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**RSDC**  
RUBBER SKILL DEVELOPMENT COUNCIL

# Facilitator Guide



Sector  
Rubber

Sub-Sector  
Manufacturing/Plastics Processing

Occupation  
Injection Moulding

Reference ID: RSC/Q4501 (CPC/Q0203)  
Version 1.0, NSQF level: 3

# Machine Operator Assistant - Injection Moulding

## Published by

### Rubber Skill Development Council

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

Phone: +91 11 41009347, 41009348

Email: [info@rsdcindia.in](mailto:info@rsdcindia.in)

Website: [www.rsdcindia.in](http://www.rsdcindia.in)

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**Shri Narendra Modi**  
Prime Minister of India

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



## Acknowledgements

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

## About this Guide

The Facilitator Guide (FG) for Machine Operator Assistant – Injection Moulding is primarily designed to facilitate skill development and training of people, who want to become a professional Machine Operator Assistant in Injection Moulding. The Facilitator Guide is aligned to the Qualification Pack (QP) and the National Occupational Standards (NOS) as drafted by the Rubber Skill Sector and ratified by National Skill Development Corporation (NSDC).

It includes the following National Occupational Standards (NOSs)-

1. Basic concept, job requirements related to injection moulding process (RSC/N4501, CPC/N0214)
2. Assist in performing injection moulding operations (RSC/N4502, CPC/N0215)
3. Monitor process parameters and troubleshoot the process/product (RSC/N4502, CPC/N0215)
4. Conduct quality checks of the finished products (RSC/N4503, CPC/N0216)
5. Computer basics and data entry in MS office/open source suite software (RSC/N4504, CPC/N0219)
6. Maintain basic health and safety practices at the workplace (RSC/N4101, CPC/N0411)

Post this training, the participants will be able to perform tasks as a professional Machine Operator Assistant in Injection Moulding. We hope that this Facilitator Guide provides a sound learning support to our young friends to build a lucrative career in the Rubber Skill Sector of our country.

## Symbols Used



Ask



Explain



Elaborate



Notes



Objectives



Do



Demonstrate



Activity



Team Activity



Facilitation Notes



Practical



Say



Resources



Example



Summary



Role Play



Learning Outcomes

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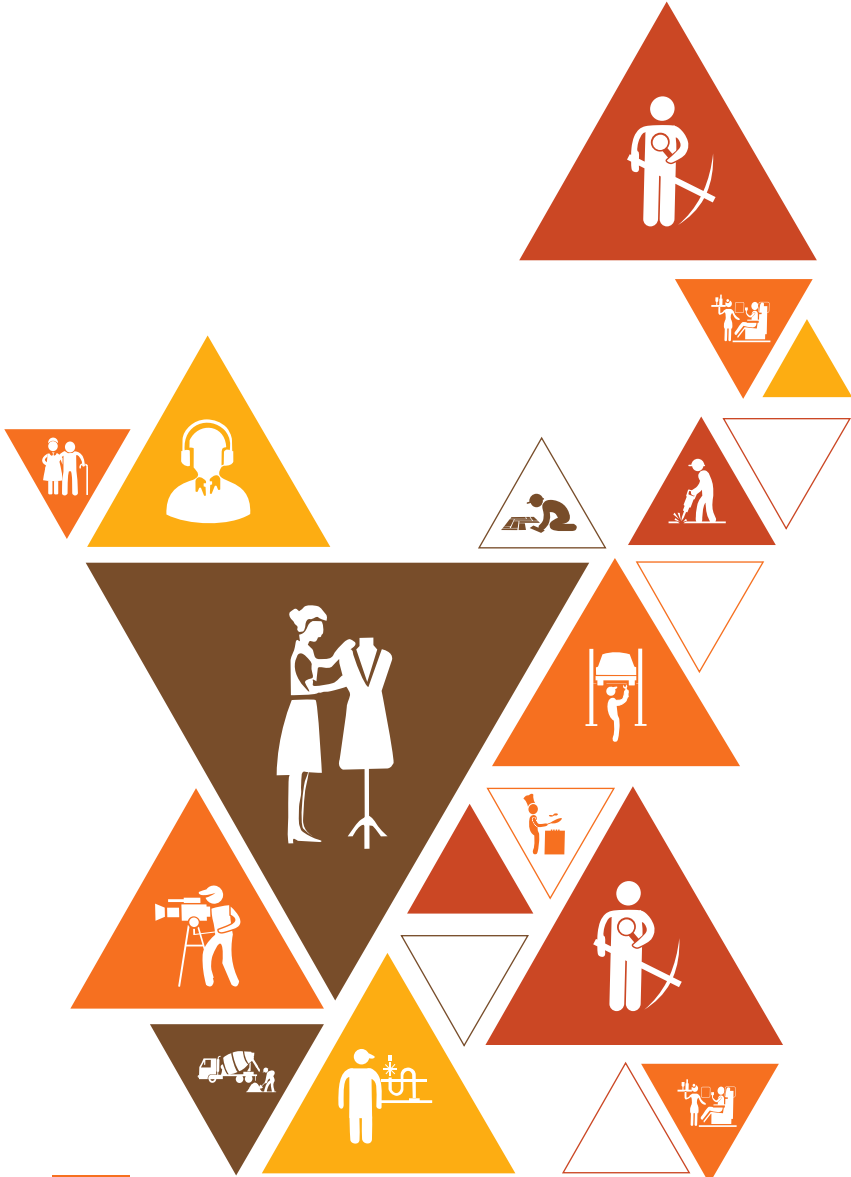
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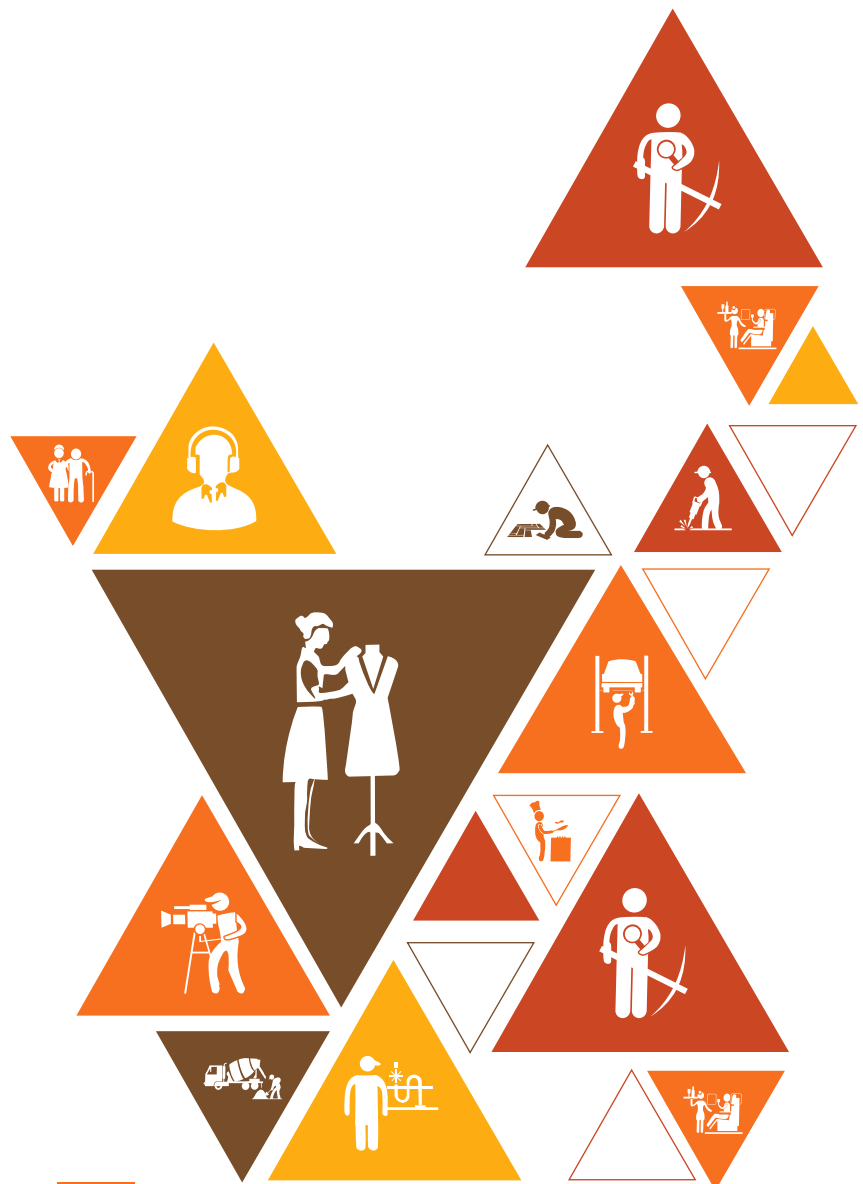


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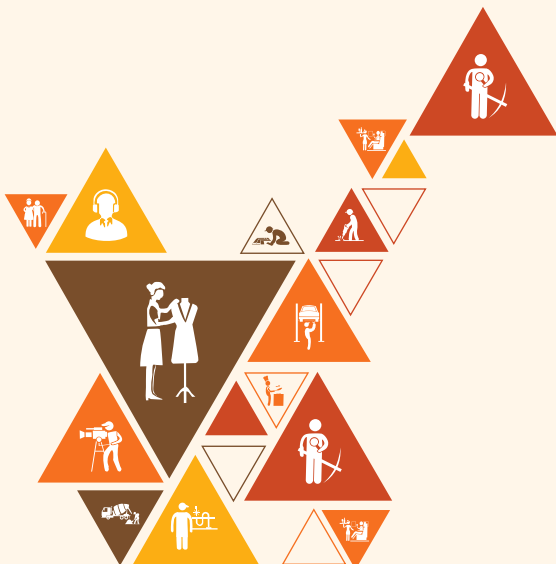
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# 1. Introduction to the job role

Unit 1.1 - Rubber and Plastics Industries in India

Unit 1.2 - Job Role of Machine Operator Assistant (Injection Moulding)



## Key Learning Outcomes



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

1. Describe the current scenario of rubber and plastics industries in India
2. Outline the developmental history of plastic
3. Compare various types of plastics
4. Summarise the roles of a few major industrial associations related to injection moulding
5. Identify the role and responsibilities of a machine operator (injection moulding)

## Unit 1.1: Rubber and Plastics Industries in India

### Unit Objectives

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

- Describe the current scenario of rubber and plastics industries in India
- Compare various types of plastics
- List various applications of plastics
- Outline the developmental history of plastic
- Summarise the importance of injection moulding in plastic processing

### Resources to be Used

Participant handbook, pen, writing pad, whiteboard, flipchart, markers, laptop, overhead projector, laser pointer

### Note

This session gives clear idea regarding the overview of the programme. Introduce yourself to the class and state the purpose of the program. Welcome the trainees cordially to the session. Explain that you are going to put them at ease by playing a game. This game is meant to “break the ice” and get the trainees oriented to the class.

### Say

Welcome to the training program for “Machine Operator Assistant – Injection Moulding”. I welcome you all cordially to this session and all the following sessions. Before starting the program, let us introduce ourselves and get to know each other. I am \_\_\_\_\_ (Introduce yourself, also indicating your qualifications and experience).

### Do

- Start the lesson by greeting all the trainees and conveying a message of encouragement
- Thank all the trainees for being a part of the training program
- Introduce yourself briefly to the trainees by mentioning your name, background and your role in the training program
- Explain the rules of the game you are going to play as an “Icebreaker”

**Note**

Please ensure that while introducing yourself, you share at least some of personal information such as your hobbies, likes, dislikes, etc. with the trainees. This will encourage the trainees to be more interested in the training program. Take a keen interest in understanding the aspirations and needs of the trainees before you start conducting the sessions.

**Say**

Before we start the session, let us spend some time getting to know each other better. We shall do this in the form of a game. Each one of us will tell the class his or her name, hometown, hobbies and a special quality about himself or herself, which starts with the first letter of his or her name. I will start with mine.

