), wood/rubber mallet, spade, mortar pan, corner trowel, pointer trowel, tuck pointing, trowel, line and pins, screed board, jointers, steel lever, plumb bob, line string (line dori), try square, spirit level, measuring tape, steel or wooden scale, tapered rule, gauge box, plate, compactor, concrete vibrator, grouting machine(manual), dewatering machine(vdf), groove cutting machine, cement, sand, plasticizers, common burnt clay brick (2nd class), coarse, aggregates, rubble stone, (natural stone), water proofing compound with primer, glass stiff, scaffold set (including all components), lifting , appliances,(wheel and rope, shackles, sling, belts), wheel barrows, wooden sleepers, rhombus, mesh, expanded metal mesh, mixing platform (3'x5'), red oxide, helmet, face shield, safety goggles, safety shoes, safety belt ear defenders, particle masks, overalls knee pad , reflective jackets, pencil
1	Carryout preliminary checks on materials and tools required for quality and workability	3 hours	
2	Run checks on formwork and reinforcement before concreting	3 hours	
3	Pour concrete manually and by using pump	3 hours	
4	Compact the concrete with vibrator	4 hours	
5	Level and finish the surface with hand tools	5 hours	
Post Concreting			
6	Ensure moist and membrane curing of the surface is carried out as per standards	1 hour	
7	Carryout repairing works (if any)	1 hour	
8	Ensure standard housekeeping practices are adopted as per EHS guidelines	1 hour	

Table 4.2.1 RCC Foundation

Specific Instructions

- Make sure all the participants are wearing PPE before the practice
- Explain the overall procedure of the stages of RCC foundation before commencing the exercise
- Check & observe that all the participants are following the steps accordingly with required tools and equipment.
- Complete the activity in scheduled time, at the end of activity, to assess the skill and knowledge acquired, call a person randomly from the group and ask him to explain the stages of RCC foundation.

UNIT 4.3: Reinforced Cement Concrete Column

Unit Objectives

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

1. Explain the different stages of reinforced cement concrete column construction (Formwork, Reinforcing Bar, Pouring, Finishing, Curing etc.).
2. Understand concreting procedures for reinforced cement concrete column.

Resources to be Used

Theory

- Black/white board, marker, notebook, and pen, laptop along with projector, PPT, Mason Concrete Participant handbook.

Practical

- Resources such as concrete tools, materials and equipment, consumables and PPEs mentioned in the activity table given below.

RCC Column

Do

- Explain the casting procedure of reinforced cement concrete column.
- Explain the importance of good housekeeping and waste disposal.
- Explain points to remember while performing concreting operations.
- Define the different types of concrete defects and their cause.
- Explain the repair works done to the structure after de-shuttering

Notes for Facilitation

- Use the content in participant handbook Unit 4.3, section 4.3.3.1 to explain stages of work in RCC Column.
- Use the content in participant handbook Unit 4.3, section 4.3.4 to explain points to remember while casting RCC member.
- Use the content in participant handbook Unit 3.3 to explain importance of waste disposal and housekeeping at construction site.
- Use the content in participant handbook Unit 4.5, section 4.5.1 to explain defects in concrete.
- Use the content in participant handbook Unit 4.5, section 4.5.2 to explain repairing concrete defects.

RCC Column

Activity - 2

Conduct a skill practice activity.

- Ask the participants to assemble together to prepare RCC column for 300mmx450mm for a height of 3000 mm.
- Explain the purpose and duration of the activity.
- Distribute the practical activity format which includes task, duration allowed, specific instructions, method statements etc., under each activity of the book.
- Set guidelines pertaining to discipline and expected tasks.
- Maximum duration mentioned in the below table is for extensive practice and corresponding guidance until the skill is acquired by the participants.

Sub Activity	Skill Practice	Time	Resources
Concreting			Measuring tape/rule, vibrator, shovels, rakes, screeding, board, tamping tools(hand, rolling,etc.), large floating, device like bull, float, hammer, brick chisel, stone chisel, comb chisel, bolster, masonry hand saw, steel trowel, float(wooden/metal), straight edge(aluminium), wood/rubber mallet, spade, mortar pan, corner trowel, pointer trowel, tuck pointing, trowel, line and pins, screed board, jointers, steel lever, plumb bob, line string (line dori), try square, spirit level, measuring tape, steel or wooden scale, tapered rule, gauge box, plate, compactor, concrete vibrator, grouting machine(manual), dewatering machine(vdf), groove cutting machine, cement, sand, plasticizers, common burnt clay brick (2nd class), coarse, aggregates, rubble stone, (natural stone), water proofing compound with primer, glass stiff, scaffold set (including all components), lifting , appliances,(wheel and rope, shackles, sling, belts), wheel barrows, wooden sleepers, rhombus, mesh, expanded metal mesh, mixing platform (3'x5'),
1	Carryout preliminary checks on materials and tools required for quality and workability	3 hours	
2	Run checks on formwork and reinforcement before concreting	3 hours	
3	Pour concrete manually or by machine	3 hours	
4	Compact the concrete by using a vibrator	4 hours	
5	Level and finish the surface by using hand tools	6 hours	
Post Concreting			
6	Ensure moist and membrane curing of the surface is carried out	1 hour	
7	Carryout repairing works (if any)	1 hour	

8	Ensure that standard housekeeping practices are followed	1 hour	red oxide, helmet, face shield, safety goggles, safety shoes, safety belt ear defenders, particle masks, overalls knee pad , reflective jackets, pencil
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Table 4.3.1 RCC Column

Specific Instructions

- Make sure all the participants are wearing PPE before the practice
- Explain the overall procedure of the stages of RCC column before commencing the exercise
- Check & observe that all the participants are following the steps accordingly with required tools and equipment.
- Complete the activity in scheduled time, at the end of activity, to assess the skill and knowledge acquired, call a person randomly from the group and ask him to explain the stages of RCC column.

UNIT 4.4: RCC Beam

Unit Objectives

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

1. Explain the different stages of Reinforced Cement Concrete Beam construction (Formwork, Reinforcing Bar, Pouring, Finishing, Curing etc.).
2. Understand concreting procedures for reinforced cement concrete beam.

Resources to be Used

Theory

- Black/white board, marker, notebook, and pen, laptop along with projector, PPT, Mason Concrete Participant handbook.

Practical

- Resources such as concrete tools, materials and equipment, consumables and PPEs mentioned in the activity table given below.

RCC Beam

Do

- Explain the different stages involved in casting of reinforced cement concrete beam.
- Explain points to remember while performing concreting operations.
- Define the different types of concrete defects and their cause.
- Explain the repair works done to the structure after de-shuttering

Notes for Facilitation

- Use the content in participant handbook Unit 4.3, section 4.3.3.4 to explain stages of work in RCC beam.
- Use the content in participant handbook Unit 4.3, section 4.3.4 to explain points to remember while casting RCC member.
- Use the content in participant handbook Unit 3.3 to explain importance of waste disposal and housekeeping at construction site.
- Use the content in participant handbook Unit 4.5, section 4.5.1 to explain defects in concrete.
- Use the content in participant handbook Unit 4.5, section 4.5.2 to explain repairing concrete defects.

RCC Beam

Activity - 3



Conduct a skill practice activity.

- Ask the participants to assemble together to prepare RCC beam for 300 mm x 600 mm for a length of 3000 mm.
- Explain the purpose and duration of the activity.
- Distribute the practical activity format which includes task, duration allowed, specific instructions, method statements etc., under each activity of the book.
- Set guidelines pertaining to discipline and expected tasks.
- Maximum duration mentioned in the below table is for extensive practice and corresponding guidance until the skill is acquired by the participants.

Sub Activity	Skill Practice	Time	Resources
Concreting			Measuring tape/rule, vibrator, shovels, rakes, screeding, board, tamping tools(hand, rolling,etc.), large floating, device like bull, float, hammer, brick chisel, stone chisel, comb chisel, bolster, masonry hand saw, steel trowel, float(wooden/metal), straight edge(aluminium), wood/rubber mallet, spade, mortar pan, corner trowel, pointer trowel, tuck pointing, trowel, line and pins, screed board, jointers, steel lever, plumb bob, line string (line dori), try square, spirit level, measuring tape, steel or wooden scale, tapered rule, gauge box, plate, compactor, concrete vibrator, grouting machine(manual), dewatering machine(vdf), groove cutting machine, cement, sand, plasticizers, common burnt clay brick (2nd class), coarse, aggregates, rubble stone, (natural stone), water proofing compound with primer, glass stiff, scaffold set (including all components), lifting , appliances,(wheel and rope, shackles, sling, belts), wheel barrows, wooden sleepers, rhombus, mesh, expanded metal mesh, mixing platform (3'x5'),
1	Carryout preliminary checks on materials and tools required for quality and workability	3 hours	
2	Run checks on formwork and reinforcement before concreting	3 hours	
3	Pour concrete manually or by machine	3 hours	
4	Compact the concrete by using a vibrator	4 hours	
5	Level and finish the surface by hand tools	6 hours	
Post Concreting			
6	Ensure moist and membrane curing of the surface is carried out	1 hour	
7	Carryout repairing works (if any)	1 hour	

8	Ensure that standard housekeeping practices are followed	1 hour	red oxide, helmet, face shield, safety goggles, safety shoes, safety belt ear defenders, particle masks, overalls knee pad , reflective jackets, pencil
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Table 4.4.1 RCC Beam

Specific Instructions

- Make sure all the participants are wearing PPE before the practice
- Explain the overall procedure of the stages of RCC beam before commencing the exercise
- Check & observe that all the participants are following the steps accordingly with required tools and equipment.
- Complete the activity in scheduled time, at the end of activity, to assess the skill and knowledge acquired, call a person randomly from the group and ask him to explain the stages of RCC beam.

UNIT 4.5: RCC Slab

Unit Objectives

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

1. Explain the different stages of reinforced cement concrete slab construction (Formwork, Reinforcing Bar, Pouring, Finishing, Curing etc.).
2. Understand concreting procedures for reinforced cement concrete slab.

Resources to be Used

Theory

- Black/white board, marker, notebook, and pen, laptop along with projector, PPT, Mason Concrete Participant handbook.

Practical

- Resources such as concrete tools, materials and equipment, consumables and PPEs mentioned in the activity table given below.

RCC Slab

Do

- Explain the different stages in casting of Reinforced Cement Concrete slab.
- Explain points to remember while performing concreting operations.
- Explain the importance of good housekeeping and waste disposal.
- Define the different types of concrete defects and their cause.
- Explain the repair works done to the structure after de-shuttering

Notes for Facilitation

- Use the content in participant handbook Unit 4.3, section 4.3.3.4 to explain stages of work in RCC slab.
- Use the content in participant handbook Unit 4.3, section 4.3.4 to explain points to remember while casting RCC member.
- Use the content in participant handbook Unit 3.3 to explain importance of waste disposal and housekeeping at construction site.
- Use the content in participant handbook Unit 4.5, section 4.5.1 to explain defects in concrete.
- Use the content in participant handbook Unit 4.5, section 4.5.2 to explain repairing concrete defects.

RCC Slab

Activity - 4

Conduct a skill practice activity.

- Ask the participants to assemble together to prepare RCC slab for 2000 mm x 3000 mm and a thickness of 120 mm.
- Explain the purpose and duration of the activity.
- Set guidelines pertaining to discipline and expected tasks.
- Distribute the practical activity format which includes task, duration allowed, specific instructions, method statements etc., under each activity of the book.
- Maximum duration mentioned in the below table is for extensive practice and corresponding guidance until the skill is acquired by the participants

Sub Activity	Skill Practice	Time	Resources
Concreting			Measuring tape/rule, vibrator, shovels, rakes, screeding, board, tamping tools(hand, rolling,etc.), large floating, device like bull, float, hammer, brick chisel, stone chisel, comb chisel, bolster, masonry hand saw, steel trowel, float(wooden/metal), straight edge(aluminium), wood/rubber mallet, spade, mortar pan, corner trowel, pointer trowel, tuck pointing, trowel, line and pins, screed board, jointers, steel lever, plumb bob, line string (line dori), try square, spirit level, measuring tape, steel or wooden scale, tapered rule, gauge box, plate, compactor, concrete vibrator, grouting machine(manual), dewatering machine(vdf), groove cutting machine, cement, sand, plasticizers, common burnt clay brick (2nd class), coarse, aggregates, rubble stone, (natural stone), water proofing compound with primer, glass stiff, scaffold set (including all components), lifting , appliances,(wheel and rope, shackles, sling, belts), wheel barrows, wooden sleepers, rhombus, mesh, expanded metal mesh, mixing platform (3'x5'),
1	Carryout preliminary checks on materials and tools required for quality and workability	3 hours	
2	Run checks on formwork and reinforcement before concreting	3 hours	
3	Pour concrete manually or by machine	3 hours	
4	Compact the concrete by using a vibrator	4 hours	
5	Level and finish the surface by hand tools	6 hours	
Post Concreting			
6	Ensure moist and membrane curing of the surface is carried out	1 hour	
7	Carryout repairing works (if any)	1 hour	

8	Ensure that standard housekeeping practices are followed	1 hour	red oxide, helmet, face shield, safety goggles, safety shoes, safety belt ear defenders, particle masks, overalls knee pad , reflective jackets, pencil
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Table 4.5.1 RCC slab

Specific Instructions

- Make sure all the participants are wearing PPE before the practice
- Explain the overall procedure of the stages of RCC slab before commencing the exercise
- Check & observe that all the participants are following the steps accordingly with required tools and equipment.
- Complete the activity in scheduled time, at the end of activity, to assess the skill and knowledge acquired, call a person randomly from the group and ask him to explain the stages of RCC slab.

UNIT 4.6: RCC Wall

Unit Objectives

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

1. Explain the different stages of reinforced cement concrete wall construction (Formwork, Reinforcing Bar, Pouring, Finishing, Curing etc.).
2. Understand concreting procedures for reinforced cement concrete wall.

Resources to be Used

Theory

- Black/white board, marker, notebook, and pen, laptop along with projector, PPT, Mason Concrete Participant handbook.

Practical

- Resources such as concrete tools, materials and equipment, consumables and PPEs mentioned in the activity table given below.

RCC Wall

Do

- Explain the different stages in casting of reinforced cement concrete wall.
- Explain points to remember while performing concreting operations.
- Explain the importance of good housekeeping and waste disposal.
- Define the different types of concrete defects and their cause.
- Explain the repair works done to the structure after de-shuttering

Notes for Facilitation

- Use the content in participant handbook Unit 4.3, section 4.3.3.2 to explain stages of work in RCC beam.
- Use the content in participant handbook Unit 4.3, section 4.3.4 to explain points to remember while casting RCC member.
- Use the content in participant handbook Unit 3.3 to explain importance of waste disposal and housekeeping at construction site.
- Use the content in participant handbook Unit 4.5, section 4.5.1 to explain defects in concrete.
- Use the content in participant handbook Unit 4.5, section 4.5.2 to explain repairing concrete defects.

RCC Wall

Activity - 5

Conduct a skill practice activity.