**Activity**

- Arrange the class in a semi-circle/circle as per the session requirements
- Say your name aloud then start playing the game
- Instruct each student to continue with the game with their names, till the last person in the circle/semi-circle has participated
- Listen to and watch the trainees while they play the game
- Ask questions to clarify if you are unable to understand or hear a trainee
- Request the trainees to ask questions, in case they have doubts

| Activity   | Duration | Resources used                        |
|------------|----------|---------------------------------------|
| Icebreaker | 30 mins  | Pens, notebook, whiteboard and marker |

**Do**

- Discourage queries related to one's financial status, gender-orientation or religious bias during the game
- Try recognising each trainee by his or her name as it helps in building bond between the trainer and the trainees

**Say**

Did you all enjoy this activity? I hope all of you enjoyed the icebreaker session. Now that we are all well acquainted with each other, this will help us go ahead with our training session.

**Do**

- Share your inputs with the trainees and encourage them to talk further
- Ensure that all trainees participate in the session
- Prepare in advance for the class
- Encourage the trainees to explore how the training session can help them improve their work

**Ask**

Ask the trainees the following questions:

- What are your expectations from this training program?
- What do you know about the rubber and plastics industry?
- Can you mention a few examples of plastic products?

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

**Elaborate**

In this session, discuss the following points:

- A brief introduction to rubber and plastics industry
- The current economic scenario of rubber industry
- Importance of injection moulding in plastic processing

**Say**

We shall now participate in an activity session to understand the scope of the rubber industry in India.

## Activity

- Divide the trainees in three groups
- Instruct the first group to write down about the rubber industry
- Instruct the second group to write about growth of the plastics
- Instruct the third group to write about a few areas where plastics are a popular use
- Instruct them to swap the thoughts and ideas with each other when everybody completes the given task

Ask the trainees to ask questions, in case they have any doubts. Write down the trainees' answers on the whiteboard/flipchart. Draw appropriate cues from the answers and start teaching the lesson.

| Activity               | Duration | Resources used  |
|------------------------|----------|---|
| Exchange Ideas Session | 30 mins  | Notebook, pen, pencil, eraser, participant handbook, whiteboard, marker |

## Do

- Keep the ambience constructive and positive
- Share your inputs with the trainees and encourage them to talk further
- Ensure that all trainees participate in the session
- Ask a student to summarise what was discussed in the session
- Prepare in advance for the class
- Encourage the trainees to explore how the training session can help them improve their work

## Notes for Facilitation

- Ask the trainees if they have any question
- Encourage other trainees to answer queries and boost peer learning in the class
- Answer all the doubts raised by the trainees in the class
- Ask them to answer the questions given in the participant handbook
- Ensure that trainees can answer most questions.



## Unit 1.2: Job Role of Machine Operator Assistant (Injection Moulding)

### Unit Objectives

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

- Recognise the role of a machine operator assistant (injection moulding) in plastic processing
- Identify various responsibilities of a machine operator assistant (injection moulding)

### Resources to be Used

Participant handbook, pen, writing pad, whiteboard, flipchart, markers, laptop, overhead projector, laser pointer

### Note

This session of the programme gives the trainees an overview of the job role of a machine operator of injection moulding.

### Say

In our last session we had discussed the rubber and plastics industry. Today we shall further discuss the job role of a Machine Operator (Injection Moulding).

### Ask

Ask the trainees the following questions:

- What do you understand by injection moulding?
- What is the importance of injection moulding?
- What does the job role of a machine operator assistant of injection moulding involve in plastic processing?
- Can you mention three specific job responsibilities of a machine operator assistant of injection moulding?

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

## Elaborate

In this session, discuss the following points:

- Overview of injection moulding
- Importance of injection moulding
- The job role of a machine operator assistant (injection moulding) in plastic processing
- Responsibilities of a machine operator assistant (injection moulding)

## Say

We shall now participate in an activity session to understand the roles and responsibilities of a machine operator assistant (injection moulding) in India. Now each of you will tell me a new word which comes to your mind when you hear the word ‘plastic’.

## Activity

- In this session, the trainees will participate on an individual basis
- You will ask the trainees to recollect and say a few words related to the word ‘plastic process’
- You will capture each response on the whiteboard
- You can utilise this opportunity to introduce a few essential terms
- The trainees can note down pointers from the whiteboard
- In case the trainees have queries and confusions in their minds; they can put them across
- Ensure that you answer all the queries appropriately
- Write down the trainees’ answers on the whiteboard/flipchart. Draw appropriate cues from the answers and start teaching the lesson.

| Activity        | Duration | Resources used   |
|-----------------|----------|--|
| Rapid Word Game | 30 mins  | Pen, notebook, participant handbook, writing pad, whiteboard, marker |

## Do

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

## Notes for Facilitation

- Inquire if the trainees are aware of the size and significance of the rubber sector in India
- Discuss with them the national policy for injection moulding workers
- Explain the emerging trends and growth drivers
- Explain the importance of injection moulding
- Discuss the roles and responsibilities of a machine operator assistant
- Tell the trainees about the career progression for machine operator assistant injection moulding and ask them about their goals

## Answers to Exercises for PHB

### A

1. c) Silk
2. c) Thermoplastic
3. b) Bakelite
4. c) Calendaring
5. d) Preparing solvent/water-based cement

### B. Match the columns:

1. f
2. i
3. a
4. c
5. d
6. j
7. b
8. a
9. g
10. h



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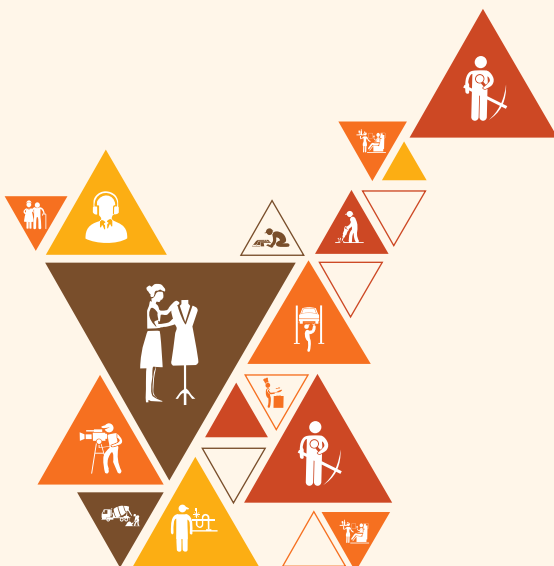
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## 2. Basic Concepts and Job requirements

Unit 2.1 - Injection Moulding Principles and Processes

Unit 2.2 - Auxiliary Equipment and Tools



RSC/N4501,  
CPC/N0214

## Key Learning Outcomes



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

1. Implement basic concepts of injection moulding
2. Compare various components of an injection moulding machine
3. Analyse the work and process requirement
4. Arrange for raw material, moulds, and equipment required for injection moulding
5. Identify the importance of cleaning the equipment and moulds for the process
6. Comply with injection moulding principles, standards and guidelines

## Unit 2.1: Injection Moulding Principles and Processes

### Unit Objectives

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

- Compare various injection moulding techniques
- Identify various phases of an injection moulding cycle
- Compare various components of an injection moulding machine
- Comply with injection moulding principles, standards and guidelines

### Resources to be Used

LCD projector, white board with marker and duster, charts, pen drives, computers, vernier calliper, micrometer, drills, tapes, dies, plastics raw material like PP, HDPE, PET, PBT, PVC etc., hand blow moulding, semiautomatic blow moulding, automatic blow moulding, oven drier, hopper drier, dehumidifier, chillers, automatic hopper loader, hot air oven, dryer, mould temperature controller, scrap grinder, crane, air compressor, hot air blow gun, water cooling tower, hand operated blow moulding m/c with accessories, semi-automatic blow moulding machine, fully automatic single stage blow moulding machine, full automatic double stage blow moulding machine, injection stretch blow moulding machine

### Note

This session of the programme gives the trainees a basic idea of injection moulding principles and processes.

### Say

In the previous session we had discussed the role of a machine operator assistant of injection moulding. Today we go further by discussing each role in details and different processes involved in injection moulding.

### Ask

Ask the trainees the following questions:

- What do you understand by the term 'injection moulding'?
- What are the different types of injection moulding?
- What are the different principles of injection moulding?

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

## Elaborate

In this session, discuss the following points:

- Types of injection moulding
- Phases in injection moulding
- Parts of an injection moulding machine
- Principles of injection moulding
- Injection moulding procedure
- Identifying raw materials
- Process of assembling consumables
- Selecting and collecting the appropriate mould
- Identify the different types of moulds
- Process of fixing the mould to the machine
- Identify types of pre-processing equipment
- Process of adding raw material
- Dos and don'ts while performing injection moulding

## Say

Let us conduct an activity to understand the basic concept of injection moulding on the basis of what has been just taught now.

## Activity

- Divide the trainees into groups of five
- Provide 10 basic plastic items to each group
- Ask each group to identify the plastics items and also the type of injection moulding used to manufacture each item.
- Ask the students to note down the answers
- Instruct the students to share their ideas once they have completed the identification session

| Activity                                       | Duration | Resources used   |
|--|----------|--|
| Injection moulding type identification session | 30 mins  | Notebook, pen, pencil, eraser, participant handbook, whiteboard, marker, Plastic items |



**Do** 

- Ensure that all the trainees participate in the Injection moulding type identification session
- Guide the trainees in identifying the plastic materials provided
- Help the students in detecting the correct type of injection moulding
- Encourage teamwork and participation

**Say** 

Now that we know how to perform an injection moulding, let us identify the types of moulds

**Activity** 

- Divide the trainees into 4 groups
- Provide all groups with different types of moulds
- Ask each group to identify the type of mould and also the application of each kind of mould
- Share your idea once the students have completed the identification session.

| Activity                                | Duration | Resources used  |
|---|----------|---|
| Identification of type of mould session | 30 mins  | Notebook, pen, pencil, eraser, participant handbook, whiteboard, marker, common types of moulds |

**Do** 

- Ensure that all the trainees participate in the identification of types of moulds session
- Guide the trainees in identifying the type of moulds provided
- Help the students in describing the application of individual moulds
- Encourage teamwork and participation

**Notes for Facilitation** 

- Encourage teamwork and active participation
- Guide the trainees in identifying the types of plastics
- Demonstrate and supervise the students while performing the injection moulding process
- Supervise the students in identifying the different types of moulds
- Answer all the doubts raised by the trainees in the class
- Ensure that all the trainees answer every question listed in the participant handbook

## Unit 2.2: Auxiliary Equipment and Tools

### Unit Objectives

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

- Summarise the importance of auxiliary equipment and tools in injection moulding
- List the auxiliary equipment and tools used to support injection moulding
- Compare the features of auxiliary equipment and tools in injection moulding

### Resources to be Used

LCD projector, white board with marker and duster, charts, pen drives, computers, vernier calliper, micrometer, drills, tapes, dies, plastics raw material like PP, HDPE, PET, PBT, PVC etc., hand blow moulding, semiautomatic blow moulding, automatic blow moulding, oven drier, hopper drier, dehumidifier, chillers, automatic hopper loader, hot air oven, dryer, mould temperature controller, scrap grinder, crane, air compressor, hot air blow gun, water cooling tower, hand operated blow moulding m/c with accessories, semi-automatic blow moulding machine, fully automatic single stage blow moulding machine, full automatic double stage blow moulding machine, injection stretch blow moulding machine

### Note

This session of the programme gives the trainees an understanding of auxiliary equipment and tools.

### Say

For performing any operation, we need tools. In the following activity we will identify a few tools and equipment required to perform injection moulding.