- Ask the participants to assemble together to prepare RCC wall for 2000 mm x 3000 mm, 300mm thick.
- Explain the purpose and duration of the activity.
- Distribute the practical activity format which includes task, duration allowed, specific instructions, method statements etc., under each activity of the book.
- Set guidelines pertaining to discipline and expected tasks.
- Maximum duration mentioned in the below table is for extensive practice and corresponding guidance until the skill is acquired by the participants.

Sub Activity	Skill Practice	Time	Resources
Concreting			Measuring tape/rule, vibrator, shovels, rakes, screeding, board, tamping tools(hand, rolling,etc.), large floating, device like bull, float, hammer, brick chisel, stone chisel, comb chisel, bolster, masonry hand saw, steel trowel, float(wooden/metal), straight edge(aluminium), wood/rubber mallet, spade, mortar pan, corner trowel, pointer trowel, tuck pointing, trowel, line and pins, screed board, jointers, steel lever, plumb bob, line string (line dori), try square, spirit level, measuring tape, steel or wooden scale, tapered rule, gauge box, plate, compactor, concrete vibrator, grouting machine(manual), dewatering machine(vdf), groove cutting machine, cement, sand, plasticizers, common burnt clay brick (2nd class), coarse, aggregates, rubble stone, (natural stone), water proofing compound with primer, glass stiff, scaffold set (including all components), lifting , appliances,(wheel and rope, shackles, sling, belts), wheel barrows, wooden sleepers, rhombus, mesh, expanded metal mesh, mixing platform (3'x5'),
1	Carryout preliminary checks on materials and tools required for quality and workability	2 hours	
2	Run checks on formwork and reinforcement before concreting	2 hours	
3	Pour concrete manually or by machine	2 hours	
4	Compact the concrete by using a vibrator	3 hours	
5	Level and finish the surface by hand tools	5 hours	
Post Concreting			
6	Ensure moist and membrane curing of the surface is carried out	1 hour	
7	Carry out repairing works (if any)	1 hour	

8	Ensure that standard housekeeping practices are followed	1 hour	red oxide, helmet, face shield, safety goggles, safety shoes, safety belt ear defenders, particle masks, overalls knee pad , reflective jackets, pencil
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Table 4.6.1 RCC Wall

Specific Instructions

- Make sure all the participants are wearing PPE before the practice.
- Explain the overall procedure of the stages of precast beam before commencing the exercise.
- Check & observe that all the participants are following the steps accordingly with required tools and equipment.
- Complete the activity in scheduled time, at the end of activity, to assess the skill and knowledge acquired, call a person randomly from the group and ask him to explain the stages of casting the precast beam.

UNIT 4.7: Concreting in Precast Segments

Unit Objectives

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

1. Explain precast segments, their use and benefits.
2. Define different types of precast structures and their application.
3. Enlist materials and explain the steps involved in precasting of concrete structures.

Resources to be Used

Theory

- Black/white board, marker, notebook, and pen, laptop along with projector, PPT, Mason Concrete Participant handbook.

Practical

- Resources such as concrete tools, materials and equipment, consumables and PPEs mentioned in the activity table given below.

Precast Segments

Do

- Explain precast segments, their use and benefits.
- Define different types of precast structures and their application.
- List out the materials involved in precasting of concrete structures.
- Explain the steps involved in precasting of beam, column, and slab etc.
- Explain the points to remember while performing precasting operations.

Notes for Facilitation

- Use the content in participant handbook Unit 4.4, section 4.4.1 to explain precast segments.
- Use the content in participant handbook Unit 4.4, section 4.4.2 to explain materials for making precast concrete segments.
- Use the content in participant handbook Unit 4.4, section 4.4.3 to explain process in making precast segments.

Precast Segment Concreting Work

Activity - 6



Conduct a skill practice activity.

- Ask the participants to assemble together to prepare a precast beam of cross sectional area of 400x1000mm and a length of 3000 mm.
- Explain the purpose and duration of the activity.
- Distribute the practical activity format which includes task, duration allowed, specific instructions, method statements etc., under each activity of the book.
- Set guidelines pertaining to discipline and expected tasks.
- Maximum duration mentioned in the below table is for extensive practice and corresponding guidance until the skill is acquired by the participants.

Sub Activity	Skill Practice	Time	Resources
Concreting			Measuring tape/rule, vibrator, shovels, rakes, screeding, board, tamping tools(hand, rolling,etc.), large floating, device like bull, float, hammer, brick chisel, stone chisel, comb chisel, bolster, masonry hand saw, steel trowel, float(wooden/metal), straight edge(aluminium), wood/rubber mallet, spade, mortar pan, corner trowel, pointer trowel, tuck pointing, trowel, line and pins, screed board, jointers, steel lever, plumb bob, line string (line dori), try square, spirit level, measuring tape, steel or wooden scale, tapered rule, gauge box, plate, compactor, concrete vibrator, grouting machine(manual), dewatering machine(vdf), groove cutting machine, cement, sand, plasticizers, common burnt clay brick (2nd class), coarse, aggregates, rubble stone, (natural stone), water proofing compound with primer, glass stiff, scaffold set (including all components), lifting , appliances,(wheel and rope, shackles, sling, belts), wheel barrows, wooden sleepers, rhombus, mesh, expanded metal mesh, mixing platform (3'x5'),
1	Carryout preliminary checks on materials and tools required for quality and workability	2 hours	
2	Run checks on formwork and reinforcement before concreting	2 hours	
3	Pour concrete manually or by machine	2 hours	
4	Compact the concrete by using a vibrator	3 hours	
5	Level and finish the surface by hand tools	5 hours	
Post Concreting			
6	Ensure moist and membrane curing of the surface is carried out	1 hour	
7	Carry out repairing works (if any)	1 hour	

8	Ensure that standard housekeeping practices are followed	1 hour	red oxide, helmet, face shield, safety goggles, safety shoes, safety belt ear defenders, particle masks, overalls knee pad , reflective jackets, pencil
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Table 4.7.1 Precast beam

Specific Instructions

- Make sure all the participants are wearing PPE before the practice.
- Explain the overall procedure of the stages of precast beam before commencing the exercise.
- Check & observe that all the participants are following the steps accordingly with required tools and equipment.
- Complete the activity in scheduled time, at the end of activity, to assess the skill and knowledge acquired, call a person randomly from the group and ask him to explain the stages of casting the precast beam.

UNIT 4.8: Concrete Repair Works

Unit Objectives

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

1. List out the various types of defects that occur to concrete structures.
2. Explain the repair works that are carried out to repair concrete structures.

Resources to be Used

Theory

- Black/ white board, marker, notebook, and pen, laptop along with projector, PPT, Mason Concrete Participant handbook.

Concrete Repair Works

Do

1. List out the various types of defects that occur to concrete structures.
2. Explain the repair works that are carried out to repair concrete structures.

Notes for Facilitation

- Use the content in participant handbook Unit 4.5, section 4.5.1 to explain various defects of concrete structures.
- Use the content in participant handbook Unit 4.5, section 4.5.2 to explain repairing defects of concrete structures.



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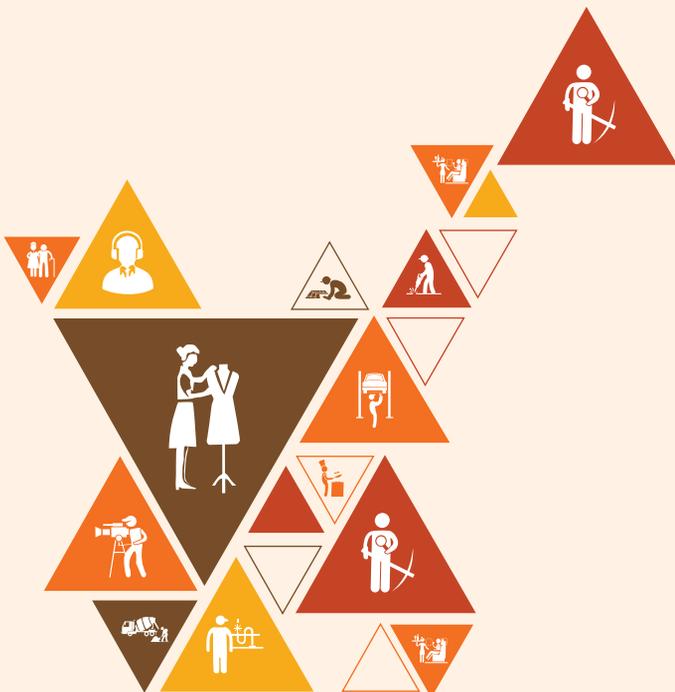
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5. Carry out IPS/ Tremix Flooring

Unit 5.1 – IPS Flooring

Unit 5.2 – Tremix Flooring



CON/NO114

Key Learning Outcomes

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

1. Explain about IPS flooring and Tremix Flooring.
2. Identify the Tools and Materials required for IPS and Tremix flooring.
3. Understand the use of machines used in IPS and Tremix flooring
4. Understand the IPS and Tremix flooring methodology
5. Understand the process involved in preparing the sub base and base
6. Explain use of reinforcement as per requirement.
7. Understand the correct pouring process
8. Carryout various processes like
 - Screeding
 - Compacting
 - Troweling
 - De-watering
9. Identify the finishes used in Tremix flooring
10. Understand the de-watering process used in Tremix flooring.
11. Outline the benefits of vacuum de-watering

UNIT 5.1: IPS Flooring

Unit Objectives

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

1. Explain cement concrete flooring.
2. Understand use and benefits of IPS Flooring.
3. Explain the procedures involved in IPS flooring.
4. Explain about the Hand tools and Power tools required for IPS flooring.

Topic Introduction-

- Give the participants a brief overview of what will be covered in this unit.

Resources to be Used

Theory

- Black/white board, marker, notebook, and pen, laptop along with projector, PPT, Mason Concrete Participant handbook.

Practical

- Resources such as concrete tools, materials and equipment, Consumables and PPEs mentioned in the activity table given below.

IPS Flooring

Do

- Explain cement concrete flooring and its types.
- Explain IPS flooring.
- Explain preparation of sub base and base course for IPS flooring.
- Explain IPS flooring methodology.
- List the advantages of IPS flooring.

Notes for Facilitation

- Use the content in participant handbook Unit 5.1, section 5.1.1 to explain cement concrete flooring.
- Use the content in participant handbook Unit 5.1, section 5.1.2 to explain preparation of sub base for concrete flooring
- Use the content in participant handbook Unit 5.2, section 5.2.1 to explain IPS flooring.
- Use the content in participant handbook Unit 5.1, section 5.1.2 to explain preparation of sub base for IPS flooring
- Use the content in participant handbook Unit 5.2, section 5.2.3 to explain flooring methodology.
- Use the content in participant handbook Unit 5.2, section 5.2.3 to explain flooring methodology.
- Use the content in participant handbook Unit 5.2, section 5.2.4 to explain advantages of IPS flooring.

Activity - 1

Conduct a skill practice activity.

- Ask the participants to assemble together to carry process of IPS flooring for an area of 2000mm x 3000mm.
- Formwork and reinforcement are placed as per proposed instructions.
- Explain the purpose and duration of the activity.
- Distribute the practical activity format which includes task, duration allowed, specific instructions, method statements etc., under each activity of the book.
- Set guidelines pertaining to discipline and expected tasks.
- Set guidelines pertaining to discipline and expected tasks.
- Maximum duration mentioned in the below table is for extensive practice and corresponding guidance until the skill is acquired by the participants.

Sub Activity	Skill Practice	Time	Resources
Concreting			Hammer, brick chisel, stone chisel, comb chisel, bolster, masonry hand saw, steel trowel, float wooden/metal), straight edge(aluminium), wood/rubber, mallet, spade(phawda), mortar pan, (ghamela), corner trowel, pointer trowel, tuck pointing, trowel, line and pins, screed board, jointers, steel lever,
1	Carryout preliminary checks on materials and tools required for quality and workability	3 hours	
2	Ensure that sub base and base course are prepared as per standards	5 hours	
3	Mark and transfer levels to all floor locations using appropriate tools	4 hours	
4	Mark the thickness of floor	2 hours	

5	Fix glass and aluminium strips over base concrete with their top at proper levels and as per required slope	5 hours	plumb bob, line string (line dori), try square, spirit level, measuring tape, steel or wooden scale, tapered rule, gauge box, plate compactor, concrete vibrator, grouting machine (manual), dewatering machine (vdf), groove cutting machine, cement , sand (medium), plasticizers common burnt clay brick (2nd class), coarse aggregates, rubble stone (natural stone), water proofing compound with primer, glass stiff, scaffold set (including all components) lifting appliances (wheel and rope, shackles, sling, belts), wheel barrows, wooden sleepers, rhombus mesh, expanded metal mesh, mixing plat form (3'x5'), red oxide, helmet, face shield, safety goggles, safety shoes, safety belt, ear defenders, particle masks, overalls knee pad, reflective jackets, pencil
6	Provide dummy dots to maintain required level of flooring	2 hours	
7	Pour concrete mix manually or by machine	3 hours	
8	Compact the concrete mix with vibrator	3 hours	
9	Level and finish the surface with hand tools	5 hours	
Post Concreting			
10	Ensure moist and membrane curing of the surface is carried out	1 hour	
11	Repairing the defects (if any)	2 hours	
12	Ensure that standard housekeeping practices are followed	1 hour	

Table 5.1.1 IPS flooring

Specific Instructions

- Make sure all the participants are wearing proper PPEs
- Explain the overall procedure of IPS Flooring before commencing the exercise
- Check & observe that all the steps are followed by the participants.
- Complete the activity in scheduled time, at the end of activity, to assess the skill and knowledge acquired, call a person randomly from the group and ask him to explain the sequence of steps involved in IPS flooring.

UNIT 5.2: Tremix Flooring

Unit Objectives

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

1. Explain about Tremix Flooring and its benefits.
2. Explain about procedures involved in Tremix flooring
3. List out hand and power tools required for Tremix flooring

Resources to be Used

Theory

- Black/white board, marker, notebook, and pen, laptop along with projector, PPT, Mason Concrete Participant handbook.

Practical

- Resources such as concrete tools, materials and equipment, Consumables and PPEs mentioned in the activity table given below.

Tremix Flooring

Do

- What is Tremix flooring?
- Explain Tremix flooring Methodology
- List and explain the tools and materials required for flooring
- Explain forming and concrete mix for topping
- Explain vacuum de-watering and troweling/ floating
- List the advantages of Tremix flooring

Notes for Facilitation

- Use the content in participant handbook Unit 5.3, section 5.3.1 to explain Tremix flooring.
- Use the content in participant handbook Unit 5.3, section 5.3.2 to explain Tremix flooring methodology.
- Use the content in participant handbook Unit 5.3, section 5.3.3 to explain tools and materials required.
- Use the content in participant handbook Unit 5.3, section 5.3.4 to explain preparation of sub base and base course for Tremix concrete flooring

- Use the content in participant handbook Unit 5.3, sections 5.3.5, 5.3.6 to explain forming and concrete mix for topping.
- Use the content in participant handbook Unit 5.3, sections 5.3.7, 5.3.8 to explain vacuum de-watering, troweling/floating.
- Use the content in participant handbook Unit 5.3, section 5.3.9 to explain advantages of Tremix flooring.

Activity - 2



Conduct a skill practice activity.

- Ask the participants to assemble together to carry out the sequence of steps in Tremix flooring for an area of 2000mm x 3000mm.
- Formwork and reinforcement are placed as per proposed instructions.
- Explain the purpose and duration of the activity.
- Distribute the practical activity format which includes task, duration allowed, specific instructions, method statements etc., under each activity of the book.
- Set guidelines pertaining to discipline and expected tasks.
- Maximum duration mentioned in the below table is for extensive practice and corresponding guidance until the skill is acquired by the participants.

Sub Activity	Skill Practice	Time	Resources
Concreting			Hammer, brick chisel, stone chisel, comb chisel, bolster, masonry hand saw, steel trowel, float wooden/ metal), straight edge(aluminium), wood/rubber, mallet, spade(phawda), mortar pan, (ghamela), corner trowel, pointer trowel, tuck pointing, trowel, line and pins, screed board, jointers, steel lever, plumb bob, line string (line dori), try square, spirit level, measuring tape, steel or wooden scale, tapered rule, gauge box, plate compactor, concrete vibrator, grouting machine (manual), dewatering machine (vdf), groove cutting machine, cement ,
1	Carryout preliminary checks on materials and tools required for quality and workability	3 hours	
2	Lay the sub base (stone and boulder soling) and base course(PCC) are prepared as per standards	5 hours	
3	Run checks on formwork and reinforcement before concreting	3 hours	
4	Pour concrete mix manually or by machine	3 hours	
5	Vibrate and level the poured concrete by double beam vibrator	3 hours	
6	Remove excess water from concrete using vacuum dewatering treatment	2 hours	

7	Sprinkle hardener as per requirement/specifications	2 hours	sand (medium), plasticizers common burnt clay brick (2nd class), coarse aggregates, rubble stone (natural stone), water proofing compound with primer, glass stiff, scaffold set(including all components) lifting appliances (wheel and rope, shackles, sling, belts), wheel barrows, wooden sleepers, rhombus mesh, expanded metal mesh, mixing plat form (3'x5'), red oxide, helmet, face shield, safety goggles, safety shoes, safety belt, ear defenders, particle masks, overalls knee pad, reflective jackets, pencil
8	Float the surface using hand and power tools	3 hours	
9	Trowel the surface hand and power tools	4 hours	
Post Concreting			
10	Ensure moist and membrane curing of the surface is carried out	1 hour	
11	Provide the joint with groove cutting machine	3 hours	
12	Fill the joints	1 hour	
13	Repair the defects (if any)	4 hours	
14	Ensure that standard housekeeping practices are followed	1 hour	

Table 5.2.1 Tremix flooring

Specific Instructions

- Make sure all the participants are wearing proper PPEs.
- Explain the overall procedure of Tremix Flooring before commencing the exercise.
- Check & observe that all the steps are followed by the participants.
- Complete the activity in scheduled time, at the end of activity, to assess the skill and knowledge acquired, call a person randomly from the group and ask him to explain the sequence of steps involved in Tremix flooring.



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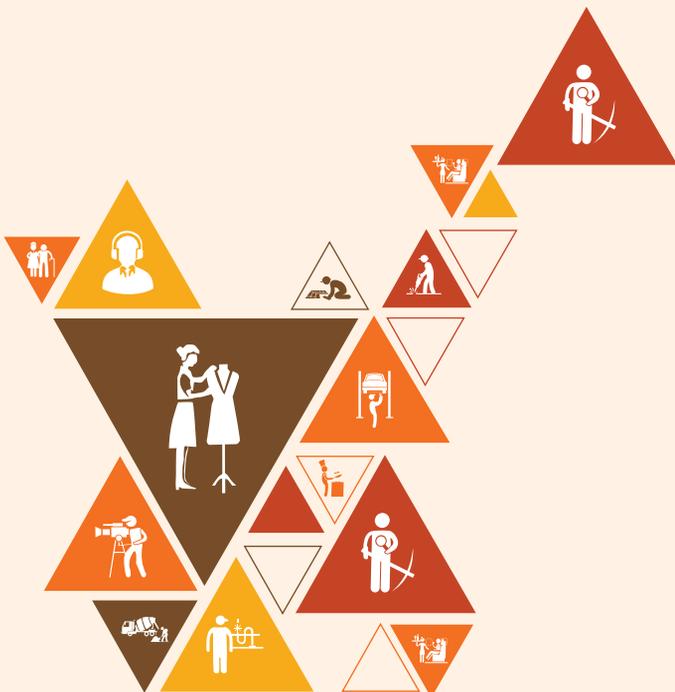
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6. Work Effectively in a Team to Deliver Desired Results at the Workplace

Unit 6.1 – Communication at Work Place

Unit 6.2 – Team work



CON/N8001

Key Learning Outcomes

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

1. Understand the benefits of reporting issues to seniors.
2. List out important issues that need immediate reporting.
3. Understand the importance of communication relevant information with the team.
4. Outline benefits of communicating information with the team members
5. Understand the importance team work.
6. Explain benefits of working in a team.

UNIT 6.1: Communication at Work Place

Unit Objectives

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

1. Understand the benefits of reporting issues to seniors.
2. Explain important issues that need immediate reporting.
3. Understand the importance of communication relevant information with the team.
4. Benefits of communicating information with the team members.

Reporting Issue to Supervisor

Say

- Welcome and greet the participants.

Topic Introduction-

- Give the participants a brief overview of what will be covered in this unit.

Resources to be Used

Theory

- Black/white board, marker, notebook, and pen, laptop along with projector, PPT, Mason Concrete Participant handbook.

Practical

- Sample reporting format.

Do

- What are the types of issue that will be reported?
- List and explain the types of communication to be communicated with the team

Notes for Facilitation

- Use the participant handbook, Unit 6.1 to explain the procedure to report supervisor and team communication

Reporting to Supervisor

Activity - 1



Conduct a role play activity on communication to the team and superior regarding shortage of resources for concreting a column of size 300mm x 400mm, 3000mm height.

- Ask the participants to assemble together.
- Explain the purpose and duration of the activity.
- Distribute the practical activity format which includes task, duration allowed, specific instructions, method statements etc., under each activity of the book.
- Set guidelines pertaining to discipline and expected tasks.
- Ask two persons who are very much interactive to participate in the role play.
- Explain the roles to each of them.
- Rotate the roles after completing one cycle.

Sub Activity	Time	Resources
Communicate with supervisor and team regarding the shortage of resources	2 hours	PPE, Sample Reporting procedure
Fill a report for indent of resources	3 hours	
Report the issues in the work to supervisor	3 hours	

Table 6.1.1 Reporting procedure

Specific Instructions

- Explain the process of reporting the issue to supervisor and way to communicate with team.
- Select two persons from the group.
- Explain the role play that will be enacted.
- Ask the team head how he will treat his team member at workplace in carrying out the task.
- Now ask the team member how he will report any issue which needs a support from the team head.
- Help the person in understanding the work with an effective communication and guidance.
- Complete the activity in the scheduled time, and clarify any doubts.

UNIT 6.2: Team work

Unit Objectives

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

1. Understand the importance team work.
2. Benefits of working in a team.

Resources to be Used

Theory

- Black/white board, marker, notebook, and pen, laptop along with projector, PPT, Mason Concrete Participant handbook.

Team work

Do

- What is a team work?
- Explain the benefits and risk of failure working in team

Notes for Facilitation

- Use the content in participant handbook Unit 6.2 and 6.3 to explain the process to work in a team.
- Use the tips in participant guide.

Team Communication

Activity - 2

Conduct a role play activity on communication of the work plan for concrete operations of casting a beam of 300mm x 600mm, 3000mm length.

- Ask the participants to assemble together.
- Explain the purpose and duration of the activity.
- Distribute the practical activity format which includes task, duration allowed, specific instructions, method statements etc., under each activity of the book.
- Set guidelines pertaining to discipline and expected tasks.

- Ask two persons who are very much interactive to participate in the role play.
- Explain the roles to each of them.
- Rotate the roles after completing one cycle.

Sub Activity	Time	Resources
Communicate with the co-worker regarding the work plan	2 hours	Stationary
Ask the team for any clarifications	2 hours	
Adopt changes in work plan as per requirement	2 hours	

Table 6.2.1 Team work

Specific Instructions

- Explain the process of communication within a team before commencement of the role play.
- Select two persons from the group.
- Explain the role play that will be enacted.
- Now ask the team member how he will communicate with his team member when a support is needed during work.
- Help the person in understanding the work with an effective communication and guidance.
- Complete the activity in the scheduled time, and clarify any doubts.



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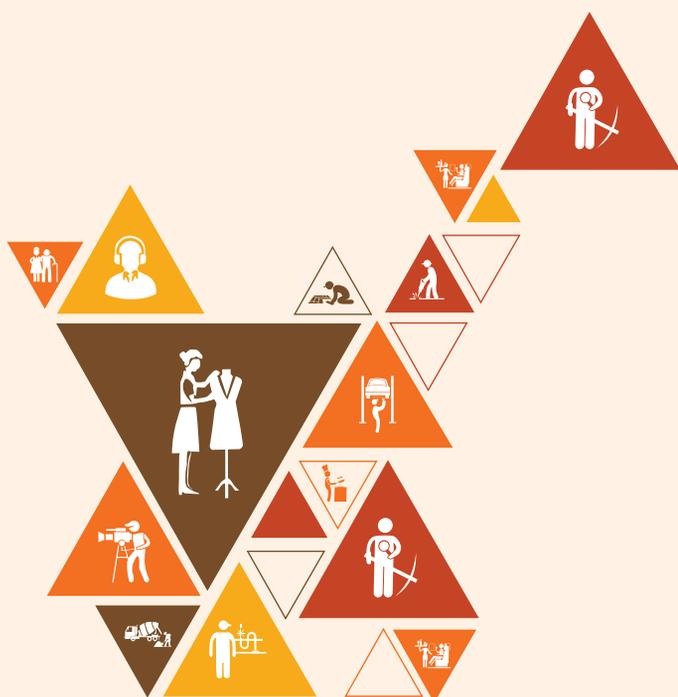
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7. Plan and Organize Work to Meet Expected Outcome

Unit 7.1 – Plan and Organise Work



CON/N8002

Key Learning Outcomes

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

1. Plan activities and schedules.
2. Prioritize tasks to achieve desired results.
3. Organise man power, material resources effectively.
4. Understand the necessity of meeting target deadline.
5. Outline dependency of activities on each other
6. Explain material planning.
7. Outline benefits of material planning
8. Understand work planning.
9. Understand the benefits of work planning.

UNIT 7.1: Plan and Organise Work

Unit Objectives

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

1. Plan activities and schedules.
2. Prioritize tasks to achieve desired results.
3. Organise man power, material resources effectively.
4. Define the necessity of meeting target deadline.
5. Explain dependency of activities on each other
6. Define material planning.
7. Benefits of material planning
8. Define work Planning.
9. Understand the benefits of work planning.

Reporting Issue to Supervisor

Say

- Welcome and greet the participants.

Topic Introduction-

- Give the participants a brief overview of what will be covered in this unit

Resources to be Used

Theory

- Black/white board, marker, notebook, and pen, laptop along with projector, PPT, Mason Concrete Participant handbook.

Practical

- Resources such as concrete tools, materials and equipment, Consumables and PPEs mentioned in the activity table given below.

Do

- Explain the Benefits of Achieving Targets & Timelines
- Explain the Benefits of Material Planning
- Explain the Benefits of Work Planning

Notes for Facilitation

- Use the participant handbook, Unit 7.1, 7.2 and 7.3 to explain the targets and planning made to meet expected outcomes

Planning and Organizing Resources

Activity - 1

Conduct a role play activity on prioritizing work and organizing resources for concreting work.

- Ask the participants to assemble together.
- Explain the purpose and duration of the activity.
- Set guidelines pertaining to discipline and expected tasks.
- Ask two persons who are very much interactive to participate in the role play.
- Explain the roles to each of them.
- Rotate the roles after completing one cycle.

Sub Activity	Time	Resources
Breaking the main task into sub tasks and prioritizing work such as: Concreting a beam of size 300x600 mm and a length of 3000mm 1. Placing 2. Compaction 3. Finishing	1 hour	PPE, Tools, Equipment and materials, Sample planning report
Organize manpower, material.	2 hours	
Check and correct any allocation issues	4 hours	

Table 7.1.1 Planning the target

Specific Instructions

- Explain the process of targets and planning before commencement of the role play.
- Select two persons from the group.
- Explain the role play that will be enacted.
- Now ask the person to communicate with this team member to plan and execute various planning at work to meet the expected outcome.
- Help the person in understanding the work with an effective communication and guidance.
- Complete the activity in the scheduled time, and clarify any doubts.



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8. Employability & Entrepreneurship Skills

Unit 8.1 – Personal Strengths & Value Systems

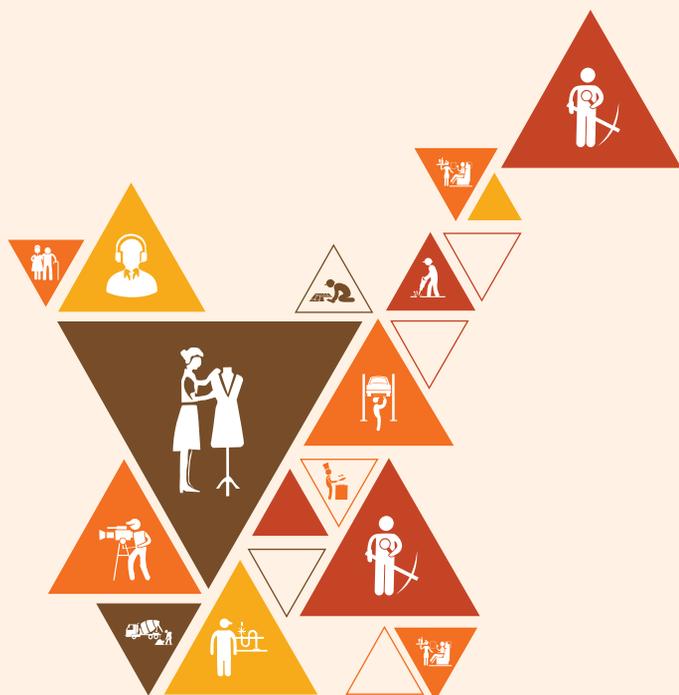
Unit 8.2 – Digital Literacy: A Recap

Unit 8.3 – Money Matters

Unit 8.4 – Preparing for Employment & Self Employment

Unit 8.5 – Understanding Entrepreneurship

Unit 8.6 – Preparing to be an Entrepreneur



Introduction: Employability and Entrepreneurship Skills

This Facilitator's guide includes various activities which will help you as a facilitator to make the sessions participative and interactive.