### Activity

- Divide the trainees into 4 groups
- Provide each group with – oven drier, hopper drier, chiller, dehumidifier, hopper loader, scrap grinder, mould temperature controller, venier callipers, micrometer, power drill, measuring tapes, dies.
- Ask each group to identify as well mention the usage of the tool/s provided
- Share your ideas once the identification session is complete.

| Activity                              | Duration | Resources used  |
|---------------------------------------|----------|---|
| Identification of auxiliary equipment | 1 hour   | Notebook, pen, pencil, eraser, participant handbook, whiteboard, marker, oven drier, hopper drier, chiller, dehumidifier, hopper loader, scrap grinder, mould temperature controller, vernier callipers, micrometer, power drill, measuring tapes, dies |

## Do

- Ensure that all the trainees participate in the identification of auxiliary equipment session
- Guide the trainees in identifying the different tools provided
- Explain the usage of all the tools provided
- Encourage teamwork and participation

## Notes for Facilitation

- Encourage teamwork and active participation
- Guide the trainees in identifying the types of tools provided
- Demonstrate and describe the students the usage of the tools provided
- Answer all the doubts raised by the trainees in the class
- Ensure that all the trainees answer every question listed in the participant handbook

## Answers to Exercises for PHB

### A.

1. d) Hand injection moulding machine
2. b) Reciprocating screw unit
3. b) Desiccant dehumidifier
4. b) Micrometer screw guage

### B.

1. F
2. T
3. F
4. T
5. F
6. F
7. F
8. F
9. T
10. T



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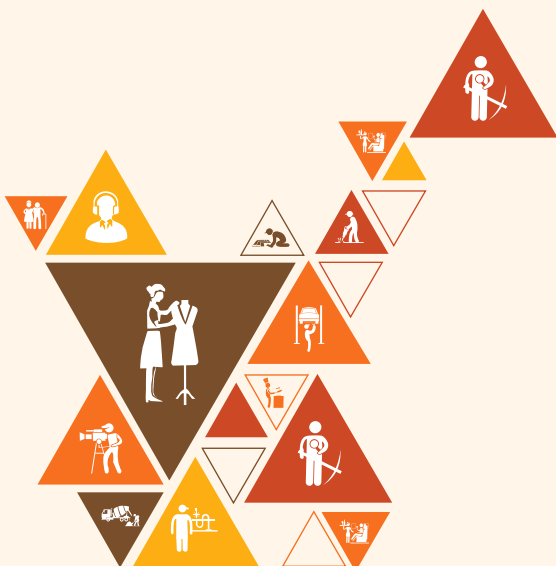
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# 3. Assisting in Performing Injection Moulding Operations

Unit 3.1 - Injection Moulding Machine Operations

Unit 3.2 - Injection Moulding Process Parameters



RSC/N4502,  
CPC/N0215

## Key Learning Outcomes



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

1. Operate the injection moulding machine safely
2. Inspect the operations of the injection moulding equipment
3. Practise feeding the raw material as per requirement

## Unit 3.1: Injection Moulding Machine Operations

### Unit Objectives

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

- Demonstrate the process of pre-heating plastic raw material
- Demonstrate the processes of starting and shutting down the injection moulding machine
- Operate the injection moulding machine safely
- Perform purging and clean-up operations

### Resources to be Used

Vernier caliper, micrometer, drills, tapes, dies, plastics raw material like PP, HDPE, PET, PBT, and PVC etc., hand blow moulding, semiautomatic blow moulding, automatic blow moulding

### Note

This session of the programme gives the trainees a basic idea of injection moulding operations

### Say

In the last session we had discussed briefly the process of performing of injection moulding, its principles, tools and others. Today we go further by discussing different processes involved in injection moulding.

### Ask

Ask the trainees the following questions:

- What are the pre-requisites for starting the injection moulding operation?
- What should be done before starting a machine?
- How will you evaluate the operation of the moulding apparatus?

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

### Elaborate

In this session, discuss the following points:

- Pre-heating of plastic raw material
- Steps of pre-heating of raw material
- Steps of starting up the injection moulding machine

- Evaluation of operation of moulding apparatus
- Operation of injection moulding machine
- Steps of purging and cleaning up of the moulding machine
- Steps of shutting down the injection moulding machine
- Precautions to be taken while operating the injection moulding machine

**Say**



Let us participate in a practical session to understand the process of pre-heating of plastic raw materials

**Practical**



- Divide the trainees into groups of five
- Provide the following raw materials to each group -: Nylon-6 (Glass filled 30%), Nylon-6, Nylon-66, Poly carbonate (Black), Poly carbonate (Clear), Acrylic (Clear), ABS, Delrin
- Instruct each group to identify the raw materials
- When all the students have completed the identification session, start explaining the process
- Explain the pre-heating procedure for each of the raw materials
- Demonstrate the process of how to start up the machine
- Demonstrate the steps of setting up the machine before stating the process of pre-heating
- Demonstrate how to shut down the machine
- Instruct each group to perform the activities sequentially as shown
- Supervise the entire process

| Activity                     | Duration | Resources used  |
|------------------------------|----------|---|
| Pre-heating of raw materials | 4 hours  | Notebook, pen, pencil, eraser, participant handbook, whiteboard, marker, Engineering plastic raw materials – (Glass filled 30% Nylon-6, Nylon -6, Nylon-66, Poly carbonate (black), Poly carbonate (clear), Acrylic (clear), ABS, Delrin, Pre drying system like Oven Drier, Hopper Drier |

**Do**



- Ensure that all the trainees participate in the pre-heating of raw materials session
- Guide the trainees in identifying the raw plastic materials provided
- Help the students in performing the pre-heating operation accurately
- Encourage teamwork and participation



## Say

Now that we know how to operate an injection moulding machine, let us participate in a practical session in order to learn how to clean the injection moulding machine.

## Practical

- Divide the students into groups of 5
- After the demonstration of the operation of injection moulding, ensure that the machine is switched off.
- Demonstrate the procedure of purging the machine with help of a purging material
- Encourage the students to perform the procedure on their own
- Supervise the entire process

| Activity   | Duration | Resources used   |
|--|----------|--|
| Purging and cleaning of injection moulding machine | 2 hours  | Notebook, pen, pencil, eraser, participant handbook, whiteboard, marker, Injection moulding machine, purging materials |

## Do

- Ensure that all the trainees participate in the cleaning session
- Guide the trainees in performing the purging and cleaning of injection moulding machine
- Encourage teamwork and participation

## Say

Now that we know how to operate and clean an injection moulding machine, let us identify its evaluation criteria.

## Activity

- This activity is to be practised on an individual basis
- Hand over an evaluation sheet to the students
- Instruct the students to recall from the previous sessions and provide answers to the questions of the evaluation sheet on the basis of their observations for each raw material
- A sample evaluation sheet is provided below
- Allocate marks based on the performance of each student

| Parameter for evaluation  | Status (Tick on Yes or No) |    |
|---|----------------------------|----|
| <b>Hopper (and Dryer) operation</b>   |                            |    |
| Has the raw material been pre-heated and pre-processed before loading the hopper?                   | Yes                        | No |
| Is the raw material getting cooled in the hopper?   | Yes                        | No |
| Do the hopper walls show stains and impurities (rust, dirt, stains, flakes, grime, etc.)?           | Yes                        | No |
| If the answer to the above question is yes, has the hopper been cleaned appropriately?              | Yes                        | No |
| Is the hopper shaking or vibrating violently during loading operations?                             | Yes                        | No |
| Has the hopper (and dryer) been calibrated before operation?  | Yes                        | No |
| Is the raw material getting uniformly fed to the hopper?  | Yes                        | No |
| Is the feed throat casing guard working?  | Yes                        | No |
| Is the injection barrel guard working?  | Yes                        | No |
| <b>Heater operation</b>   |                            |    |
| Is the heater able to acquire the required temperature (370 °C)?                                    | Yes                        | No |
| Has the desired amount of raw material been placed?   | Yes                        | No |
| Is the heating time less than 2 hours?  | Yes                        | No |
| Is the heating time more than 2 hours?  | Yes                        | No |
| Is the emergency stop button working?   | Yes                        | No |
| <b>Mould operation</b>  |                            |    |
| Do the mould cavity walls show stains and impurities (rust, dirt, stains, flakes, grime, etc.)?     | Yes                        | No |
| Is the mould releasing/ejecting the product on time?  | Yes                        | No |
| Does the mould area guard (operator side) close when the machine operates?                          | Yes                        | No |
| Is the moulding unit been able to produce the 1st sample output as per desired specifications?      | Yes                        | No |
| Is the moulding unit been able to produce the last sample output as per the desired specifications? | Yes                        | No |

Encourage the trainees to ask questions, in case they have any doubts. Write down the trainees' answers on the whiteboard/flipchart. Draw appropriate cues from the answers and start teaching the lesson.

| Activity                                      | Duration | Resources used  |
|---|----------|---|
| Evaluation of operation of moulding apparatus | 30 mins  | Notebook, pen, pencil, eraser, participant handbook, whiteboard, marker, evaluation sheet |

**Do** 

- Ensure that all the trainees participate in the evaluation of operation of moulding apparatus session
- Guide the trainees in answering all the questions of the evaluation sheet
- Clear all the doubts raised by the students while answering the questions

**Say** 

Simply knowing how an injection moulding machine operates is not enough. You also have to know every operational mode of the machine and the functions of every button on the machine.

**Activity** 

- This activity is to be practised on an individual basis
- Discuss the types of operating modes – fully automatic, semi-automatic, manual
- Discuss the function of each button in the control panel of the machine
- Encourage the students to test the function of each button by themselves

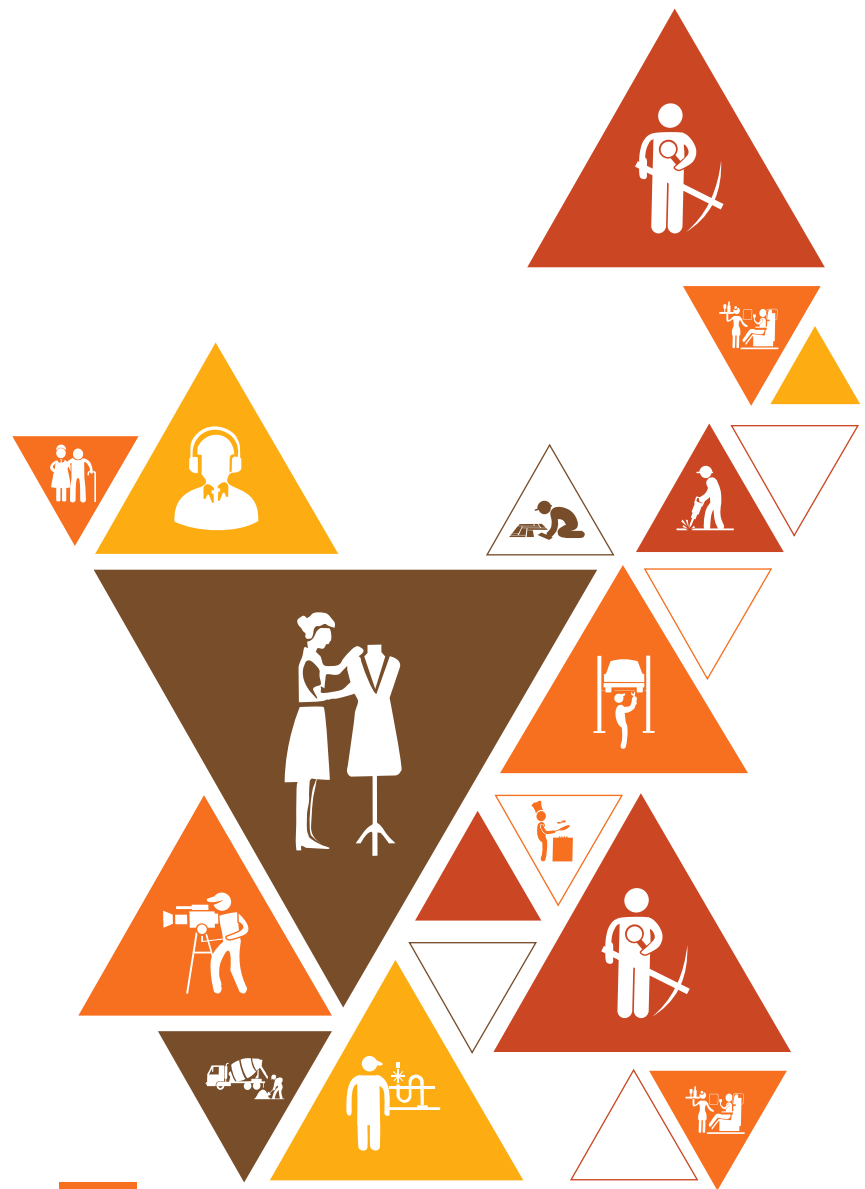
| Activity  | Duration | Resources used  |
|---|----------|---|
| Identification of the operational modes of the injection moulding machine | 1 hour   | Notebook, pen, pencil, eraser, participant handbook, whiteboard, marker, injection moulding machine |