Ice breaker

- You can begin the module with the following ice breaker:

Five of Anything Ice Breaker Steps:

- Divide the participants into groups of four or five by having them number off. (You do this because people generally begin a meeting by sitting with the people they already know best.)
- Tell the newly formed groups that their assignment is to share their five favourite movies of all time, their five favourite novels or their five least liked films. The topic can be five of anything - most liked or disliked.
- This ice breaker helps the group explore shared interests more broadly and sparks lots of discussion about why each person likes or dislikes their selected five.
- Tell the groups that one person must take notes and be ready to share the highlights of their group discussion with the class upon completion of the assignment.

Expectation Mapping

- During the first session and after ice breaker session, ask the participants to answer the following question: "What do I expect to learn from this training?"
- Have one of the participants write their contributions on a flip chart sheet.
- Write down your own list of covered material in the training on another flip chart sheet.
- Compare the two sheets, commenting on what will and what will not be covered during the training.
- Set some ground rules for the training sessions. Ask the participants to put these rules on a flipchart and display it in the class.
- You may get back to those sheets once again at the end of the last session of the training.
- Benefits of doing this activity:
 - Participants feel better as their opinions are heard.
 - Participants get to know what they should expect from the training.
 - The facilitator gets to know which points to emphasize, which to leave out, and which to add during the training.
- Expectations from the participants:
 - Must sign the attendance sheet when they arrive for class.
 - Conduct themselves in a positive manner
 - Be punctual, attentive, and participative
- Explain the contents that are going to get covered one by one and connect it with the expectation mapping done earlier.
- By the end of this exercise, the participants should have a clear understanding of what to expect from the session and what are the areas that will not get covered.

Defining Objectives

- Defining the objectives in the beginning of the units sets the mood for the unit.
- To begin with the end in mind sets the expectations of the participants as what could be the important takeaways from the session.
- It is also a way of making participants take responsibility of their own learning process.
- For the facilitator, the objectives decide a designed path to progress on so that the learning stays aligned and on track.

5. Read the objectives slowly, one by one, and ask the participants to explain what they think it means.
6. At the end of the session, you could again revisit the objectives to find out from the participants about how many objectives have been achieved.

In order to effectively facilitate this workshop:

1. You must have thorough knowledge of the material in the Participant Handbook, and be prepared to answer questions about it.
2. You may also wish to read other material to enhance your knowledge of the subject.
3. There may be issues raised with which you are not able to deal, either because of lack of time or knowledge. You can either state that you will obtain answers and get back to the participants with the information. In case the query can be turned to an assignment to the class, do so. You can work with the the participants on the assignment.
4. You must have a very clear understanding of what the participants want to accomplish by the end of the workshop and the means to guide the participants.
5. As the facilitator, it is your responsibility to make sure that all logistical arrangements are made for the workshop. This may involve doing it yourself or confirming that someone else has made all necessary arrangements associated with the workshop. Assume nothing and check everything before the workshop begins.
6. To break the monotony and boredom during sessions, introduce mini breaks in the form of stretching exercises, jokes, some group songs or games.
7. Invite discussion from the participants.
8. Probe the participants further and lead them to come to affirmative conclusions.
9. Let the participants answer. No answer is incorrect.
10. Ask one participant to write all the points on the whiteboard.
11. Build the sessions from the answers provided by the class.
12. Prepare for the sessions in advance so that the resources like flipcharts, handouts, blank sheets of paper, marker pens, etc. can be kept ready.
13. Ensure that resources like board, markers, duster etc. is available before your session starts.

General instructions for role playing:

1. You are not being asked to be an actor or to entertain. The purpose of the role play is to provide a situation in which you can practice certain skills.
2. When you read the brief, try to imagine yourself in the situation described and behave in a way you feel to be natural – but be conscious of the fact that your role may require a different approach from that which you might normally use.
3. You (and others) may benefit from the change in approach and behaviour. Therefore, try to use the approach you feel to be most appropriate for the circumstances described in your brief.
4. The brief is just the starting point. It simply sets the scene and the tone of session or activity. Try not to keep referring to the brief as this will affect the spontaneity of the meeting. Allow the role play to develop as you think it might in real life and change your reactions in line with the behaviour and responses of others involved.
5. If you find that you have too little information to answer questions or to describe what has happened in the situation, do feel free to add your own thoughts and ideas. Try to keep these within the framework of the role you are taking and try to make your improvisations as realistic as possible.

UNIT 8.1: Personal Strengths & Value Systems

Key Learning Outcomes



At the end of this unit, participants 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

UNIT 8.1.1: Health, Habits, Hygiene: What is Health?

Unit Objectives

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

- Explain the meaning of health
- List common health issues
- Discuss tips to prevent common health issues
- Explain the meaning of hygiene
- Discuss the purpose of Swachh Bharat Abhiyan
- Explain the meaning of habit

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.

UNIT 8.1.2: Safety

Unit Objectives

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

- Discuss ways to set up a safe work environment
- Discuss critical safety habits to be followed by employees

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?

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.

UNIT 8.1.3: Self Analysis- Attitude, Achievement Motivation: What is Self Analysis?

Unit Objectives

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

- Explain the importance of self- analysis
- Discuss motivation with the help of Maslow's Hierarchy of Needs
- Discuss the meaning of achievement motivation
- List the characteristics of entrepreneurs with achievement motivation
- List the different factors that motivate you
- Discuss the role of attitude in self- analysis
- Discuss how to maintain a positive attitude
- List your strengths and weaknesses

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.

UNIT 8.1.4: Honesty & Work Ethics

Unit Objectives

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

- Discuss the qualities of honest people
- Describe the importance of honesty in entrepreneurs
- Discuss the elements of a strong work ethic
- Discuss how to foster a good work ethic

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.

Do 

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

Summarize 

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

UNIT 8.1.5: Creativity and Innovation

Unit Objectives

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

- List the characteristics of highly creative people
- List the characteristics of highly innovative people

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.

Soring's idea is to have a centralised purification system at the point of distribution like water tank while Subash's idea is to have such purifiers attached to public taps.

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

Summarize



- Summarize the unit by asking participants if they know of some people who are highly creative and innovative in their approach.
- Ask them to share some experiences about these people with the class.

Notes for Facilitation



- Source for stories on innovations:

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

UNIT 8.1.6: Time Management

Unit Objectives

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

- Discuss the benefits of time management
- List the traits of effective time managers
- Describe effective time management techniques

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.

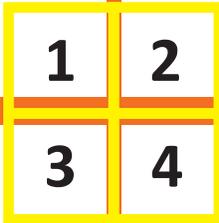
- **Category 2: Not Urgent/Important**
 - This is where you want to spend most of your time.
 - This category allows you to work on something important and have the time to do it properly.
 - This will help you produce high quality work in an efficient manner.
 - The tasks in this category are probably 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.	
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15.	

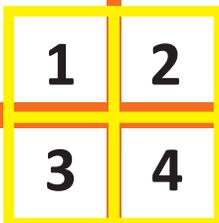
URGENT-IMPORTANT GRID

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



URGENT/ IMPORTANT GRID format

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



Do

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

Say

Activity De-brief:

How can we balance tasks between the four categories?

How to manage time through this grid?

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

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 my life? Then, put those in your jar first

UNIT 8.1.7: Anger Management

Unit Objectives

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

- Discuss the importance of anger management
- Describe anger management strategies
- Discuss tips for anger management

Resources to be Used

- Participant Handbook

Ask

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

Say

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

Do

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

Activity

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

Ask

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

Say 

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

Do 

- 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:
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.

UNIT 8.1.8: Stress Management: What is stress?

Unit Objectives

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

- Discuss the causes of stress
- Discuss the symptoms of stress
- Discuss tips for stress management

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."

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

Scenario 2

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

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

Scenario 3

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

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

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

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

Scenario 4

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

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

Ask **De-brief questions:**

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

Say 

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

Do 

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

Say 

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

De-brief:**Scenario 1**

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

Scenario 2

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

Scenario 3

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

Scenario 4

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

Now let us see this scenario, can I have a volunteer to read out this case to the class.

Do 

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

Scenario 5

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

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

Say **De-brief:**

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

Summarize

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

Notes for Facilitation

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

UNIT 8.2: Digital Literacy: A Recap

Key Learning Outcomes



At the end of this unit, participants 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

UNIT 8.2.1: Computer and Internet Basics: Basic Parts of a Computer

Unit Objectives

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

- Identify the basic parts of a computer
- Identify the basic parts of a keyboard
- Recall basic computer terminology
- Recall the functions of basic computer keys

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.

UNIT 8.2.2: MS Office and Email: About MS Office

Unit Objectives

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

- Discuss the main applications of MS Office
- Discuss the benefits of Microsoft Outlook

Resources to be Used

- Participant Handbook
- Computer Systems with MS Office

Ask

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

Say

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

Explain

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

Ask

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

Say

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

Do

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

Demonstrate

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

Practical

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

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.

UNIT 8.2.3: E-Commerce

Unit Objectives

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

- Identify different types of e-commerce
- List the benefits of e-commerce for retailers and customers
- Discuss Digital India campaign will help boost e-commerce in India
- Describe how you will sell a product or service on an e-commerce platform

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 8.3: Money Matters

Key Learning Outcomes

At the end of this unit, participants 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

UNIT 8.3.1: Personal Finance – Why to Save?

Unit Objectives

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

- Discuss the importance of saving money
- Discuss the benefits of saving money

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?

Say



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

Summarize



You can summarize the session by discussing:

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

UNIT 8.3.2: Types of Bank Accounts, Opening a Bank Account

Unit Objectives

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

- Discuss the main types of bank accounts
- Describe the process of 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.

	XXX Bank			
Photograph				
<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

UNIT 8.3.3: Costs: Fixed vs. Variables: What are Fixed and Variable Costs?

Unit Objectives

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

- Differentiate between 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

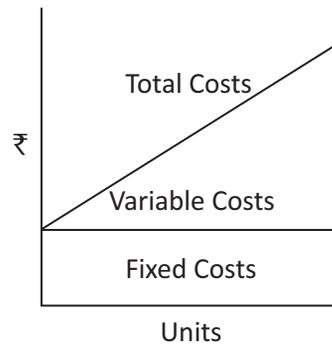
1. Rent
2. Telephone bill
3. Electricity bill
4. Machinery
5. Insurance
6. Office supplies/ Raw materials
7. Employee salaries
8. Commission percentage given to sales person for every unit sold
9. Credit card fees
10. Vendor bills

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.



- 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.

Summarize

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

Notes for Facilitation

- Answers for the activity - Identify the type of cost

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

UNIT 8.3.4: Investments, Insurance and Taxes

Unit Objectives

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

- Describe the main types of investment options
- Describe the different types of insurance products
- Describe the different types of 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.

Say

- We will have a quiz today.

Team Activity

- The activity is a quiz.

Do

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

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

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

It offers the dual benefit of investment and insurance

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

Marine Insurance

14. After what duration is the income tax levied?

One financial year

15. What is long term capital gain tax?

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

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

Securities Transaction Tax

17. What is the source of corporate tax?

The revenue earned by a company.

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

VAT or Value Added Tax

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

Sales Tax

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

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

UNIT 8.3.5: Online Banking, NEFT, RTGS, etc.

Unit Objectives

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

- Discuss the uses of online banking
- Discuss the main types of electronic funds transfer

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.

Say

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

Do

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

Summarize

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

UNIT 8.4: Preparing for Employment & Self Employment

Key Learning Outcomes

At the end of this unit, participants 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

UNIT 8.4.1: Interview Preparation: How to Prepare for an Interview?

Unit Objectives

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

- Discuss the steps to follow 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.

UNIT 8.4.2: Preparing an Effective Resume: How to Create an Effective Resume?

Unit Objectives

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

- Discuss the steps 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

- Detail oriented, flexible, and adaptable
- Knowledge of Microsoft Word, Excel, Access and PowerPoint

Educational background:

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

Professional internships:

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

Volunteer Work:

- Student volunteer at children's hospital in Chandigarh.

Nipesh Singla

UNIT 8.4.3: Interview FAQs

Unit Objectives

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

- Discuss the most frequently asked interview questions
- Discuss how to answer the most frequently asked interview questions

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.

UNIT 8.4.4: Work Readiness – Terms and Terminology

Unit Objectives

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

- Identify basic workplace terminology

Resources to be Used

- Participant Handbook
- Chart papers
- Blank sheets of paper
- Pens

Ask

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

Say

- Let's start this unit with an activity.

Team Activity

Workplace terminology

- This is a group activity conducted in three parts.

Part 1

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

Activity De-brief

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

Do

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

Say

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

Ask

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

Say

- Let's now continue the activity.

Team Activity

Terms and Terminology

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

Part 2

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

Activity De-brief

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

Do

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

Say

- Let's go ahead with the activity.

Team Activity

Terms and Terminology

- The activity continues with the same group members.

Part 3

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

Activity De-brief

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

Do 

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

Summarize 

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

UNIT 8.5: Understanding Entrepreneurship

Key Learning Outcomes



At the end of this unit, participants 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

UNIT 8.5.1: Concept Introduction (Characteristic of an Entrepreneur, types of firms/ types of enterprises)

Unit Objectives

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

- Discuss the concept of entrepreneurship
- Discuss the importance of entrepreneurship
- Discuss the characteristics of an entrepreneur
- Describe the different 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?

Say



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

Summarize



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

Notes for Facilitation



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

UNIT 8.5.2: Leadership and Teamwork

Unit Objectives

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

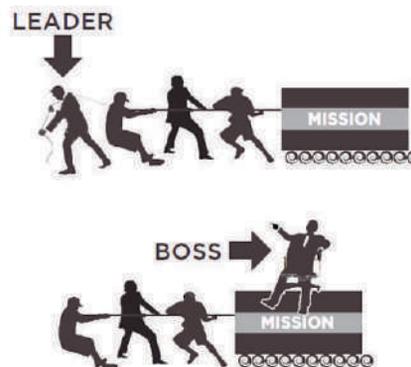
- List the qualities of an effective leader
- Discuss the benefits of effective leadership
- List the traits of an effective team

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.



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.

UNIT 8.5.3: Communication Skills: Listening & Speaking: The Importance of Listening Effectively

Unit Objectives

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

- Discuss the importance of listening effectively
- Discuss how to listen effectively
- Discuss the importance of speaking effectively
- Discuss how to speak effectively

Resources to be Used

- Participant Handbook

Activity 1

Activity – Chinese Whisper

Step 1: Form a circle.

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

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

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

Compare them and have a great laugh!

Ask

De-brief questions:

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

Say

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

Say

- Communication is a two-way process where people exchange information or express their thoughts and feelings
- It involves effective speaking and effective listening.
- If I go to the store to get bread, I exchange money for the bread. I give something and get something in return. Communication takes place in the same manner. You have to provide and receive information for communication to take place.

Ask

- How often do you hear these statements?
 - ♦ “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.

UNIT 8.5.4: Problem Solving & Negotiation Skills

Unit Objectives

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

- Discuss how to solve problems
- List the important problem solving traits
- Discuss ways to assess problem solving skills
- Discuss the importance of negotiation
- Discuss how to negotiate

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 at least 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.

UNIT 8.5.5: Business Opportunity Identification: Entrepreneurs and Opportunities

Unit Objectives

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

- Discuss how to identify new business opportunities
- Discuss how to identify business opportunities within their business

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?

Do 

- Congratulate everyone for the class activity.
- Ask the audience to applaud for themselves.
- Allot the participants sufficient time to complete this activity, but do keep a check on time.
- Ask de-brief questions to cull out information from the participants.

Ask **De-brief questions:**

- What are your weaknesses according to your SWOT analysis?
- Do you think you can change your weakness into strength? How?
- Do you think you can work on your threats? How?

Summarize 

- Close the discussion by summarizing ways to identify business opportunities within your business.
- Ask the participants what they have learned from this exercise.
- Ask if they have any questions related to what they have talked about so far.

UNIT 8.5.6: Entrepreneurship Support Eco-System

Unit Objectives

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

- Explain the meaning of entrepreneur
- Describe the different types of entrepreneurs
- List the characteristics of entrepreneurs
- Recall entrepreneur success stories
- Discuss the entrepreneurial process
- Describe the entrepreneurship ecosystem
- Discuss the purpose of the 'Make in India' campaign
- Discuss the key schemes to promote entrepreneurs

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

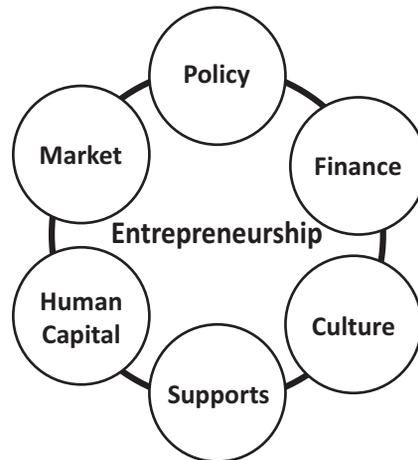
- Making a poster showing the entrepreneurship support eco-system.

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.

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.

UNIT 8.5.7: Risk Appetite & Resilience

Unit Objectives

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

- Discuss the relationship between entrepreneurship and risk appetite
- Discuss the relationship between entrepreneurship and resilience
- Describe the characteristics of a resilient entrepreneur

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.

UNIT 8.5.8: Success and Failures

Unit Objectives

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

- Discuss how to deal with failure

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 8.6: Preparing to be an Entrepreneur

Key Learning Outcomes



At the end of this unit, participants 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

UNIT 8.6.1: Market Study/ The 4Ps of Marketing/ Importance of an IDEA: Understanding Market Research

Unit Objectives

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

- Discuss how market research is carried out
- Describe the 4 Ps of marketing
- Discuss the importance of idea generation

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

4. Upper end rich people

- Tell the participants that they have to design a marketing strategy keeping the 4Ps of Marketing in mind.
- Give the participants 20 minutes to discuss and come up with their strategy.
- Keep a check on time. Tell the group to wind up quickly if they go beyond the given time limit

Activity De-brief

- Ask each group to come forward and give a brief presentation.
- Ask each group what they kept in mind while designing their marketing strategy.
- Encourage other groups to be interactive and ask questions.

Say

- Each entrepreneur has an idea of wants he wants to sell. It may be a service or a product.
- Discuss “Importance of an IDEA” as given in the Participant Handbook.

Summarize

- Summarize the key points of the unit.
- Ask the participants what they learnt from the activities.
- Encourage them to ask if they have any doubts.

UNIT 8.6.2: Business Entity Concepts

Unit Objectives

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

- Recall basic business terminology

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

UNIT 8.6.3: CRM & Networking

Unit Objectives

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

- Discuss the need for CRM
- Discuss the benefits of CRM
- Discuss the need for networking
- Discuss the benefits of 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.

Do 

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

Say 

- If your customers are happy with you they will give referrals which will help to grow your business.
- One more way of growing business is 'Networking'.
- Discuss Networking and its benefits. Refer to the Participant Handbook.

Activity 

Group Discussion

- Conduct a group discussion in the class on how they can do networking for their business.

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 CRM and Networking for entrepreneurs.
- Close the discussion by summarizing the importance of CRM and Networking for entrepreneurs.

UNIT 8.6.4: Business Plan: Why Set Goals?

Unit Objectives

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

- Discuss the importance of setting goals
- Differentiate between short-term, medium-term and long-term goals
- Discuss how to write a business plan
- Explain the financial planning process
- Discuss ways to manage your risk

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.

UNIT 8.6.5: Procedures and Formalities for Bank Finance

Unit Objectives

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

- Describe the procedure and formalities for applying 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

UNIT 8.6.6: Enterprise Management – An Overview: How to Manage Your Enterprise?

Unit Objectives

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

- Discuss how to manage their own 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.

Do 

- Instruct the participants that this is group work.
- Divide the class into small groups of 4.
- Give each group a chart paper and coloured pen.
- Tell the participants that they have make a matrix they need to fill.
- They have to write the main topics and key words that will them effectively manage their enterprise.
- Give the participants 15 minutes to discuss and write.
- Keep a check on time. Tell the group to wind up quickly if they go beyond the given time limit.

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.
- Close the discussion by summarizing the importance of effective management to run an enterprise as given in the Participant Handbook.

UNIT 8.6.7: 20 Questions to Ask Yourself before Considering Entrepreneurship

Unit Objectives

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

- List the important questions that every entrepreneur should ask before starting an enterprise

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.



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MINISTRY OF SKILL DEVELOPMENT
& ENTREPRENEURSHIP



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Corporation

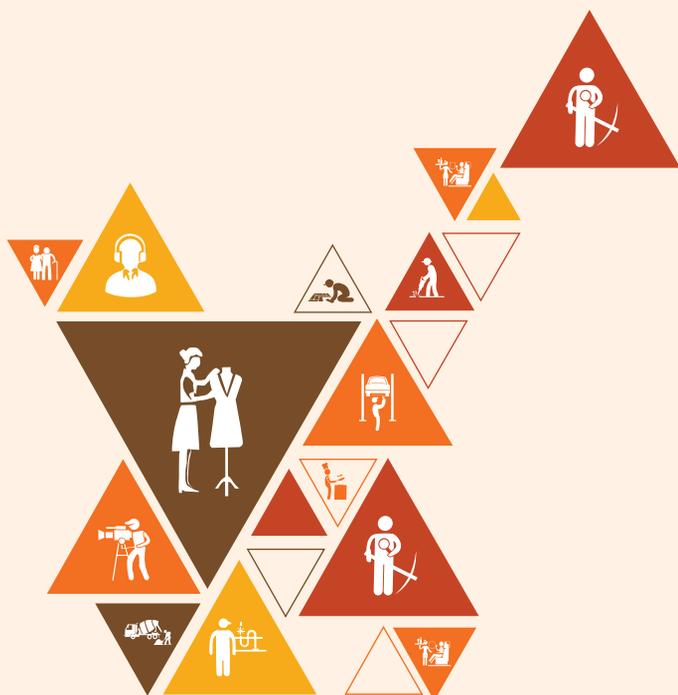
Transforming the skill landscape



9. Annexures

Annexure I - Training Delivery Plan

Annexure II - Assessment Criteria



Annexure I

Program Name:	Certificate Course for Mason Concrete		
Qualification Pack Name & Ref. ID	Mason Concrete , CON/Q0503		
Version No.	1.0	Version Update Date	22-01-2018
Pre-requisites to Training (if any)	Preferably 10th Class, Desirable: 1. Non trained worker : 5 years site experience in same occupation 2. Trained worker : 3 years site experience as a certified Mason Concrete level-2		
Training Outcomes	By the end of this program, the participants will be able to: 1. Select and use mason concrete tools and material 2. Place, level and finish concrete in various structural elements including repair works 3. Carry out IPS/ Tremix flooring 5. Plan and organize work to meet expected outcomes 6. Work according to personal health, safety and environment protocol at construction site 7. Evaluate personal strengths and understand value systems 8. Understand digital literacy, employment and unemployment 9. Acquire entrepreneurship skills		

Sl. No	Module	Unit	Session Name	Session Objectives	NOS Reference	Methodology	Training Tools/Aids	Duration (hours)
1	Introduction	UNIT 1.1: Introduction to training program	Purpose, Benefits of the Training Programme and Introduction to QP and NOS	Participant will be able to, <ul style="list-style-type: none"> • Explain the purpose of training program • Mention the mode and duration of training program • Give an introduction on QP and NOS • List and explain the benefits of training program 	CON/NO 602 KB7 CON/NO 603 KB15	Interactive Lecture	PPT	5

		UNIT 1.2: An overview of construction sector	Construction sector overview	Participant will be able to, <ul style="list-style-type: none"> List the overview of construction sector Explain modernization in construction sector 	NA	Interactive Lecture	PPT	2
		UNIT 1.3: Mason Concrete as a job role	Introduction to Mason Concrete	Participant will be able to, <ul style="list-style-type: none"> Explain the introduction to concrete structures. List the duties of a Mason concrete. List the personal attribute of Mason concrete. Give the career path for Mason concrete. 	NA	Interactive Lecture	PPT	4
2	Core/ Generic skills	UNIT 2.1: Numeracy Skills	Numeracy Skills	Participant will be able to, <ul style="list-style-type: none"> Explain the basic mathematical calculations 	CON/NO 117 KB2, KB32	Interactive Lecture	PPT	5
			Mathematical Calculation	Participant will be able to, <ul style="list-style-type: none"> Calculate basic math like addition, subtraction, multiplication and division 		Demonstration and practice	Pen, Paper, Calculator, Units chart	4
		UNIT 2.2: Systems of Measurement	Systems of Measurement	Participant will be able to, <ul style="list-style-type: none"> Define system of measurement List and explain the conversion of measurement Explain the reading of tape in FPS system Explain the reading of tape in Metric system Explain the procedure to take 	CON/NO 117 KB2	Interactive Lecture	PPT	6

				measurement with metal and cloth tape				
			Unit Conversion	Participant will be able to, <ul style="list-style-type: none"> Measure the size of the classroom in metric system by using a tape measure 	CON/NO 117 KB2	Demonstration and practice	Pen, Paper, Calculator, Unit conversion chart	4
				Participant will be able to, <ul style="list-style-type: none"> Measure the size of the classroom in imperial system by using a tape measure 		Demonstration and practice	Pen, Paper, Calculator, Unit conversion chart, Measuring tape, Marker	4
		UNIT 2.3: Calculating Area & Volume of Geometrical Shapes	Area & Volume of Geometrical Shapes	Participant will be able to, <ul style="list-style-type: none"> List and draw basic geometrical shapes Explain the procedure to calculate perimeter, area and volume 	CON/NO 117 KB32	Interactive Lecture	PPT	4
			Quantity estimation, 3-4-5 method	Participant will be able to, <ul style="list-style-type: none"> Calculate quantity of concrete required Use 3-4-5 method of squaring of corners 	CON/NO 117 KB32	Demonstration and practice	Pen, Paper, Calculator, Conversion chart, Tape measure	8
								4
	Formative Assessment on Modules 1,2	Formative Assessment on Modules 1,2						8
3	Work according to personal health, safety and environment	UNIT 3.1: Introduction to Work Safety	Work safety	Participant will be able to, <ul style="list-style-type: none"> Explain the safety and its importance at construction site. List the hazards at construction site 	CON/N9 001 PC1, PC4, PC3	Interactive Lecture	PPT	5

protocol at construction site			<ul style="list-style-type: none"> Mention the safety guideline to be followed at construction site 				
	General safety practices	Participant will be able to, <ul style="list-style-type: none"> Identify the different types of fire extinguisher used Use fire extinguisher in case of emergency 	CON/N9 001 PC7, PC8, PC9, PC10, KA1, KA2, KB3, KB6, KB7	Demonstration and practice	PPE, Fire source, Fire extinguisher	1	
	Safety Signages	Participant will be able to, <ul style="list-style-type: none"> Identify different safety signage's used at construction site 		Demonstration and practice	PPE, Signage chart	4	
	Mock drill on fire fighting	Participant will be able to, <ul style="list-style-type: none"> Carry out mock drill on fire fighting 		Demonstration and practice	PPE, Evacuation procedure, Wet towel/handkerchief, Fire extinguisher	5	
	Toolbox talk	Participant will be able to, <ul style="list-style-type: none"> Carry toolbox talk with team members 		Role play		4	
	Hazards at construction site	Participant will be able to, <ul style="list-style-type: none"> Identify hazards at construction site 		Field visit		6	
	UNIT 3.2: Personal Health and Safety for Mason concrete	Safe working practices while concreting	Participant will be able to, <ul style="list-style-type: none"> Define PPE and explain the different PPE used at construction site. Explain the safety to be followed during concreting. List the causes of fire and explain the instruction to be followed during fire 	CON/N9 001 PC2, PC4, PC5, PC6, KB4	Interactive Lecture	PPT	5

			Skill practice of safe working practices while doing concreting work - Activity	Participant will be able to, <ul style="list-style-type: none"> Identify PPE and use it for various concreting activities 	CON/N9 001 KA3, KB1, KB5, KB8, KB9	Demonstration and practice	Ear Plug, Harness belt, Eye shields and goggles, Safety shoes, Hand gloves, Helmet	4
			Housekeeping	Participant will be able to, <ul style="list-style-type: none"> Identify the type of wastes and dispose the same 	CON/N9 001 PC11, PC1	Interactive Lecture	PPT	5
						Demonstration and practice	Warm water, soap, Cleansers, Waste disposal bins, Fire extinguisher, Hammer, Cloth,	2
4	Placing, levelling and finishing of concrete in various structural elements	UNIT 4.1: Concrete work and its tools, equipment and materials	Concrete work-1	Participant will be able to, <ul style="list-style-type: none"> Define concrete. List the types of concrete List and explain the properties of concrete with composition. Explain aggregates with its types, physical properties and its effect on concrete What are deleterious materials? Explain its effect on concrete. Explain sieving of aggregates Define cement. Explain its physical properties and test performed at site. 	CON/N0 117 KA1, KB1, KB3, KB5, KB6, KB7	Interactive Lecture	PPT	8
			Concrete work-2	Participant will be able to, <ul style="list-style-type: none"> List the grades of concrete Mention and explain concrete mix proportions 	CON/N0 117 KA1, KB1, KB3, KB5, KB6, KB7	Interactive Lecture	PPT	6