**Do** 

- Ensure that all the trainees participate in the identification of the operational modes of the injection moulding machine session
- Guide the trainees in identifying all the modes and the different buttons on the control panel of the machine
- Clear all the doubts raised by the students while answering the questions

**Notes for Facilitation** 

- Encourage teamwork and active participation
- Guide the trainees in operating the machine effectively
- Demonstrate to the students the process of starting, operating, cleaning and shutting down of the injection moulding machine
- Ensure that the students wear PPE while operating the machine to maintain safety at all times
- Answer all the doubts raised by the trainees in the class





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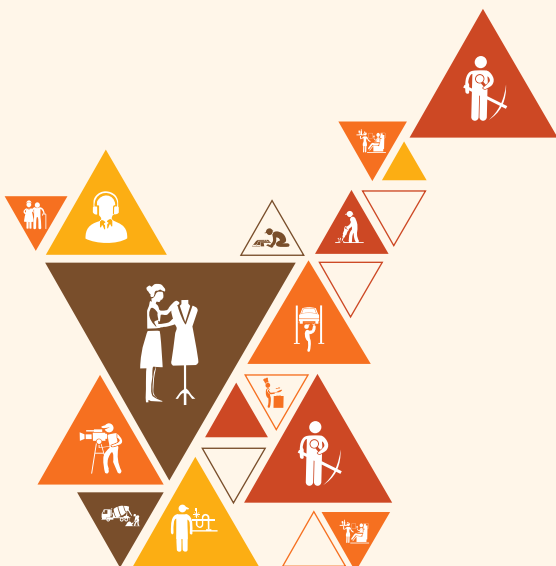
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## 4. Monitor Process Parameters and Troubleshoot the process/ product

Unit 4.1 - Quality Check in Injection  
Moulding



RSC/N4502,  
CPC/N0215

## Key Learning Outcomes



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

1. Evaluate whether the plastic granules are mixed with additives (if any) before being fed into the hopper.
2. Perform a test process to produce a sample output as per the requirement
3. Evaluate whether the dimensions of the output product are as per the process given in the work instructions
4. Practise the process required for production as per the instructions given by the operator
5. Apply the check-list of the procedure to be followed to ensure the quality of final product

## Unit 4.1: Injection Moulding Process Parameters

### Unit Objectives

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

- Compare process parameters in injection moulding
- Set process parameters from the machine control panel
- Modify process parameters from the machine control panel
- Perform a test process

### Resources to be Used

Vernier caliper, micrometer, drills, tapes, dies, plastics raw material like PP, HDPE, PET, PBT, and PVC etc., hand blow moulding, semiautomatic blow moulding, automatic blow moulding

### Note

This session of the programme gives the trainees an understanding of various injection moulding process parameters.

### Say

In this session we will learn about identifying the various process parameters and the steps of setting them.

### Ask

- What do you mean by process parameter?
- What are the process parameters involved in the injection moulding process?

### Elaborate

In this session, discuss the following points:

- Process parameters in injection moulding
- Steps of setting process parameters
- Modifying process parameters from the control panel
- Monitoring and troubleshooting process parameters
- Steps of conducting a test process
- Steps of checking output dimensions
- Alignment with standards

**Say** 

Let us perform a practical session to understand the steps of setting the process parameters

**Practical** 

- Explain what are process parameters
- Discuss what process parameters are involved in injection moulding
- Demonstrate the setting of melt temperature
- Demonstrate the setting of mould temperature
- Demonstrate the setting of switch-over position
- Demonstrate the setting of screw rotation speed
- Demonstrate the setting of back pressure
- Demonstrate the setting of injection pressure to maximize machine capacity
- Demonstrate the setting of holding pressure at OMPa
- Demonstrate the setting of holding time
- Demonstrate the setting of sufficient remaining cooling time
- Demonstrate the setting of mould operating time
- Demonstrate the setting of injection volume to 99% of mould capacity
- Demonstrate the increasing of holding pressure in steps
- Divide the trainees into 5 groups
- Instruct each group to perform all the steps as shown to them
- Modify the value of the parameter to obtain various results

| Activity                                       | Duration | Resources used  |
|--|----------|---|
| Setting and modification of process parameters | 5 hours  | Notebook, pen, pencil, eraser, participant handbook, whiteboard, marker, injection moulding machine |

**Do** 

- Ensure that all the trainees participate in the practical session of setting and modification of the process parameters
- Supervise the entire practical session to avoid any injuries
- Encourage the usage of PPE to avoid any injury during setting of process parameters
- Encourage teamwork and participation

**Say** 

On the basis of the previous practical session, let us now learn how to monitor and troubleshoot process parameters.



## Activity

- This activity is to be performed on individual basis
- Hand over the visual inspection checklist to the students
- Instruct the students to recall from the previous sessions and provide answers to the questions of the checklist on the basis of their observations of the previous operations
- A sample checklist is provided below
- Supervise the entire process
- Allocate marks based on the performance of each student

| Visual Check Parameter  | Checking Status |               |
|---|-----------------|---------------|
| <b>Raw material</b>   |                 |               |
|   | Type            | Tick if “Yes” |
| Is the plastic raw material in the pelleted or granular form before feeding the hopper? | Pelleted        |               |
|   | Granular        |               |
|   | Molten          |               |
|   | None of these   |               |
|   | Yes             | No            |
| Have additives been mixed with the plastic raw material?                                | Yes             | No            |
| Have the ingredients been weighed accurately?   | Yes             | No            |
| Have the ingredients been pre-processed?  | Yes             | No            |
| <b>Process</b>  |                 |               |
| Is the operator/assistant wearing appropriate PPE?                                      | Yes             | No            |
| Has the start-up been done as per SOPs?   | Yes             | No            |
| Is the hopper functioning correctly?  | Yes             | No            |
| Is the heater functioning correctly?  | Yes             | No            |
| Is the cooling unit functioning correctly?  | Yes             | No            |
| <b>Output testing</b>   |                 |               |
| Has the test process been conducted?  | Yes             | No            |
| Have samples been collected?  | Yes             | No            |
| Has the QC team checked the sample quality?   | Yes             | No            |
| Do the sample’s dimensions match that of the approved product?                          | Yes             | No            |
| Has the laboratory clearance been obtained on product quality?                          | Yes             | No            |

Encourage the trainees to ask questions in case they have any doubts. Write down the trainees' answers on the whiteboard/flipchart. Draw appropriate cues from the answers and start teaching the lesson.

| Activity   | Duration | Resources used   |
|--|----------|--|
| Monitoring and troubleshooting of process parameters | 30 mins  | Notebook, pen, pencil, eraser, participant handbook, whiteboard, marker, visual inspection checklist |

## Do

- Ensure that all the trainees participate in the monitoring and troubleshooting of process parameters session
- Guide the trainees in answering all the questions of the visual inspection checklist
- Clear all the doubts raised by the students while answering the questions

## Say

Simply conducting a check on the checklist is not enough. You must know how to manually conduct the test process and check the output dimensions. The next activity will help you learn this.

## Activity

- This activity is to be practised on an individual basis
- Demonstrate the steps of conducting a test process to produce a sample output
- Once the sample output is obtained, demonstrate the steps to check its dimensions
- Instruct each student to perform the two checks
- Supervise the entire process

| Activity   | Duration | Resources used  |
|--|----------|---|
| Conducting a test process and checking output dimensions | 2 hours  | Notebook, pen, pencil, eraser, participant handbook, whiteboard, marker, PPE, plastic pellets/granules and additives, hoppers, heaters, injection moulding machines, sterile container, measuring tape, vernier callipers, etc. |

## Do

- Ensure that all the trainees participate in the conduction of test process and checking of output dimensions session
- Ensure that each student wears PPE to avoid the risk of injury
- Guide the trainees in answering all the questions of the visual inspection checklist

## Notes for Facilitation



- Encourage teamwork and active participation
- Guide the trainees in identifying the standards of tools or outputs for maximizing the machine output
- Demonstrate and describe the all the process parameters and how to set and modify them
- Ensure process checks during conduction of test processes and output dimensions
- Answer all the doubts raised by the trainees in the class
- Ensure that all the trainees answer every question listed in the participant handbook

## Answers to Exercises for PHB

1. d) Both a) and b)
2. c) Injection moulding
3. b) 3 – 1 – 2 – 5 – 4 – 6
4. d) Both b) and c)



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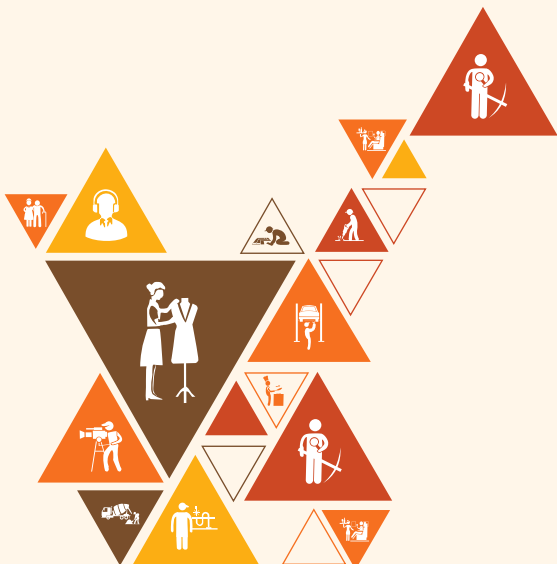
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# 5. Quality Check

Unit 5.1 - Quality Check in Injection  
Moulding



RSC/N4503,  
CPC/N0216

## Key Learning Outcomes



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

1. Summarise the importance of quality check in plastic processing
2. Inspect finished products
3. Identify visual defects in finished plastics products
4. Categorise visual defects in finished plastic products
5. Perform repair techniques to rectify defective products

## Unit 5.1: Quality Check in Injection Moulding

### Unit Objectives

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

- Summarise the importance of quality in plastic processing
- Inspect the impact of defects on products
- Use quality check tools
- Prepare samples for testing
- Select suitable techniques for testing samples
- Identify common visual defects in plastic products
- Demonstrate various techniques for rectifying defects in plastic products

### Resources to be Used

Plastics raw material like PP, HDPE, PET, PBT, and PVC etc., hand blow moulding, semiautomatic blow moulding, automatic blow moulding, oven drier, hopper drier, dehumidifier, chillers

### Note

This session of the programme gives the trainees a basic idea of conducting quality checks in injection moulding

### Say

Previously we discussed injection moulding process parameters, its setting, modification, and conducting a test process. Today we will discuss how to conduct quality checks.

### Ask

Ask the trainees the following questions:

- What are visual defects?
- Can you name a few tools that can be used to conduct quality check and rectify the visual defects?
- What can be the common visual defects and how can they be repaired?