			<ul style="list-style-type: none"> Explain the classification of tools based on its purpose List and explain the concreting hand and power tools Explain the importance of good housekeeping and waste disposal 				
		Concrete material	Participant will be able to, <ul style="list-style-type: none"> Identify fine and coarse aggregates Identify sieves and carry out sieve analysis 	CON/NO 117 PC8, PC9	Demonstration and practice	PPE, Natural Sand/Crushed stone sand, Gravel Stone Coarse aggregates: 80mm, 63mm, 40mm, 20mm, 16mm, 12.5mm, 10mm, 4.75mm, 2.36mm Fine aggregates: 10mm, 4.75mm, 2.36mm, 1.18mm, 600 Micron, 300 Micron, 150 Micron	4
		Field test of cement	Participant will be able to, <ul style="list-style-type: none"> Discuss field tests for cement Discuss stacking of cement bags as per the guidelines 	CON/NO 117 KB3	Demonstration and practice	PPE, Cement, Water Cement bags, Wooden planks, Polyethylene	3
		Concrete mix proportions	Participant will be able to, <ul style="list-style-type: none"> Monitor preparation of nominal mix of concrete 	CON/NO 117 PC7, PC9	Demonstration and practice	PPE, Concrete tools, Concrete equipment, Concrete Materials	8

			Hand and Power tools for Concrete operation	Participant will be able to, <ul style="list-style-type: none"> Identify concrete hand tools Identify concrete power tools and Equipment 	CON/NO 117 KA2, KA3, KA5, KA6, KB4, KB5, KB39, PC10	Demonstration and practice	PPE, Square Mouth Shovel, Wheel Barrow, Trowel, Pointing trowel, Finishing Trowel, Step trowel/ edging trowel, Concrete Float, Tamper, Bull Float, Groover, Moil (point)chisel, Plugging chisel, Screed board or straightedges, Squares, Spirit level, Plumb Bob, Batching Plant, Transit Mixer, Concrete Pump, Needle Vibrator, Double beam screed vibrator, Vacuum de-watering Pump, Floater machine, Concrete Saw	8
		UNIT 4.2: RCC Foundatio n	RCC Foundation	Participant will be able to, <ul style="list-style-type: none"> Explain the different stages of Reinforced Cement Concrete foundation. Explain the importance of good 	CON/NO 117 KB9, KB10, KB12, KB13, KB15, KB20, KB27, KB28,	Interactive Lecture	PPT	6

			housekeeping and waste disposal	KB29, KB35, KB36, KB37, KB40, KB41, KB42			
RCC Foundation	Preliminary checks on materials and tools	Participant will be able to,	<ul style="list-style-type: none"> Run preliminary checks on materials and tools 	KB8, KB11, KB14, KB16, KB17, KB18, KB19, KB21, KB22, KB23, KB24, KB25, KB26, KB30, KB31, KB33, KB34, KB38, PC2, PC3, PC4, PC11, PC12, PC13, PC14, PC15, PC16, PC17, PC18, PC19, PC20, PC21, PC22, PC23, PC24, PC25, PC26, PC27, PC29, PC29, PC30, PC31, PC32, PC33, PC34, PC35, PC36, PC37, PC38, PC39, PC40,	Demonstration and practice	Measuring tape/rule, vibrator, shovels, rakes, screeding, board, tamping tools(hand, rolling,etc.),	3
	Reinforcement, formwork for foundation	Participant will be able to,	<ul style="list-style-type: none"> Run checks on formwork and reinforcement before concreting 	KB21, KB22, KB23, KB24, KB25, KB26, KB30, KB31, KB33, KB34, KB38, PC2, PC3, PC4, PC11, PC12, PC13, PC14, PC15, PC16, PC17, PC18, PC19, PC20, PC21, PC22, PC23, PC24, PC25, PC26, PC27, PC29, PC29, PC30, PC31, PC32, PC33, PC34, PC35, PC36, PC37, PC38, PC39, PC40,	Demonstration and practice	large floating, device like bull, float, hammer, brick chisel, stone chisel, comb chisel, bolster, masonry hand saw, steel trowel, float(wooden/metal), straight edge(aluminium), wood/rubber mallet, spade, mortar pan, corner trowel, pointer trowel, tuck pointing,	3
	Pouring Concrete	Participant will be able to,	<ul style="list-style-type: none"> Pour the concrete manually or by a machine 	KB21, KB22, KB23, KB24, KB25, KB26, KB30, KB31, KB33, KB34, KB38, PC2, PC3, PC4, PC11, PC12, PC13, PC14, PC15, PC16, PC17, PC18, PC19, PC20, PC21, PC22, PC23, PC24, PC25, PC26, PC27, PC29, PC29, PC30, PC31, PC32, PC33, PC34, PC35, PC36, PC37, PC38, PC39, PC40,	Demonstration and practice	float(wooden/metal), straight edge(aluminium), wood/rubber mallet, spade, mortar pan, corner trowel, pointer trowel, tuck pointing,	3
	Compacting the concrete	Participant will be able to,	<ul style="list-style-type: none"> Carry out compacting on concrete 	KB21, KB22, KB23, KB24, KB25, KB26, KB30, KB31, KB33, KB34, KB38, PC2, PC3, PC4, PC11, PC12, PC13, PC14, PC15, PC16, PC17, PC18, PC19, PC20, PC21, PC22, PC23, PC24, PC25, PC26, PC27, PC29, PC29, PC30, PC31, PC32, PC33, PC34, PC35, PC36, PC37, PC38, PC39, PC40,	Demonstration and practice	trowel, line and pins, screed board, jointers, steel lever,	4
	Finishing of surface	Participant will be able to,	<ul style="list-style-type: none"> Give finishing for surface 	KB21, KB22, KB23, KB24, KB25, KB26, KB30, KB31, KB33, KB34, KB38, PC2, PC3, PC4, PC11, PC12, PC13, PC14, PC15, PC16, PC17, PC18, PC19, PC20, PC21, PC22, PC23, PC24, PC25, PC26, PC27, PC29, PC29, PC30, PC31, PC32, PC33, PC34, PC35, PC36, PC37, PC38, PC39, PC40,	Demonstration and practice	plumb bob, line string (line dori), try square, spirit level, tapered rule, gauge box, plate, compactor, concrete vibrator, grouting machine(manual), dewatering machine (vdf), groove cutting machine, cement,	6
	Curing	Participant will be able to,	<ul style="list-style-type: none"> Ensure that the curing of the surface is carried out 	KB21, KB22, KB23, KB24, KB25, KB26, KB30, KB31, KB33, KB34, KB38, PC2, PC3, PC4, PC11, PC12, PC13, PC14, PC15, PC16, PC17, PC18, PC19, PC20, PC21, PC22, PC23, PC24, PC25, PC26, PC27, PC29, PC29, PC30, PC31, PC32, PC33, PC34, PC35, PC36, PC37, PC38, PC39, PC40,	Demonstration and practice		1
	Repairing defects (if any)	Participant will be able to,	<ul style="list-style-type: none"> Repair concrete defects 	KB21, KB22, KB23, KB24, KB25, KB26, KB30, KB31, KB33, KB34, KB38, PC2, PC3, PC4, PC11, PC12, PC13, PC14, PC15, PC16, PC17, PC18, PC19, PC20, PC21, PC22, PC23, PC24, PC25, PC26, PC27, PC29, PC29, PC30, PC31, PC32, PC33, PC34, PC35, PC36, PC37, PC38, PC39, PC40,	Demonstration and practice		1
	Housekeeping	Participant will be able to,	<ul style="list-style-type: none"> Ensure that good housekeeping is carried out 	KB21, KB22, KB23, KB24, KB25, KB26, KB30, KB31, KB33, KB34, KB38, PC2, PC3, PC4, PC11, PC12, PC13, PC14, PC15, PC16, PC17, PC18, PC19, PC20, PC21, PC22, PC23, PC24, PC25, PC26, PC27, PC29, PC29, PC30, PC31, PC32, PC33, PC34, PC35, PC36, PC37, PC38, PC39, PC40,	Demonstration and practice		1

				PC41, PC42, PC43, PC44, PC45, PC46, PC47		mixing platform (3'x5'), red oxide barrows, wooden sleepers, PPE	
	UNIT 4.3: RCC Column	RCC Column	Participant will be able to, <ul style="list-style-type: none"> Explain the different stages of Reinforced Cement Concrete column. Explain the importance of good housekeeping and waste disposal Define the different types of concrete defects and their cause. 	CON/NO 117 KB9, KB10, KB12, KB13, KB15, KB20, KB27, KB28, KB29, KB35, KB36, KB37, KB40, KB41, KB42	Interactive Lecture	PPT	6
	RCC Column	Preliminary checks on materials and tools	Participant will be able to, <ul style="list-style-type: none"> Run preliminary checks on materials and tools 	KB8, KB11, KB14, KB16, KB17, KB18, KB19,	Demonstration and practice	Measuring tape/rule, vibrator, shovels, rakes, screeding, board, tamping tools(hand, rolling,etc.), large floating, device like bull, float, hammer, brick chisel, stone chisel, comb chisel, bolster, masonry hand saw, steel trowel, float(wooden/metal), straight edge(aluminium), wood/rubber mallet, spade, mortar pan, corner trowel, pointer	3
		Reinforcement, formwork for foundation	Participant will be able to, <ul style="list-style-type: none"> Run checks on formwork and reinforcement before concreting 	KB21, KB22, KB23, KB24, KB25, KB26, KB30,	Demonstration and practice		3
		Pouring Concrete	Participant will be able to, <ul style="list-style-type: none"> Pour the concrete manually or by a machine 	KB31, KB33, KB34, KB38, PC2, PC3, PC4,	Demonstration and practice		3
		Compacting the concrete	Participant will be able to, <ul style="list-style-type: none"> Carry out compacting on concrete 	PC11, PC12, PC13, PC14, PC15,PC 16, PC17,	Demonstration and practice		4
		Finishing of surface	Participant will be able to, <ul style="list-style-type: none"> Give finishing for surface 	PC18, PC19, PC20, PC21,	Demonstration and practice		6

		Curing	Participant will be able to, <ul style="list-style-type: none"> Ensure that the curing of the surface is carried out 		Demonstration and practice	jointers, steel lever, plumb bob, line string (line dori), try square, spirit level, tapered rule, gauge	1
		Removal of Formwork/ de-shuttering	Participant will be able to, <ul style="list-style-type: none"> Ensure that the form work is removed properly 	PC22, PC23, PC24, PC25, PC26, PC27, PC29, PC29, PC30, PC31, PC32,	Demonstration and practice	box, plate, compactor, concrete vibrator, grouting machine(manual),	1
		Repairing defects (if any)	Participant will be able to, <ul style="list-style-type: none"> Repair concrete defects 	PC33, PC34, PC35, PC36, PC37, PC38, PC39, PC40, PC41, PC42, PC43, PC44, PC45, PC46, PC47	Demonstration and practice	dewatering machine (vdf), groove cutting machine, cement, sand, plasticizers, common burnt clay brick (2nd class), coarse, aggregates, rubble stone, (natural stone), water proofing compound with primer, glass stiff, mixing platform (3'x5'), PPE	1
		Housekeeping	Participant will be able to, <ul style="list-style-type: none"> Perform housekeeping 		Demonstration and practice		1
	UNIT 4.4: RCC Beam	RCC Beam	Participant will be able to, <ul style="list-style-type: none"> Explain the different stages of Reinforced Cement Concrete beam. Explain the importance of good housekeeping and waste disposal Define the different types of concrete defects and their cause. 	CON/NO 117 KB9, KB10, KB12, KB13, KB15, KB20, KB27, KB28, KB29, KB35, KB36, KB37, KB40, KB41, KB42	Interactive Lecture	PPT	6
	RCC beam	Preliminary checks on materials and tools	Participant will be able to, <ul style="list-style-type: none"> Run preliminary checks on materials and tools 	KB8, KB11, KB14, KB16, KB17, KB18,	Demonstration and practice	PPE, Rebar cutting machine, Bar bending machine, MS/GI binding	3

		Reinforcement, formwork for foundation	Participant will be able to, <ul style="list-style-type: none"> Run checks on formwork and reinforcement before concreting 	KB19, KB21, KB22, KB23, KB24, KB25, KB26, KB30, KB31, KB33, KB34, KB38, PC2, PC3,	Demonstration and practice	Measuring tape/rule, vibrator, shovels, rakes, screeding, board, tamping tools(hand, rolling,etc.),	3
		Pouring Concrete	Participant will be able to, <ul style="list-style-type: none"> Pour the concrete manually or by a machine 	KB30, KB31, KB33, KB34, KB38, PC2, PC3,	Demonstration and practice	large floating, device like bull, float, hammer, brick chisel, stone chisel, comb	3
		Compacting the concrete	Participant will be able to, <ul style="list-style-type: none"> Carry out compacting on concrete 	PC4, PC11, PC12, PC13, PC14,	Demonstration and practice	chisel, bolster, masonry hand saw, steel trowel, float(wooden/metal),	4
		Finishing of surface	Participant will be able to, <ul style="list-style-type: none"> Give finishing for surface 	PC15,PC 16, PC17, PC18, PC19, PC20,	Demonstration and practice	straight edge(aluminium), wood/rubber mallet, spade,	6
		Curing	Participant will be able to, <ul style="list-style-type: none"> Ensure that the curing of the surface is carried out 	PC21, PC22, PC23, PC24, PC25, PC26,	Demonstration and practice	mortar pan, corner trowel, pointer trowel, tuck pointing, trowel, line	1
		Repairing defects (if any)	Participant will be able to, <ul style="list-style-type: none"> Repair concrete defects 	PC27, PC29, PC29, PC30, PC31,	Demonstration and practice	and pins, screed board, jointers, steel lever, plumb bob, line string (line dori), try	1
		Housekeeping	Participant will be able to, <ul style="list-style-type: none"> Ensure that good housekeeping is carried out 	PC32, PC33, PC34, PC35, PC36, PC37, PC38, PC39, PC40, PC41, PC42, PC43, PC44, PC45, PC46, PC47	Demonstration and practice	square, spirit level, tapered rule, gauge box, plate, compactor, concrete vibrator, grouting machine(manual), dewatering machine (vdf), groove cutting	1
	UNIT 4.5: RCC slab	RCC Slab	Participant will be able to, <ul style="list-style-type: none"> Explain the different stages of Reinforced Cement Concrete slab. 	CON/NO 117 KB9, KB10, KB12, KB13, KB15,	Interactive Lecture	PPT	2

			<ul style="list-style-type: none"> Explain the importance of good housekeeping and waste disposal Define the different types of concrete defects and their cause. 	KB20, KB27, KB28, KB29, KB35, KB36, KB37, KB40, KB41, KB42			
	RCC slab	Preliminary checks on materials and tools	Participant will be able to, <ul style="list-style-type: none"> Run preliminary checks on materials and tools 	Kb8, KB11, KB14, KB16, KB17, KB18, KB19, KB21, KB22, KB23, KB24, KB25, KB26, KB30, KB31, KB33, KB34, KB38, PC2, PC3, PC4, PC11, PC12, PC13, PC14, PC15, PC16, PC17,	Demonstration and practice	Measuring tape/rule, vibrator, shovels, rakes, screeding, board, tamping tools(hand, rolling,etc.), large floating, device like bull, float, hammer, brick chisel, stone chisel, comb chisel, bolster, masonry hand saw, steel trowel, float(wooden/metal), straight edge(aluminium), wood/rubber mallet, spade, mortar pan, corner trowel, pointer	3
		Reinforcement, formwork for foundation	Participant will be able to, <ul style="list-style-type: none"> Run checks on form work and reinforcement before concreting 		Demonstration and practice		3
		Pouring Concrete	Participant will be able to, <ul style="list-style-type: none"> Pour the concrete manually or by a machine 		Demonstration and practice		3
		Compacting the concrete	Participant will be able to, <ul style="list-style-type: none"> Carry out compacting on concrete 		Demonstration and practice		4
		Finishing of surface	Participant will be able to, <ul style="list-style-type: none"> Give finishing for surface 		Demonstration and practice		6
		Curing	Participant will be able to, <ul style="list-style-type: none"> Give finishing for surface 		Demonstration and practice		1
		Repairing defects (if any)	Participant will be able to, <ul style="list-style-type: none"> Repair concrete defects 		Demonstration and practice		1
		Housekeeping	Participant will be able to, <ul style="list-style-type: none"> Perform housekeeping 		Demonstration and practice		1

				PC39, PC40, PC41, Pc42, Pc43, PC44, PC45, PC46, PC47		cement, sand, plasticizers, common burnt clay brick coarse, aggregates, mixing platform red oxide, wooden sleepers, PPE	
	UNIT 4.6: RCC wall	RCC wall	Participant will be able to, <ul style="list-style-type: none"> Explain the different stages of Reinforced Cement Concrete wall. Explain the importance of good housekeeping and waste disposal Define the different types of concrete defects and their cause. 	CON/NO 117 KB9, KB10, KB12, KB13, KB15, KB20, KB27, KB28, KB29, KB35, KB36, KB37, KB40, KB41, KB42	Interactive Lecture	PPT	6
	RCC wall	Preliminary checks on materials and tools	Participant will be able to, <ul style="list-style-type: none"> Run preliminary checks on materials and tools 	KB8, KB11, KB14, KB16, KB17, KB18, KB19, KB21, KB22, KB23, KB24, KB25, KB26, KB30, KB31, KB33, KB34, KB38, PC2, PC3, PC4, PC11, PC12, PC13, PC14, PC15,PC 16, PC17, PC18, PC19,	Demonstration and practice	Measuring tape/rule, vibrator, shovels, rakes, screeding, board, tamping tools(hand, rolling,etc.), large floating,	2
		Reinforcement, formwork for foundation	Participant will be able to, <ul style="list-style-type: none"> Run checks on form work and reinforcement before concreting 	KB23, KB24, KB25, KB26, KB30, KB31, KB33, KB34, KB38, PC2, PC3, PC4, PC11, PC12, PC13, PC14, PC15,PC 16, PC17, PC18, PC19,	Demonstration and practice	device like bull, float, hammer, brick chisel, stone chisel, comb chisel, bolster, masonry hand saw, steel	2
		Pouring Concrete	Participant will be able to, <ul style="list-style-type: none"> Pour the concrete manually or by a machine 	KB23, KB24, KB25, KB26, KB30, KB31, KB33, KB34, KB38, PC2, PC3, PC4, PC11, PC12, PC13, PC14, PC15,PC 16, PC17, PC18, PC19,	Demonstration and practice	trowel, float(wooden/metal), straight edge(aluminium), wood/rubber mallet, spade,	2
		Compacting the concrete	Participant will be able to, <ul style="list-style-type: none"> Carry out compacting on concrete 	KB23, KB24, KB25, KB26, KB30, KB31, KB33, KB34, KB38, PC2, PC3, PC4, PC11, PC12, PC13, PC14, PC15,PC 16, PC17, PC18, PC19,	Demonstration and practice	mortar pan, corner trowel, pointer trowel, tuck pointing, trowel,	3

			Finishing of surface	Participant will be able to, <ul style="list-style-type: none"> Give finishing for surface 	PC20, PC21, PC22, PC23, PC24, PC25, PC26, PC27, PC29, PC29, PC30, PC31, PC32, PC33, PC34, PC35, PC36, PC37, PC38, PC39, PC40, PC41, PC42, PC43, PC44, PC45, PC46, PC47	Demonstration and practice	line string (line dori), try square, spirit level, tapered rule, gauge box, plate, compactor, concrete vibrator, grouting machine(manual), dewatering machine (vdf), groove cutting machine, cement, sand, plasticizers, common burnt clay brick (2nd class), coarse, aggregates, mixing platform (3'x5'), red oxide barrows, wooden sleepers, PPE	2
			Curing	Participant will be able to, <ul style="list-style-type: none"> Ensure that the curing of the surface is carried out 		Demonstration and practice		2
			Removal of Formwork/ de-shuttering	Participant will be able to, <ul style="list-style-type: none"> Ensure that the formwork is removed properly 		Demonstration and practice		1
			Repairing defects (if any)	Participant will be able to, <ul style="list-style-type: none"> Repair concrete defects 		Demonstration and practice		1
			Housekeeping	Participant will be able to, <ul style="list-style-type: none"> Perform housekeeping 		Demonstration and practice		1
		Unit 4.7: Concreting in precast segments	Precast segments	Participant will be able to, <ul style="list-style-type: none"> Explain precast segments, their use and benefits. Define different types of precast structures and their application. List out the materials involved in precasting of concrete structures. Explain the steps involved in precasting of beam, column, and slab etc. Explain the points to remember while performing precasting operations. 	CON/NO 117 KB33	Interactive lecture	PPT	4

	Precast Segment concreting work	Preliminary checks on materials and tools	Participant will be able to, <ul style="list-style-type: none"> Run preliminary checks on materials and tools 	CON/NO 117 PC28, PC29 PC30,PC 31 PC32,PC 33 PC34,PC 35 PC36,PC 37	Demonstration and practice	Measuring tape/rule, vibrator, shovels, rakes, screeding, board, tamping tools(hand, rolling,etc.), large floating, device like bull, float, hammer, brick chisel, stone chisel, comb chisel, bolster, masonry hand saw, steel trowel, float(wooden/metal), straight edge(aluminium), wood/rubber mallet, spade, mortar pan, corner trowel, pointer trowel, tuck pointing, trowel, line and pins, screed board, jointers, steel lever, plumb bob, line string (line dori), try square, spirit level, tapered rule, gauge box, plate, compactor, concrete vibrator, grouting machine(manual),mixing platform (3'x5'), red oxide barrows, PPE	2
		Reinforcement & formwork	Participant will be able to, <ul style="list-style-type: none"> Pour concrete manually or by a machine 				2
		Concrete pour	Participant will be able to, <ul style="list-style-type: none"> Pour concrete manually or by a machine 				2
		Compaction	Participant will be able to, <ul style="list-style-type: none"> Carry out compaction of concrete 				2
		Finishing of surface	Participant will be able to, <ul style="list-style-type: none"> Finish the surface with hand tools 				5
		Curing	Participant will be able to, <ul style="list-style-type: none"> Ensure that the curing of structure happens as per standards 				1
		Check for defects and repair works	Participant will be able to, <ul style="list-style-type: none"> Check for any defects Carryout repair work (if any) 				1
		Housekeeping	Participant will be able to, <ul style="list-style-type: none"> Ensure that standard housekeeping is carried out 				1
	UNIT 4.8: Concrete repair works	Concrete repair works	Participant will be able to, <ul style="list-style-type: none"> List out the various defects came across in earlier activities. and the repair works 	CON/NO 117 KB1, KB4, KB34, KB37 KB40, KB42	Interactive Lecture	PPT	4

	Formative Assessment on Modules 3,4	Formative Assessment on Modules 3,4						8
5	Carry out IPS/Tremix flooring	Unit 5.1: IPS Flooring	IPS Flooring	Participant will be able to, <ul style="list-style-type: none"> What is IPS flooring? Explain Preparation of sub base and base course for IPS flooring. Explain IPS flooring Methodology List the advantages of IPS flooring 	CON/NO 114 KA1, KA2, KA3, KA4, KA5, KB1, KB3, KB5, KB6, KB9, KB12, KB13, KB14, KB17, KB18, KB19,KB 20	Interactive Lecture	PPT	6
		IPS Flooring	Preliminary checks on tools, equipment and material	Participant will be able to, <ul style="list-style-type: none"> Run checks as per standards 	CON/NO 114 KB4, PC1, PC2, PC4, PC5, PC6, PC7, PC8, PC9, PC10, PC11, PC12, PC13, PC14, PC15, PC16, PC17, PC18, PC19, PC20, PC21, PC22	Demonstration and practice	Hammer, brick chisel, stone chisel, comb chisel, bolster, masonry hand saw, steel trowel, float (wooden/metal), straight edge(aluminium), wood/rubber, mallet, spade(phawda), mortar pan, (ghamela), corner trowel, pointer trowel, tuck pointing,	3
			Ensure that sub base and base course are prepared as per standards	Participant will be able to, <ul style="list-style-type: none"> Ensure that sub base and base course are prepared as per standards 		Demonstration and practice	trowel, line and pins, screed board, jointers, steel lever, plumb bob, line string(line dori),	5
			Mark and transfer levels to all floor locations using appropriate tools	Participant will be able to, <ul style="list-style-type: none"> Mark and transfer levels 		Demonstration and practice		4
			Marking the thickness of floor	Participant will be able to, <ul style="list-style-type: none"> Mark the thickness of floor 		Demonstration and practice		2
			Fix glass and aluminium strips over base concrete with their top at proper levels and as per required slope	Participant will be able to, <ul style="list-style-type: none"> Position and straighten of Brass/Glass strip 		Demonstration and practice		2

		Provide dummy dots to maintain required level of flooring	Participant will be able to, <ul style="list-style-type: none"> Provide dummy dots 		Demonstration and practice	try square, spirit level, measuring tape, steel or wooden scale,	2
		Pour concrete mix manually or by machine	Participant will be able to, <ul style="list-style-type: none"> Pour the concrete manually or by a machine 		Demonstration and practice	tapered rule, gauge box, plate compactor, concrete vibrator, grouting machine	3
		Compact the concrete mix with vibrator	Participant will be able to, <ul style="list-style-type: none"> Carry out compacting of concrete 		Demonstration and practice	(manual), dewatering machine (vdf), groove cutting machine, cement, sand	3
		Level and finish the surface with hand tools	Participant will be able to, <ul style="list-style-type: none"> Finish the concrete surface with hand tools 		Demonstration and practice	(medium), plasticizers common burnt clay brick (2nd class), coarse	5
		Ensure moist and membrane curing of the surface is carried out	Participant will be able to, <ul style="list-style-type: none"> Ensure that the curing of structure is as per standards 		Demonstration and practice	aggregates, rubble stone (natural stone), water proofing compound with primer, glass stiff, scaffold	1
		Repairing the defects (if any)	Participant will be able to, <ul style="list-style-type: none"> Perform repair the defect if any 		Demonstration and practice	set(including all components) lifting appliances	2
		Ensure that standard housekeeping practices are followed	Participant will be able to, <ul style="list-style-type: none"> Ensure standard housekeeping is carried out 		Demonstration and practice	(wheel and rope, shackles, sling, belts), PPE	1
	Unit 5.2: Tremix Flooring	Tremix Flooring	Participant will be able to, <ul style="list-style-type: none"> What is Tremix flooring? Explain Tremix flooring Methodology List and explain the tools and materials required for flooring Explain forming and concrete mix for topping Explain vacuum de-watering and 	CON/NO 114 KA1, KA2, KA3, KA4, KA5, KB1, KB3, KB5, KB6, KB9, KB12, KB13, KB14, KB17, KB18, KB19, KB20	Interactive Lecture	PPT	6

		Tremix Flooring	Carryout preliminary checks on materials and tools required for quality and workability	Participant will be able to, <ul style="list-style-type: none"> Run checks as per standards 	CON/NO 114 KB2, KB7, KB8, KB10,	Demonstration and practice	Hammer, brick chisel, stone chisel, comb chisel, bolster, masonry hand saw, steel	3
		Lay the sub base (stone and boulder soling) and base course(PCC) are prepared as per standards	Participant will be able to, <ul style="list-style-type: none"> Ensure that the sub base and base course are prepared as per standards 	KB11, KB15, KB16, PC1, PC3, PC7, PC8, PC9, PC10, PC11, PC12, PC13, PC23, PC24, PC25, PC26, PC27, PC28, PC29, PC30, PC31	Demonstration and practice	trowel, float (wooden/metal), straight edge(aluminium), wood/rubber, mallet, spade(phawda), mortar pan, (ghamela),	5	
		Run checks on formwork and reinforcement before concreting	Participant will be able to, <ul style="list-style-type: none"> Run checks on form work and reinforcement before concreting 		Demonstration and practice	corner trowel, pointer trowel, tuck pointing, trowel, line and pins, screed board, jointers, steel lever, plumb	3	
		Pour concrete mix manually or by machine	Participant will be able to, <ul style="list-style-type: none"> Pour the concrete 		Demonstration and practice	bob, line string (line dori), try square, spirit level, measuring	3	
		Vibrate and level the poured concrete by double beam vibrator	Participant will be able to, <ul style="list-style-type: none"> Carry out compacting of concrete 		Demonstration and practice	tape, steel or wooden scale, tapered rule, gauge box, plate compactor, concrete	3	
		Remove excess water from concrete using vacuum dewatering	Participant will be able to, <ul style="list-style-type: none"> Remove excess water 		Demonstration and practice	vibrator, grouting machine (manual), dewatering machine (vdf),	3	
		Sprinkle hardener as per requirement/s pecifications	Participant will be able to, <ul style="list-style-type: none"> Sprinkle the hardener on surface 		Demonstration and practice	groove cutting machine, cement , sand (medium), plasticizers	3	
		Float the surface using hand and power tools	Participant will be able to, <ul style="list-style-type: none"> Carry out the float of surface 		Demonstration and practice	common burnt clay brick (2nd class),	3	
		Trowel the surface hand and power tools	Participant will be able to, <ul style="list-style-type: none"> Trowel the surface 		Demonstration and practice		4	

			Ensure moist and membrane curing of the surface is carried out	Participant will be able to, • Ensure that the curing of structure is as per standards		Demonstration and practice	coarse aggregates, rubble stone (natural stone), water proofing compound with primer, glass stiff, scaffold set(including all components) lifting appliances (wheel and rope, shackles, sling, belts), wheel barrows, wooden sleepers, rhombus mesh, expanded metal mesh, mixing plat form (3'x5'), red oxide, PPE	1
			Provide the joint with groove cutting machine	Participant will be able to, • Understand how to use groove cutting machine		Demonstration and practice		3
				• Provide the joint with groove cutting machine				
			Filling the joints	Participant will be able to, • Fill the joints if there is any gap		Demonstration and practice		1
			Repairing the defects (if any)	Participant will be able to, • Perform repair the defect if any		Demonstration and practice		4
			Ensure that standard housekeeping practices are followed	Participant will be able to, • Ensure that good housekeeping is carried out		Demonstration and practice		1
6	Work effectively in a Team to deliver de-sired results at the workplace	UNIT 6.1: Reporting issues to Supervisor and Team communication	Reporting issue to Supervisor and Team communication	Participant will be able to, • What are the types of issue that will be reported? • List and explain the types of communication to be communicated with the team	CON/N8 001 KA1, KA2, KA3, KA4, KA5	Interactive Lecture	PPT	4
			Reporting procedure	Participant will be able to • Communicate with supervisor and team • Fill a report • Reporting the issues to supervisor	CON/N8 001 KB1, KB2, PC2, PC3, PC7, PC8	Role play	PPE, Tools, Equipment and materials, Sample Reporting procedure	8