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

## Elaborate

In this session, discuss the following points:

- Use utility of tools to rectify visual defects
- Implement the phases of testing product samples
- Identify the common defects and their repair techniques

## Say

Let us participate in an activity session to identify the various tools used for quality check

## Activity

- Divide the trainees into groups of five
- Provide quality check tools to each group like – ruler, weighing scale, feeler gauge, plastic cutting knife, hacksaw, triangular-head file, screwdriver set with multiple heads, hexagonal Allen key, adjustable spanner, hammer, chisel
- Instruct each group to make a checklist of the tools identified with their purpose of use
- Discuss the further usage of each tool

| Activity                              | Duration | Resources used   |
|---------------------------------------|----------|--|
| Identification of quality check tools | 30 mins  | Notebook, pen, pencil, eraser, participant handbook, whiteboard, marker, quality check tools - ruler, weighing scale, feeler gauge, plastic cutting knife, hacksaw, triangular-head file, screwdriver set with multiple heads, hexagonal Allen key, adjustable spanner, hammer, chisel |

## Do

- Ensure that all the trainees participate in the identification of quality check tools session
- Guide the trainees in identifying each tool that is provided
- Help the students in describing the functions of the tools accurately
- Encourage teamwork and participation

## Say

Now that we know how to test the product samples, let us identify the common defects and their repairing techniques



## Activity

- Prepare the defective plastic products showing flow lines, burn marks, and warping, vacuum voids, sink marks, weld lines, jetting, discolouration, delamination, short shot, flash, etc.
- Provide the groups with plastics products having these visual defects
- Ask the students to identify the defects and write them down in their notebooks
- Once everybody has identified all the defects, describe the defects to the students
- Explain the causes of these defects and also their remedies

| Activity                         | Duration | Resources used   |
|----------------------------------|----------|--|
| Identification of common defects | 2 hours  | Notebook, pen, pencil, eraser, participant handbook, whiteboard, marker, plastic products showing visual defects |

## Do

- Ensure that all the trainees participate in the identification of common defects session
- Guide the trainees in identifying all the defects
- Clear all the doubts raised by the students during the session

## Notes for Facilitation

- Encourage teamwork and active participation
- Guide the trainees in identifying the quality check tools and the visual defects
- Describe the utility of each tool
- Discuss the causes and remedies of each visual defect
- Demonstrate and describe the students the process of testing product samples
- Ensure that the students wear PPE while testing product samples
- Answer all the doubts raised by the trainees in the class
- Ensure that all the trainees answer every question listed in the participant handbook

## Answers to Exercises for PHB

1. b) Flow Lines
2. d) Burn
3. c) Warping
4. a) Sink Marks
5. b) Weld Lines



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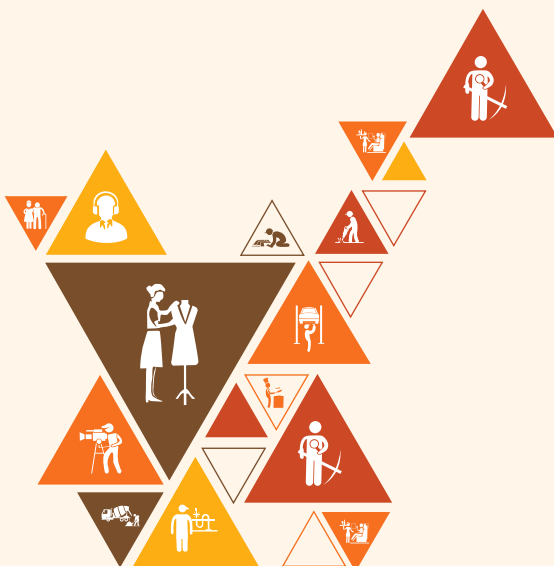
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## 6. Computer Skills

Unit 6.1 - Computer Fundamentals

Unit 6.2 - Data Entry in MS Office



RSC/N4504,  
CPC/N0219

## Key Learning Outcomes



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

1. Operate a computer
2. Demonstrate the process of entering, updating and maintaining data in MS Office

## Unit 6.1: Computer Fundamentals

### Unit Objectives

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

- Identify the different parts of a computer
- State the advantages, disadvantages of a computer

### Resources to be Used

LCD projector, white board with marker and duster, charts, pen drives, computers

### Note

This session of the programme gives the trainees a basic idea of computer fundamentals

### Say

Previously we had discussed the process of testing sample products, identifying the common visual defects. Today we will discuss the fundamentals of computer basics.

### Ask

Ask the trainees the following questions:

- What is a computer?
- Can you name a few parts of the computer?
- What are the types of parts of the computer?
- What are the advantages and disadvantages of a computer?

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

### Elaborate

In this session, discuss the following points:

- Parts of a computer
- Types of parts of a computer
- Concept of devices – input and output device
- Function of each part of a computer

- Types of operating systems
- Types of user interface
- How to start and shut down a computer
- Advantages and disadvantages of a computer

**Say** 

Let us participate in an activity session to identify the different parts of a computer on the basis of what has been just taught now

**Activity** 

- Divide the trainees into groups of five
- Provide the groups with various parts of a computer
- Instruct each group to identify each part and write the answers in their notebooks
- Ask them to identify what type of device are the given parts and write the answers in their notebooks
- Instruct the love down

| Activity                              | Duration | Resources used   |
|---------------------------------------|----------|--|
| Identification of parts of a computer | 30 mins  | Notebook, pen, pencil, eraser, participant handbook, whiteboard, marker, parts of a computer |

**Do** 

- Ensure that all the trainees participate in the identification of computer parts session
- Guide the trainees in identifying the parts of the computer provided
- Help the students in identifying what type of device each part is
- Encourage teamwork and participation

**Say** 

Now that we have identified the parts of a computer, let us participate in a practical session to learn how to switch on and shut down a computer.

## Practical

- Divide the students into groups of 3
- Each group should be provided with a computer
- Demonstrate and explain how to turn on a computer system.
- Demonstrate and explain the process of shutting down a computer
- Encourage the students to perform the procedure on their own
- Supervise the entire process

Encourage the trainees to ask questions, in case they have any doubts. Write down the trainees' answers on whiteboard/flipchart.

| Activity                              | Duration | Resources used  |
|---------------------------------------|----------|---|
| Starting and shutting down a computer | 30 mins  | Notebook, pen, pencil, eraser, participant handbook, whiteboard, marker, computer systems |

## Do

- Ensure that all the trainees participate in the starting and shutting down of a computer session
- Guide the trainees in performing the starting and shut down process
- Encourage teamwork and participation

## Say

Now that we know how to start and shut down a computer, let us understand the advantages and disadvantages of a computer.

## Activity

- Divide the students into two groups – Group A and Group B
- Ask Group A to list down the advantages of a computer
- Ask Group B to list down the disadvantages of a computer
- Instruct each group to choose a representative
- Ask the representatives of each group to read aloud the points listed down and explain the reasons for the same
- Encourage group discussion

| Activity   | Duration | Resources used  |
|--|----------|---|
| Group discussion on advantages and disadvantages of a computer | 30 mins  | Notebook, pen, pencil, eraser, participant handbook, whiteboard, marker |

## Do

- Ensure that all the trainees participate in the group discussion on the advantages and disadvantages of a computer session
- Help the trainees in listing down the points of the respective groups
- Clear all the doubts raised by the students while discussing the advantages and disadvantages
- Encourage teamwork and participation

## Notes for Facilitation

- Encourage teamwork and active participation
- Guide the students in identifying various parts of a computer
- Demonstrate and describe the students the starting and shutting down of the computer system
- Answer all the doubts raised by the trainees in the class
- Ensure that all the trainees answer every question listed in the participant handbook



## Unit 6.2: Data Entry in MS Office

### Unit Objectives

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

- Practice data entry with the help of MS Word and MS Excel
- Inspect the level of compliance in the data entered
- Demonstrate the process of rectifying all typographical errors or repeated data

### Resources to be Used

LCD projector, white board with marker and duster, charts, pen drives, computers

### Note

This session of the programme gives the trainees a basic idea of the process of data entry in MS Office

### Say

In the last session we had discussed the parts of a computer, types of devices, operating systems, user interfaces and also how to start and shut down a computer. Today we will discuss about the process of data entry in MS Office.

### Ask

Ask the trainees the following questions:

- What is MS Office?
- Can you name a few applications of MS Office?
- What are the uses of each application of MS Office?

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

### Elaborate

In this session, discuss the following points:

- MS Office and its applications
- Uses of each application of MS Office
- Data entry process in MS Word
- Data entry process in MS Excel

## Say

Let us participate in a practical session to learn the data entry process in MS Word.

## Practical

- Divide the trainees into groups of 3
- Provide each group data from the last week
- Ask them to enter the data into spreadsheets maintaining separate columns for- Raw materials, Equipment, Required Temperature , Cost of production, etc.
- Ask each group to complete filling up the details in the spreadsheet
- After completion, each group should mail the details to the supervisor

| Activity                      | Duration | Resources used   |
|-------------------------------|----------|--|
| Data entry process in MS Word | 1 hour   | Notebook, pen, pencil, eraser, participant handbook, whiteboard, marker, laptop/computer |

## Do

- Ensure that all the trainees participate in the data entry process in MS Excel session
- Guide the trainees in identifying different functions of MS Excel
- Help the students in performing the functions in MS Excel

## Notes for Facilitation

- Encourage teamwork and active participation
- Guide the students in identifying various functions of MS Word and MS Excel
- Demonstrate and describe the students in performing the data entry processes in MS Word and MS Excel
- Answer all the doubts raised by the trainees in the class
- Ensure that all the trainees answer every question listed in the participant handbook

## Answers to Exercises for PHB

1. c) MS Office
2. c) DOS
3. c) LINUX





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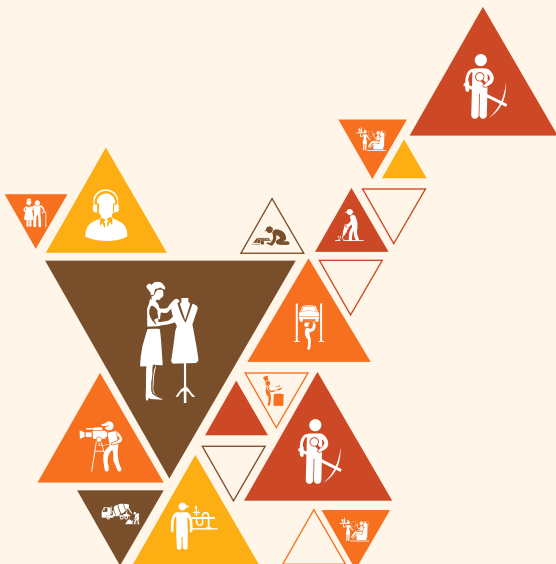
# 7. Health and Safety Practices at the Workplace

Unit 7.1 - Knowledge of Risks/Hazards

Unit 6.2 - Use of PPE

Unit 7.3- Fire and Rescue Techniques

Unit 6.4 - Safe Lifting and Carrying Practices



RSC/N4101,  
CPC/N0411

## Key Learning Outcomes



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

1. Compare risks and hazards
2. Implement a few safety practices in the plastics processing industry
3. Use PPE specific to injection moulding
4. Use fire rescue techniques
5. Practise safe lifting and carrying techniques

## Unit 7.1: Knowledge of Risks/Hazards

### Unit Objectives

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

- Identify various types of risks and hazards
- Compare risks and hazards with the help of examples
- List the common causes of hazards
- Discuss a few safety practices in the plastics processing industry

### Resources to be Used

LCD projector , white board with marker and duster, charts, pen drives, computers , vernier calliper, micrometer, drills, tapes , dies , automatic hopper loader, hot air oven , dryer, dehumidifier, mould temperature controller , scrap grinder, crane, air compressor, hot air blow gun, water cooling tower, hand operated blow moulding m/c with accessories, semi-automatic blow moulding machine, fully automatic single stage blow moulding machine, full automatic double stage blow moulding machine, injection stretch blow moulding machine

### Note

This session of the programme gives the trainees a basic idea of injection moulding operations

### Say

Previously we had discussed the data entry process in MS Office. Today we go further by identifying various risks and hazards.

### Ask

Ask the trainees the following questions:

- What is a risk?
- What is a hazard?
- What are the factors which can influence the degree of risk?
- Give examples of hazards in plastic processing industry
- What are the causes of hazards in an injection moulding plant?
- What are the common industrial safety practices?

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

## Elaborate

In this session, discuss the following points:

- Definition of hazard
- Definition of risk
- Factors influencing the degree of risk
- Examples of common hazards in plastic processing industry
- Process of maintaining safety in workshop
- Common methods of protection in the workshop

## Say

Let us now participate in a practical session to learn how to maintain safety in a workshop

## Practical

- The activity will be in the form of a 'choose and tell session'
- Provide the trainees with a pack of cue cards displaying hazard signs
- Ask them to identify the kind of hazard depicted in the cue card (Such as fire hazard, chemical hazard, etc)
- Also ask them to state control/safety measures against each
- Allocate marks based on the performance of each student

| Activity              | Duration | Resources used   |
|-----------------------|----------|--|
| Identify safety signs | 1 hour   | Notebook, pen, pencil, eraser, participant handbook, whiteboard, marker, Cue cards, etc. |

## Do

- Ensure that all the trainees participate in the maintaining of safety in a workshop session
- Guide the trainees in identifying the correct procedure of maintaining safety
- Help the trainees in understanding the correct usage of PPE

## Notes for Facilitation

- Encourage teamwork and active participation
- Explain the nature of each risk and hazard
- Ensure that students understand the gravity of maintaining safety at workplace



## Unit 7.2: Use of PPE

### Unit Objectives

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

- Compare various types of PPE
- Practise personal hygiene techniques

### Resources to be Used

LCD projector , white board with marker and duster, charts, pen drives, computers , vernier calliper, micrometer, drills, tapes , dies , automatic hopper loader, hot air oven , dryer, dehumidifier, mould temperature controller , scrap grinder, crane, air compressor, hot air blow gun, water cooling tower, hand operated blow moulding m/c with accessories, semi-automatic blow moulding machine, fully automatic single stage blow moulding machine, full automatic double stage blow moulding machine, injection stretch blow moulding machine

### Note

This session of the programme gives the trainees a basic idea of the usage of various PPE

### Say

Previously we had discussed the knowledge of risks and hazards and safety measures to be taken in a workplace. Today we go further by learning the usage of PPE.

### Ask

Ask the trainees the following questions:

- What is a Personal Protective Equipment?
- Give examples of PPE
- What is the importance of maintaining personal hygiene?
- Give examples of some hygienic practices

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

## Elaborate

In this session, discuss the following points:

- Definition of PPE
- Examples of PPE
- Uses of different PPE
- Definition of personal hygiene
- Importance of personal hygiene
- Common practices of personal hygiene

## Say

Let us now participate in an activity session to identify various types of personal protective equipment

## Practical

- This activity is to be performed on an individual basis
- Divide the class into 2 groups
- Provide each group with an assortment of PPE
- Ask each group to identify the PPE as well as state their purpose of use
- Discuss how to maintain safety standards while working in an injection moulding sign

| Activity              | Duration | Resources used   |
|-----------------------|----------|--|
| Identification of PPE | 1 hour   | Notebook, pen, pencil, eraser, participant handbook, whiteboard, marker, personal protective equipment such as – filament aprons, safety goggles, leather/asbestos gloves, boots, ear plugs, knee pads, particle masks, respirator masks |

## Do

- Ensure that all the trainees participate in the identification of PPE session
- Explain the students the importance of usage of PPE
- Help the students in identifying the PPE provided
- Describe the function and usage of each PPE provided

## Notes for Facilitation

- Encourage teamwork and active participation
- Explain the usage and function of each PPE
- Describe various steps of maintaining personal hygiene
- Make sure that no damage is done to PPE while demonstration

## Unit 7.3: Fire and Rescue Techniques

### Unit Objectives

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

- Implement fire rescue techniques
- Practise accident reporting

### Resources to be Used

LCD projector , white board with marker and duster, charts, pen drives, computers , vernier calliper, micrometer, drills, tapes , dies , automatic hopper loader, hot air oven , dryer, dehumidifier, mould temperature controller , scrap grinder, crane, air compressor, hot air blow gun, water cooling tower, hand operated blow moulding m/c with accessories, semi-automatic blow moulding machine, fully automatic single stage blow moulding machine, full automatic double stage blow moulding machine, injection stretch blow moulding machine

### Note

This session of the programme gives the trainees an understanding of different types of fire, their causes and rescue techniques

### Say

Previously we had discussed the usage of PPE and personal hygiene. Today we go further by learning about the different kinds of fire and rescue techniques.

### Ask

Ask the trainees the following questions:

- What are various classes of fire?
- What are the different sources of the various classes of fire?
- What are the different causes of fire?
- What is a fire extinguisher?
- How many types of fire extinguishers are there?
- Give examples of fire extinguishers
- What is the correct usage of a fire extinguisher?
- How will you report an accident?

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

## Elaborate

In this session, discuss the following points:

- Classes of fire
- Sources of different classes of fire
- Causes of fire
- Types of fire extinguishers
- Correct usage of a fire extinguisher – PASS technique
- Correct method of accident reporting

## Say

Let us now participate in a practical session to identify the type of fire extinguishers and their correct usage on the basis of what has been taught just now

## Practical

- \*Divide the class into two groups
- \*Show the students different kinds of fire extinguishers
- \*Ask them to identify the type of fire extinguisher and state its purpose
- \*Demonstrate to the students the PASS technique of operation of fire extinguishers

| Activity  | Duration | Resources used   |
|---|----------|--|
| Identification of type of fire extinguisher and their correct usage | 2 hours  | Notebook, pen, pencil, eraser, participant handbook, whiteboard, marker, water fire extinguishers, foam fire extinguisher, powder fire extinguisher, CO2 fire extinguisher |

## Do

- Ensure that all the trainees participate in the identification of type of fire extinguisher and their correct usage
- Explain the different types of fires and what type of fire extinguisher can be used to put it out
- Demonstrate the correct procedure of using a fire extinguisher

## Say

Suppose even after taking all the precautions, an accident occurs due to negligence or any other cause, how will you report it? The following activity will help us learn how to fill up an accident reporting form.

## Activity

- This activity is to be performed on an individual basis
- Distribute a hand-out to the students containing the accident reporting form provided below
- Provide another hand-out to the students describing the following situation  
“During the procedure of injection moulding, there was an incident of electrical fire at the injection moulding unit.”
- Instruct the students to first list the various possible reasons of electrical fires
- Demonstrate and explain how to fill up the details of an accident reporting form
- Now, instruct the students to fill up the form themselves based on the situation given in the hand-out

| Accident Report                |           |                                     |
|--------------------------------|-----------|-------------------------------------|
| Victim Information             |           |                                     |
| Name                           | Age       | Gender                              |
| Family Members                 | Work      | Work No.                            |
| Address                        | Phone     | Email                               |
| Time Frame                     |           |                                     |
| Date                           | Time      | Location                            |
| Description of Events          |           |                                     |
|                                |           |                                     |
|                                |           |                                     |
|                                |           |                                     |
|                                |           |                                     |
|                                |           |                                     |
|                                |           |                                     |
|                                |           |                                     |
| Actions Taken                  |           |                                     |
| Responder Name                 |           |                                     |
| Description of Aid             |           |                                     |
| Were Family Members Contacted? | How?      |                                     |
| Who Contacted                  | Time      | Was the victim taken to a hospital? |
| Which Hospital?                |           |                                     |
| Method of Transport            |           |                                     |
| Additional Information         |           |                                     |
|                                |           |                                     |
|                                |           |                                     |
|                                |           |                                     |
|                                |           |                                     |
|                                |           |                                     |
|                                |           |                                     |
|                                |           |                                     |
| Supervisor Name                | Signature | Date                                |
|                                |           |                                     |

| Activity                           | Duration | Resources used  |
|------------------------------------|----------|---|
| Filling up accident reporting form | 2 hours  | Notebook, pen, pencil, eraser, participant handbook, whiteboard, marker, accident reporting form, handout |

## Do

- Ensure that all the trainees participate in the filling up the accident reporting form
- Explain the need for reporting an accident
- Discuss the necessity for proper documentation of any incident

## Notes for Facilitation

- Encourage teamwork and active participation
- Classify the different types of fire, their sources, the type of fire extinguisher to be used to put out the fire
- Explain the different causes of fire
- Demonstrate the correct method of using a fire extinguisher
- Explain the process of filling out an accident reporting form

## Unit 7.4: Safe Lifting and Carrying Practices

### Unit Objectives

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

- Practise safe lifting
- Implement 5S procedures

### Resources to be Used

LCD projector , white board with marker and duster, charts, pen drives, computers , vernier calliper, micrometer, drills, tapes , dies , automatic hopper loader, hot air oven , dryer, dehumidifier, mould temperature controller , scrap grinder, crane, air compressor, hot air blow gun, water cooling tower, hand operated blow moulding m/c with accessories, semi-automatic blow moulding machine, fully automatic single stage blow moulding machine, full automatic double stage blow moulding machine, injection stretch blow moulding machine

### Note

This session of the programme gives the trainees a basic idea regarding safe lifting and carrying practices

### Say

Previously we had discussed the different types of fire and rescue techniques. Today we will learn regarding the various safe lifting and carrying practices.

### Ask

Ask the trainees the following questions:

- What are the correct techniques of safe lifting?
- What is the correct method of moving people during an emergency?
- What are 5S procedures?
- What is the role of 5S procedures in a workplace?

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



## Elaborate

In this session, discuss the following points:

- Correct techniques of safe lifting
- Correct method of moving injured people during an emergency
- Definition of 5S procedure
- Components of 5S procedure

## Say

Let us now participate in a practical session to implement the correct techniques of safe lifting

## Practical

- The activity will be in the form of a demonstration session
- Show the students the correct safe lifting techniques
- Instruct them to stand close to the load spreading the feet at shoulder-width apart
- Next, tell them to squat down, bending at the knees
- Now ask them to grasp the object firmly before lifting it
- Then instruct them to slowly straighten their legs and not twist their body during this step
- Finally tell them to keep the object as close to the body as possible, once the lift is complete
- Use posters/charts to show the correct safe lifting postures to the students

| Activity                | Duration | Resources used   |
|-------------------------|----------|--|
| Safe lifting techniques | 40 mins  | Notebook, pen, pencil, eraser, participant handbook, whiteboard, marker, heavy load, PPE |

## Do

- Ensure that all the trainees participate in the safe lifting techniques session
- Explain the students the importance of correct method of safe lifting
- Discuss the physical injuries that can occur due to incorrect sifting postures
- Help the students in performing the correct safe lifting process

## Say

Now let us conduct a role play session to learn the correct method to move an injured person during an emergency

## Role Play

- Divide the students into groups of 3
- With the help of a dummy doll, demonstrate the following methods:
  - Using the human crutch method for moving an injured person, in case he is conscious and able to walk on his own
  - Dragging the person to safety in a straight line
  - Demonstrate the cradle method for lifting a small size person
  - Demonstrate the backpack method to carry a large person
  - If the person is choking or vomiting blood, they should be rolled on to the other side
  - In the case of spinal injury, the person should be moved with the help of proper support
- Based on the demonstration session, ask each group to prepare a checklist of Do's and Dont's to be followed while handling emergency situations at workplace

| Activity  | Duration | Resources used  |
|-----------|----------|---|
| Role Play | 45 mins  | Notebook, pen, pencil, eraser, participant handbook, whiteboard, marker, dummy doll |