		UNIT 6.2: Team work	Team work	Participant will be able to, <ul style="list-style-type: none"> • What is a team work? • Explain the benefits and risk of failure working in team 	CON/N8 001 KA1, KA2, KA3, KA4, KA5	Interactive Lecture	PPT	2	
			Team Communication	Participant will be able to, <ul style="list-style-type: none"> • Communicate within a team • Interact and co-ordinate with colleagues 	CON/N8 001 KB3, KB4, PC1, PC4, PC5, PC6	Role play	PPE, Tools, Equipment and materials, Sample Reporting procedure	6	
7	Plan and Organize work to meet expected outcome	UNIT 7.1: Plan and organise work	Plan and organise work	Participant will be able to, <ul style="list-style-type: none"> • Explain the Benefits of Achieving Targets & Time lines • Explain the Benefits of Material Planning • Explain the Benefits of Work Planning 	CON/N8 002 KA1, KA2, KA3, KB1, KB2	Interactive Lecture	PPT	5	
			Plan and organise work	Participant will be able to <ul style="list-style-type: none"> • Achieve targets and time lines • Carry out material required planning • Plan the work accordingly 	CON/N8 002 PC1, PC2, PC3, PC4, PC5, PC6, PC7, PC8, PC9, PC10, PC11, PC12	Demonstration and practice	Pen, Pencil, Sample work report	8	
8	Employability and Entrepreneurship Skills	Unit 8.1: Personal strengths and value systems	Personal strengths and value systems	Participant will be able to, <ul style="list-style-type: none"> • Explain Personal strengths and value systems 	NA	Interactive lecture	PPT	40	
			Unit 8.2: Digital literacy : A Recap	Digital literacy : A Recap	Participant will be able to, <ul style="list-style-type: none"> • Explain Digital literacy : A Recap 	NA	Interactive lecture		PPT
			Unit 8.3: Money matters	Money matters	Participant will be able to, <ul style="list-style-type: none"> • Describe how Money matters 	NA	Interactive lecture		PPT

		Unit 8.4: Preparing for Employment and self-employment	Preparing for Employment and self-employment	Participant will be able to, • Describe Employment and self-employment	NA	Interactive lecture	PPT	
		Unit 8.5: Understanding entrepreneurship	Understanding entrepreneurship	Participant will be able to, • Understand entrepreneurship	NA	Interactive lecture	PPT	
		Unit 8.6: Preparing to be an entrepreneur	Personal strengths and value systems	Participant will be able to, • Explain Personal strengths and value systems	NA	Interactive lecture	PPT	
	Formative Assessment on Modules 5,6,7,8	Formative Assessment on Modules 5,6,7,8						8

Annexure II

Assessment Criteria for Bar Bender & Steel Fixer	
Job Role	Mason Concrete
Qualification Pack	CON/Q0104, v1.0
Sector Skill Council	Construction

Sr. No.	Guidelines for Assessment
1	Criteria for assessment for each Qualification Pack will be created by the Sector Skill Council. Each Performance Criteria (PC) will be assigned marks proportional to its importance in NOS. SSC will also lay down proportion of marks for Theory and Skills Practical for each PC.
2	The assessment for the knowledge part will be based on knowledge bank of questions created by Assessment
3	Individual assessment agencies will create unique question papers for knowledge/theory part for assessment of candidates as per assessment criteria given below
4	Individual assessment agencies will create unique evaluations for skill practical for every student at each examination/training center based on assessment criteria.
5	The passing percentage for each QP will be 50%. To pass the Qualification Pack, every trainee should score a minimum of 50% individually in each NOS.
6	The Assessor shall check the final outcome of the practices while evaluating the steps performed to achieve the final outcome
7	The trainee shall be provided with a chance to repeat the test to correct his procedures in case of improper performance, with a deduction of marks for each iteration.
8	After the certain number of iteration as decided by SSC the trainee is marked as fail, scoring zero marks for the procedure for the practical activity.
9	In case of successfully passing only certain number of NOS's, the trainee is eligible to take subsequent assessment on the balance NOS's to pass the Qualification Pack within the specified timeframe set by SSC.
10	Minimum duration of Assessment of each QP shall be of 4hrs/trainee.

Assessment outcomes	Assessment Criteria for outcomes	Total Marks	Out Of	MARKS ALLOCATION	
				Theory	Skills Practical
CON/N0204: Read and understand Routine drawings/sketches and Bar Bending Schedule	PC1. inspect the work area prior to concreting, ensure leveling in case of any undulations observed on the	100	2.5	0.5	2
	PC2. ensure surface is prepared appropriately and report any deviation in slope and alignment in PCC applicability		2.5	0.5	2

PC3. report any gaps in formwork to avoid leakage	2.5	0.5	2
PC4. report any misalignment in formwork/reinforcement and ensure proper cover for reinforcement is provided	2.5	0.5	2
PC5. mark reference level on the wall & transfer this marking to all floor locations using appropriate tools	5	1	4
PC6. mark flooring thickness level and provide dummy level dots at specified intervals for ensuring required	5	1	4
PC7. check the grade of cement prior to use in case of manual mixing	2.5	0.5	2
PC8. ensure fine aggregate is sieved as per grade requirement	2.5	0.5	2
PC9. check that concrete is mixed in appropriate proportion	5	1	4
PC10. visually assess the concrete mix for usability and workability	5	1	4
PC11. notify superiors for detrimental quality of concrete	5	1	4
PC12. ensure specified concrete mix is used at allocated location	5	1	4
PC13. check that panels prepared are of specified size and type	2.5	0.5	2
PC14. fix the glass, aluminum or brass strip in cement mortar with their tops at appropriate level and according to slope	2.5	0.5	2
PC15. ensure panels are made as per specified size	2.5	0.5	2
PC16. ensure concrete is poured in alternate panels/specified panels as per requirement	5	1	4
PC17. remove excess cement slurry and any marks on the surface	2.5	0.5	2
PC18. level the concrete surface with a straight edge and to the required finish with a wooden float / trowel	2.5	0.5	2
PC19. spread cement punning over the IPS concrete for smooth finish surface and allow it to soak into the	2.5	0.5	2
PC20. provide construction joints and expansion joints as per requirement	2.5	0.5	2
PC21. level poured concrete to the specified levels maintaining required slope	5	1	4

	PC22. ensure curing of the finished floor surface for the specified time		2.5	0.5	2
	PC23. level the surface and lay stone soling / boulder soling layer		2.5	0.5	2
	PC24. lay the floor with slope maintained in PCC work above the stone soling		2.5	0.5	2
	PC25. remove excess water from the top layer of wet concrete without removing cement or sand particles through vacuum de-watering machines		5	1	4
	PC26. ensure floater work within green concrete surface		2.5	0.5	2
	PC27. carry out Tremix flooring in specified panel on RCC floors ensuring intactness of rebar and cover		2.5	0.5	2
	PC28. cut grooves on concrete at specified intervals for construction joints		2.5	0.5	2
	PC29. provide expansion joints as per requirement		2.5	0.5	2
	PC30. carry out curing of finished concrete as per specifications		2.5	0.5	2
	PC31. ensure finished levels have required slope		2.5	0.5	2
		Total	100	20	80
CON/N0204: Read and understand Routine drawings/sketches and Bar Bending Schedule	PC1. inspect the area for completion of housekeeping works and remove any undulations on the surface prior to concreting	100	1.25	0.25	1
	PC2. ensure surface is prepared appropriately and report any deviation in slope and alignment		2.5	0.5	2
	PC3. report any gaps in formwork to avoid leakage		2.5	0.5	2
	PC4. report any misalignment in formwork/reinforcement and ensure proper cover		1.25	0.25	1
	PC5. notify superiors for detrimental quality of concrete		1.25	0.25	1
	PC6. visually assess the concrete mix for usability and workability		1.25	0.25	1
	PC7. check the type , grade of cement and visual soundness of cement prior to use		1.25	0.25	1
	PC8. check and ensure sieved fine aggregate prior to use		1.25	0.25	1
	PC9. instruct and ensure that mixing of concrete is in specified ratio		5	1	4

PC10. handle and adjust the pouring equipment as per requirements	2.5	0.5	2
PC11. ensure standard pouring height for concrete is maintained throughout pouring	2.5	0.5	2
PC12. ensure pouring of concrete takes place in specified layers	2.5	0.5	2
PC13. pour concrete to maintain specified levels & cover for steel reinforcement	5	1	4
PC14. apply vibrator within influence depth and as per standard procedures	4	1	3
PC15. ensure that the vibrator does not touch the reinforcement or is not applied to the face of the form	3.5	0.5	3
PC16. screed the concrete as per requirements using appropriate tools and technique	2.25	0.25	2
PC17. push the excess concrete towards the formwork for easy removal	1.25	0.25	1
PC18. float the concrete using appropriate tools	1.5	0.5	1
PC19. level the edges and corners as per requirements using appropriate tools for semi-finished concrete	1.25	0.25	1
PC20. provide construction/ control joints in concrete surface at pre-defined locations	2.5	0.5	2
PC21. cut construction joints as per specification and requirements	1.25	0.25	1
PC22. smoothen the surface using appropriate tools, to ensure a consistent and	1.25	0.25	1
PC23. apply a final finish on the surface as per requirements using any of the following major techniques: <ul style="list-style-type: none"> • Stamped concrete finish • Stenciling concrete finish • Broom finish • Rock salt finish 	3.75	0.75	3
PC24. provide shear key /vertical construction joint or cut construction joint as per requirement	1.25	0.25	1
PC25. ensure cleaning and removal of spilled concrete is carried out after work	1.25	0.25	1
PC26. ensure proper curing of concrete by marking and monitoring of the curing time	1.25	0.25	1
PC27. ensure proper barricading of the concrete area and prevent any damage to the poured concrete	1.25	0.25	1

PC28. inspect the area for completion of housekeeping works and remove any debris from the surface prior to	1.5	0.5	1
PC29. report any gaps in formwork/moulds to avoid leakage	1.5	0.5	1
PC30. report any misalignment in formwork /reinforcement	1.5	0.5	1
PC31. check that cover for reinforcement is provided properly	1.25	0.25	1
PC32. point out any inadequacy in application of release agent	1.25	0.25	1
PC33. comply with the sequence of pour during concreting	2.5	0.5	2
PC34. pour concrete appropriately and as per system requirements in precast moulds	2.5	0.5	2
PC35. carry out vibration of the concrete using internal/external vibrators as per applicability	3.5	0.5	3
PC36. ensure all embedded parts are intact during vibration	3.5	0.5	3
PC37. ensure pre cast segment surface is finished as per specification	2.25	0.25	2
PC38. identify the type of defect on the concrete surface such as: <ul style="list-style-type: none"> • air holes/voids • bulges • offset between joints • honeycombing 	3.5	0.5	3
PC39. notify superiors for type of defect and repair required	1.25	0.25	1
PC40. ensure repair work is carried out only under the knowledge of superiors	1.25	0.25	1
PC41. prepare a suitable mortar for filing the air holes/voids	2.25	0.25	2
PC42. apply the mortar and rub using carborundum stone to obtain a flushed & smooth surface	2.5	0.5	2
PC43. carry out chipping of the surface to remove bulges and offsets as per requirement	2.5	0.5	2
PC44. carry out surface grinding to remove bulges and irregularities in concrete surface using sander / grinder	2.5	0.5	2
PC45. ensure grinding is performed within acceptable levels	1.5	0.5	1
PC46. fill narrow / wide cracks in concrete using appropriate filler / compounds	1.5	0.5	1
PC47. ensure proper curing of repaired structure along with proper blending with the adjacent structure	1.5	0.5	1

		Total	100	20	80
CON/N0204: Read and understand Routine drawings/sketches and Bar Bending Schedule	PC1. pass on work related information/ requirement clearly to the team members	100	10	2	8
	PC2. inform co-workers and superiors about any kind of deviations from work		5	1	4
	PC3. address the problems effectively and report if required to immediate supervisor appropriately		5	1	4
	PC4. receive instructions clearly from superiors and respond effectively on same		5	1	4
	PC5. communicate to team members/ subordinates for appropriate work technique and method		5	1	4
	PC6. seek clarification and advice as per requirement and applicability		10	2	8
	PC7. hand over the required material, tools tackles, equipment and work fronts timely to interfacing teams		30	6	24
	PC8. work together with co-workers in a synchronized manner		30	6	24
		Total	100	20	80
CON/N8002: Plan and organize work to meet expected outcomes	PC1. understand clearly the targets and timelines set by superiors	100	10	2	8
	PC2. plan activities as per schedule and sequence		10	2	8
	PC3. provide guidance to the subordinates to obtain		10	2	8
	PC4. plan housekeeping activities prior to and post completion of work		10	2	8
	PC5. list and arrange required resources prior to commencement of work		10	2	8
	PC6. select and employ correct tools, tackles and equipment for completion of desired work		10	2	8
	PC7. complete the work with allocated resources		10	2	8
	PC8. engage allocated manpower in an appropriate manner		10	2	8
	PC9. use resources in an optimum manner to avoid any unnecessary wastage		5	1	4
	PC10. employ tools, tackles and equipment with care to avoid damage to the same		5	1	4
	PC11. organize work output, materials used, tools and tackles deployed,		5	1	4

	PC12. processes adopted to be in line with the specified standards and instructions		5	1	4
		Total	100	20	80
CON/N9001: Work according to personal health, safety and environment protocol at construction site	PC1. identify and report any hazards, risks or breaches in site safety to the appropriate authorities	100	5	1	4
	PC2. follow emergency and evacuation procedures in case of accidents, fires, natural calamities		5	1	4
	PC3. follow recommended safe practices in handling material whenever applicable		10	2	8
	PC4. participate in safety awareness programs like Tool Box Talks, safety demonstrations, mock drills, conducted at site		5	1	4
	PC5. identify near miss, unsafe condition and unsafe act		5	1	4
	PC6. use appropriate Personal Protective Equipment (PPE) as per work requirements including: <ul style="list-style-type: none"> • Head Protection (Helmets) • Ear protection • Fall Protection • Foot Protection • Face and Eye Protection • Hand and Body Protection • Respiratory Protection (if required) 		10	2	8
	PC7. handle all required tools, tackles, materials & equipment safely		5	1	4
	PC8. follow safe disposal of waste, harmful and hazardous materials as per EHS guidelines		5	1	4
	PC9. install and apply properly all safety equipment as instructed		15	3	12
	PC10. follow safety protocol and practices as laid down by site EHS department		15	3	12
	PC11. collect and deposit construction waste into identified containers before disposal, separate containers that may be needed for disposal of toxic or hazardous		10	2	8
	PC12. apply ergonomic principles wherever required		10	2	8
		Total	100	20	80



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