## Do

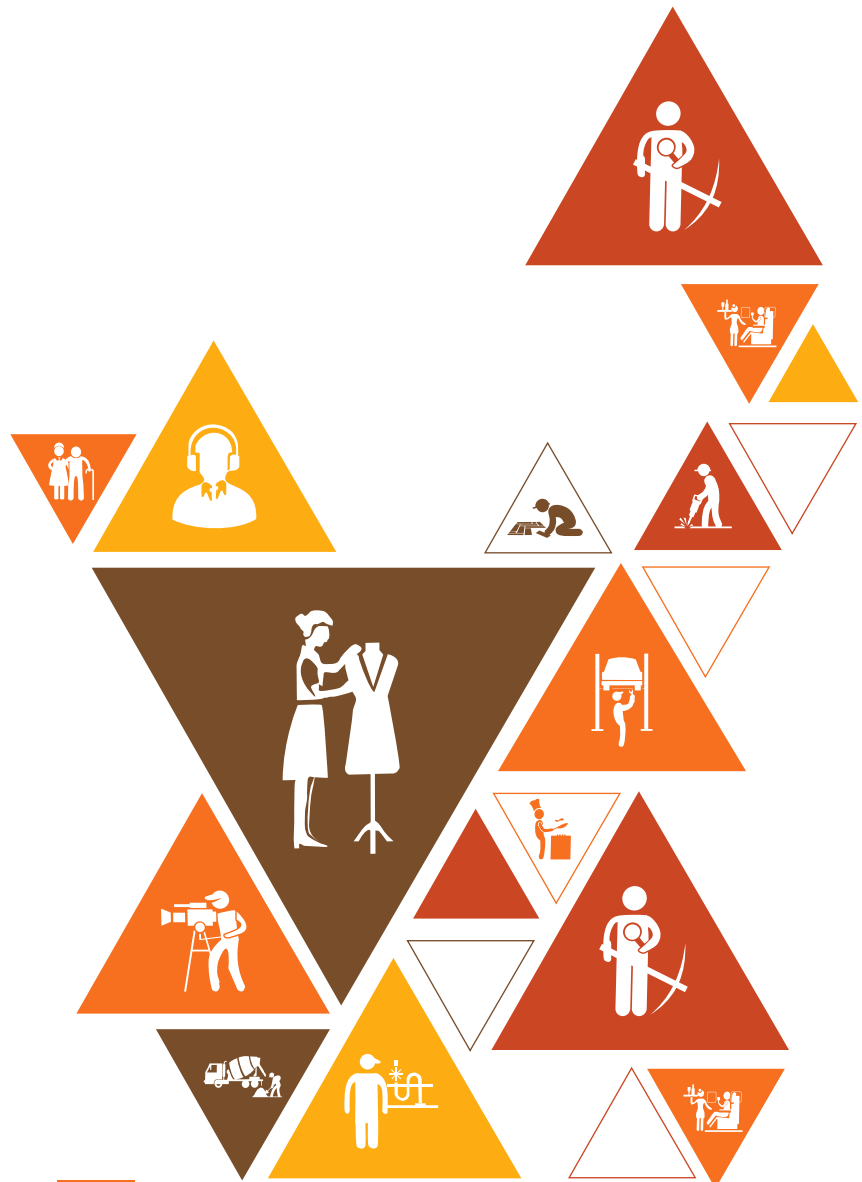
- Ensure that all the trainees participate in the correct method of moving injured people during an emergency session
- Demonstrate and explain to the students the correct methods of moving an injured person during emergency
- Discuss the physical injuries that can occur due to incorrect moving processes

## Notes for Facilitation

- Encourage teamwork and active participation
- Demonstrate the correct postures of safe lifting
- Demonstrate the proper steps for moving injured people
- Discuss the components of 5S
- Ensure no one gets injured during the mock drill session

## Answers to Exercises for PHB

1. d) All of the above
2. c) Insulation
3. c) Water-based fire extinguishers
4. d) 5S procedure
5. d) CO<sub>2</sub>-based fire extinguishers





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## 8. Employability & Entrepreneurship Skills

Unit 8.1 - Personal Strengths & Value Systems Unit

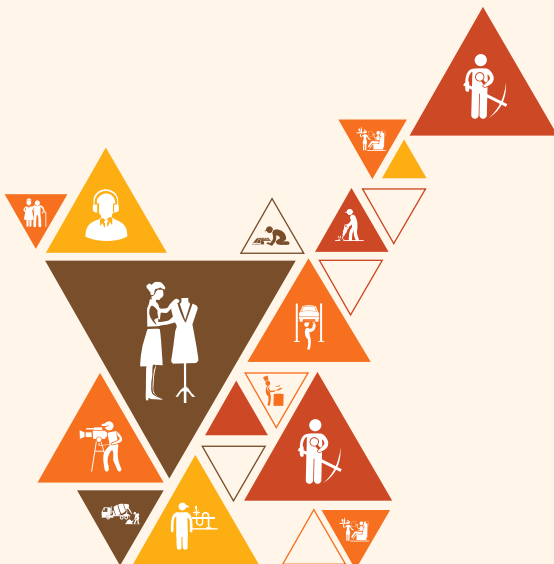
Unit 8.2- Digital Literacy: A Recap

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



## Key Learning Outcomes



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

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

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

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



## Unit 8.1: Personal Strengths & Value Systems

### Unit Objectives

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

- Explain the meaning of hygiene
- Discuss the purpose of Swachh Bharat Abhiyan
- Explain the meaning of habit
- Discuss ways to set up a safe work environment
- Discuss critical safety habits to be followed by employees
- 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
- 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
- List the characteristics of highly creative people
- List the characteristics of highly innovative people
- Discuss the benefits of time management
- List the traits of effective time managers
- Describe effective time management techniques
- Discuss the importance of anger management
- Describe anger management strategies
- Discuss tips for anger management
- Discuss the causes of stress
- Discuss the symptoms of stress
- Discuss tips for stress management

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

### Resources to be Used

Participant Handbook

### Ask

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

### Say

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

### Ask

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

### Say

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

### Role Play

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

### Summary

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

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

### Say

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

### Ask

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

### Say

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

### Do

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

### Summary

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

**Ask** **Discuss:**

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

**Say** 

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

**Activity** 

Health Standard Checklist: Hygiene

**Say** 

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

**Do** 

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

**Ask** 

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

## Summary

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

## Ask

What is a habit?

## Say

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

## Summary

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

## 8.1.2: What is Habits?

### Resources to be Used

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

### Ask

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

### Say

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

### Team Activity

#### Safety Hazards

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

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

**Ask** 

How could you or your employees get hurt at work?

**Say** 

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

**Do** 

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

**Say** 

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

**Do** 

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

**Ask** **De-briefing**

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

## Summary

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



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

### Resources to be Used

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

### Activity

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

### Do

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

### Say

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

### Team Activity

#### **Tower building**

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

**Do**

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

**Ask**

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

**Say**

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

**Ask**

**Is your attitude positive or negative?**

**Say**

**Let me tell you a story:**

**It's Little Things that Make a Big Difference.**

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

## Ask



What did you learn from this story?

## Activity



### What Motivates You?

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

## Do



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

## Say



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

## Summary



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

## 8.1.4: Honesty & Work Ethics

### Resources to be Used

Participant Handbook

### Ask

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

### Say

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

### Do

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

Ask 

## Case Study Analysis

**Scenario 1**

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

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

**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 tomorrow, etc. Even after repeated calls and messages when she did not receive the payment or the dress, she decided to write a post against him on a popular social media platform. As a result, Shailender lost lots of customers and his flourishing business faced a major crisis. How could this situation have been managed?

**Say**

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

**Do**

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

**Summary**

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

## 8.1.5: Creativity and Innovation

### Resources to be Used

Participant Handbook, Chart papers, Marker pens

### Say

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

#### **A.P.J. Abdul Kalam**

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

#### **Water filter/purifier at source**

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

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

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

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

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

#### **Solar seeder**

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

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

#### **Looms for physically challenged**

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

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

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

**Ask**

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

**Say**

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

**Team Activity****Activity De-brief**

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

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

**Do**

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

**Summary**

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



## Notes for Facilitation

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

## 8.1.6: Time Management

### Resources to be Used

Participant Handbook

### Ask

Does this sound like you?

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

### Example

- Let's look at these two examples:

#### Example 1:

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

#### Example 2:

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

### Ask

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

## Activity

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

## Say

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

## Ask

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

## Say

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

## Activity

### Effective Time Management

- This activity has two parts:

#### PART 1 TO-DO LIST

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

**PART 2**  
**URGENT-IMPORTANT GRID**

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

**TO- DO list format**

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

**URGENT-IMPORTANT GRID**

|  |  |
|--|--|
| <b>URGENT/ IMPORTANT</b> <ul style="list-style-type: none"><li>○ Meetings</li><li>○ Last minute demands</li><li>○ Project deadlines</li><li>○ Crisis</li></ul>     | <b>NOT URGENT/ IMPORTANT</b> <ul style="list-style-type: none"><li>○ Planning</li><li>○ Working towards goals</li><li>○ Building relationship</li><li>○ Personal commitments</li></ul> |
| <b>1</b>   | <b>2</b>   |
| <b>3</b>   | <b>4</b>   |
| <ul style="list-style-type: none"><li>○ Interruptions</li><li>○ Phone calls/ E-mails</li><li>○ Other people's minor demands</li></ul> <b>URGENT/ NOT IMPORTANT</b> | <ul style="list-style-type: none"><li>○ Internet surfing</li><li>○ Social media</li><li>○ Watching TV</li></ul> <b>NOT URGENT/ NOT IMPORTANT</b>                                       |

**URGENT/ IMPORTANT GRID format**

|                              |                                  |
|------------------------------|----------------------------------|
| <b>URGENT/ IMPORTANT</b>     | <b>NOT URGENT/ IMPORTANT</b>     |
| <b>1</b>                     | <b>2</b>                         |
| <b>3</b>                     | <b>4</b>                         |
| <b>URGENT/ NOT IMPORTANT</b> | <b>NOT URGENT/ NOT IMPORTANT</b> |

## Do

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

## Say

### Activity De-brief:

**How can we balance tasks between the four categories?**

**How to manage time through this grid?**

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

## Summary

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

## Notes for Facilitation

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

## 8.1.7: Anger Management

### Resources to be Used

Participant Handbook

### Ask

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

### Say

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

### Do

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

### Activity

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



## Ask

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

## Say

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

## Do

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

## Activity

Trigger points and Anger Management Techniques Activity

### Anger Triggers

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



## Ask

### De-brief questions:

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

## Summary

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

## Notes for Facilitation

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

## 8.1.8: Stress Management: What is stress?

### Resources to be Used

Participant Handbook

### Ask

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

### Say

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

### Ask

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

### Say

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

### Do

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

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

## Team Activity

### Case Study Analysis

#### Scenario 1

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

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

#### Scenario 2

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

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

#### Scenario 3

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

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

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

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

**Scenario 4**

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

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

**Ask** **De-brief questions:**

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

**Say** 

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

**Do** 

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

**Say** 

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

**De-brief:****Scenario 1**

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

**Scenario 2**

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

**Scenario 3**

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

**Scenario 4**

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

**Do** 

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

**Scenario 5**

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

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

## Say

### De-brief:

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

## Summary

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

## Notes for Facilitation

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



## Unit 8.2: Digital Literacy: A Recap

### Unit Objectives

By the end of this unit, the trainees 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
- Discuss the main applications of MS Office
- Discuss the benefits of Microsoft Outlook
- 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

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

### Resources to be Used

Participant Handbook , Computer Systems with the required applications

### Say

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

### Explain

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

### Ask

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

### Say

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

### Summary

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

### Practical

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

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

## Do

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

## 8.2.2: MS Office and Email: About MS Office

### Resources to be Used

Participant Handbook, Computer Systems with MS Office

### Ask

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

### Say

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

### Explain

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

### Ask

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

### Say

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

## Do

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

## Demonstrate

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

## Practical

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

## Summary

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

## 8.2.3: E-Commerce

### Resources to be Used

Computer System with internet connection, Participant Handbook

### Ask

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

### Say

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

### Explain

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

### Ask

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

### Say

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

### Team Activity

#### E-commerce examples

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

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

### Say

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

### Do

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

### Say

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

### Explain

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

### Say

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

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

### Role Play

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

### Ask

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

### Say

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

### Do

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



## Ask

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

## Say

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

## Summary

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

## Unit 8.3: Money Matters

### Unit Objectives

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

- Discuss the importance of saving money
- Discuss the benefits of saving money
- Discuss the main types of bank accounts
- Describe the process of opening a bank account
- Differentiate between fixed and variable costs
- Describe the main types of investment options
- Describe the different types of insurance products
- Describe the different types of taxes
- Discuss the uses of online banking
- Discuss the main types of electronic funds transfer

## 8.3.1: Personal Finance – Why to Save?

### Resources to be Used

Participant Handbook

### Say

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

### Explain

- Let's look at these two examples:

#### Example 1:

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

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

#### Example 2:

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

### Ask

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

### Say

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

## Ask

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

## Say

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

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

## Ask

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

## Say

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

## Team Activity

### Personal Finance- Why to save

- This activity has two parts:

#### PART 1 WAYS TO SAVE MONEY

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

#### PART 2 HOW WILL YOU USE THE MONEY

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

## Do

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

### Activity De-brief

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

## Say

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

## Summary

You can summarize the session by discussing:

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

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

### Resources to be Used

Account opening sample forms, Participant Handbook

### Ask

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

### Explain

- Let's look at these two examples:

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

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

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

### Ask

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

### Say

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

### Ask

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

**Say** 

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

**Team Activity** **Activity De-brief****Each group to present the key points of their account.**

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

**Say** 

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

**Ask** 

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

**Say** 

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

**Team Activity** **Opening a Bank Account**

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

**PART 1****FILLING A BANK ACCOUNT OPENING FORM**

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

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

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

**Do** 

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

**Summary** **Note:**

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

**Sample Bank Account Opening form.**

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



**Applicant Details:**

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

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

I request you to issue me a Rupay Card.

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

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

**Place:**

**Date:**

**Signature/LTI of Applicant**

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---



---

**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**

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

#### Resources to be Used

Participant Handbook, Blank sheets of paper, Pens

#### Ask

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

#### Say

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

#### Team Activity

##### Identify the type of cost

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

#### Do

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

## Say

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

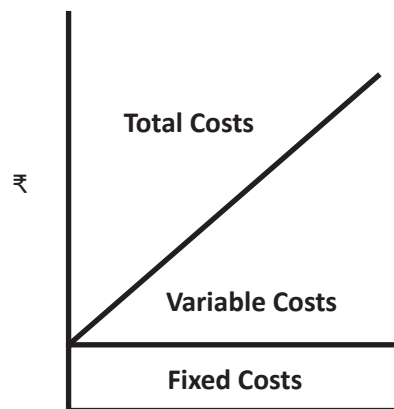


Fig. 8.3.3.1: Relation between fixed and variable costs

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

## Team Activity

### Fixed vs. Variable Costs

**You want to start your own entrepreneur business.**

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

### Activity De-brief

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

## Do

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

## Summary

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

## Notes for Facilitation

- Answers for the activity - Identify the type of cost
 

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

## 8.3.4: Investments, Insurance and Taxes

### Resources to be Used

Participant Handbook

### Ask

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

### Explain

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

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

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

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

### Say

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

### Ask

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

### Say

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

**Say** 

We will have a quiz today.

**Team Activity** 

The activity is a quiz.

**Do** 

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

**Summary** 

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

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

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

**2. Who issues the bonds?**

*Private and public companies issue the bonds.*

**3. Why are bonds issued?**

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

**4. Who is the buyer of stocks and equities?**

*The general public is the buyer.*

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

*Small Saving Scheme*

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

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

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

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

**8. Name the two types of insurances?**

*Life Insurance and Non-life or general insurance*

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

*Term Insurance*

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

*It offers the dual benefit of investment and insurance.*

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

*Money Back Life Insurance*

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

*It offers the dual benefit of investment and insurance*

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

*Marine Insurance*

**14. After what duration is the income tax levied?**

*One financial year*

**15. What is long term capital gain tax?**

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

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

*Securities Transaction Tax*

**17. What is the source of corporate tax?**

*The revenue earned by a company.*

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

*VAT or Value Added Tax*

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

*Sales Tax*

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

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



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

#### Resources to be Used

Participant Handbook, Computer System with internet connection, Debit card

#### Ask

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

#### Say

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

#### Do

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

## Say

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

## Do

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

## Summary

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

## Unit 8.4: Preparing for Employment & Self Employment

### Unit Objectives

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

- Discuss the steps to follow to prepare for an interview
- Discuss the steps to create an effective Resume
- Discuss the most frequently asked interview questions
- Discuss how to answer the most frequently asked interview questions
- Identify basic workplace terminology

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

### Resources to be Used

Participant Handbook

### Ask

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

### Say

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

### Activity 1

- Introducing Yourself

### Do

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

### Ask

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

## Say

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

## Do

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

## Activity

- Planning the right attire

## Do

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

## Summary



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

## 8.4.2: Interview Preparation: How to Prepare for an Interview?

### Resources to be Used

Participant Handbook, Blank papers, Pens

### Ask

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

### Say

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

### Do

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

### Say

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

## Activity

### Case Study Analysis

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

### Candidate Details

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

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

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

### Job Posting

\*Do you see yourself as a HOUSEKEEPING SUPERVISOR?

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

THE LOCATION:

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



*Salary:* Negotiable

*Industry:* Travel/Hotels/Restaurants/Airlines/Railways

*Functional Area:* Hotels , Restaurants

*Role Category:* Housekeeping

*Role:* Housekeeping Executive/Assistant.

Desired Candidate Profile

Friendly, pleasant personality, Service - oriented.

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

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

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

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

Education-

*UG:* Any Graduate/ Diploma holder

*PG:* Post Graduation Not Required

## Say

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

## Do

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

## Summary

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

## Notes for Facilitation

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

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

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

**Professional strengths:**

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

**Educational background:**

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

**Professional internships:**

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

**Volunteer Work:**

- Student volunteer at children's hospital in Chandigarh.

Nipesh Singla

### 8.4.3: Interview FAQs

#### Resources to be Used

Participant Handbook

#### Say

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

#### Do

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

#### Role Play

Conduct a role play for the situation given.

##### Situation 1

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

## Say

### De-brief:

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

## Role Play

Conduct a role play for the situation given.

### Role Play – Situation 2

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

## Say

### De-brief:

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

## Role Play

Conduct a role play for the situation given.

### Role Play – Situation 3

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

## Say

### De-brief:

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

## Role Play

Conduct a role play for the situation given.

### Role Play – Situation 4

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

## Say

### De-brief:

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

## Role Play

Conduct a role play for the situation given.

### Role Play – Situation 5

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

## Say

### De-brief:

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

## Role Play

Conduct a role play for the situation given.

### Role Play – Situation 6

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

## Say

### De-brief:

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

## Role Play

Conduct a role play for the situation given.

### Role Play – Situation 7

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

## Say

### De-brief:

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

## Explain

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

## Do

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

## Activity 1

### Mock Interview Questions

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

How do you plan to strike a good work-life balance?

Where do you see yourself five years from now?

Have you applied for jobs in other companies?

What kind of salary do you expect from this job?

Do you have any questions for me?

## Summary



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



## 8.4.4: Work Readiness – Terms and Terminology

### Resources to be Used

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

### Ask

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

### Say

- Let's start this unit with an activity.

### Team Activity

#### Workplace terminology

- This is a group activity conducted in three parts.

#### Part 1

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

#### Activity De-brief

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

### Do

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

## Say

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

## Ask

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

## Say

- Let’s now continue the activity.

## Team Activity

### Terms and Terminology

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

#### Part 2

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

#### Activity De-brief

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

## Do

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

## Say

- Let’s go ahead with the activity.

## Team Activity

### Terms and Terminology

The activity continues with the same group members.

#### Part 3

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

#### Activity De-brief

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

## Do

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

## Summary

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

## Unit 8.5: Understanding Entrepreneurship

### Unit Objectives

By the end of this unit, the trainees 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
- List the qualities of an effective leader
- Discuss the benefits of effective leadership
- List the traits of an effective team
- Discuss the importance of listening effectively
- Discuss how to listen effectively
- Discuss the importance of speaking effectively
- Discuss how to speak effectively
- 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
- Discuss how to identify new business opportunities
- Discuss how to identify business opportunities within their business
- 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
- Discuss the relationship between entrepreneurship and risk appetite
- Discuss the relationship between entrepreneurship and resilience
- Describe the characteristics of a resilient entrepreneur
- Discuss how to deal with failure

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

### Resources to be Used

Participant Handbook

### Say

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

### Team Activity

#### Quiz Questions

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

### Do

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

## Ask



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

## Say



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

## Summary



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

## Notes for Facilitation



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

## 8.5.2: Leadership and Teamwork

### Resources to be Used

Participant Handbook, Blank sheets of paper, Pens.

### Do

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

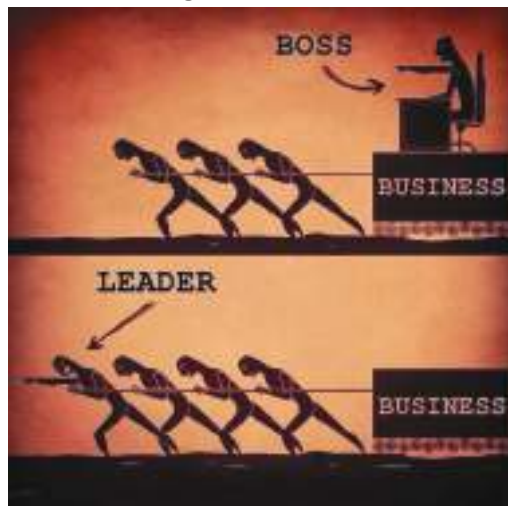


Fig. 8.5.2.1: Difference between Leader and Boss

### Say

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

### Say

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

**Ask**

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

**Say**

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

**Ask**

- Do you consider yourself a team player?

**Team Activity****Long Chain**

- This is a group activity.

**Do**

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

**Say****De-brief:**

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

**Say**

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



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

## Summary

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

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

### Resources to be Used

Participant Handbook

### Activity 1

#### Activity – Chinese Whisper

Step 1: Form a circle.

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

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

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

Compare them and have a great laugh!

### Ask

#### De-brief questions:

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

### Say

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

### Say

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

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

### Ask

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

### Say

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

### Do

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

## Activity 1

### Riddles:

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

If you went to bed at eight o'clock at night and set the clock's alarm to ring at nine o'clock, how many hours of sleep would you get?

Do they have a 26th of January in England?

If you had only one match and entered a dark room that had a kerosene lamp, oil heater, and a wood stove, what would you light first?

The Delhi Daredevils and the Chennai Super Kings play five IPL matches. Each wins three matches. No match was a tie or dispute. How is this possible?

There was an airplane crash. Every single person died, but two people survived. How is this possible?

If an airplane crashes on the border of two countries, would unidentified survivors be buried in the country they were travelling to or the country they were travelling from?

A man builds an ordinary house with four sides except that each side has a southern exposure. A bear comes to the door and rings the doorbell. What is the colour of the bear?

### Answers:

There's no law against a man marrying his widow's sister, but it would be the neatest trick in the book since to have a widow, the man would have to be dead.

You'd get one hour's sleep since alarm clocks do not know the difference between morning and night.

Oh, yes. They have a 26th of January in England. They also have a 27th, a 28th, and so on.

First of all, you would light the match.

Who said the Delhi Daredevils and the Chennai Super Kings were playing against each other in those games?

Every SINGLE person died, but those two were married.

You can't bury survivors under any law especially if they still have enough strength to object.

The bear that rang the doorbell would have to be a white bear. The only place you could build a house with four southern exposures is at the North Pole where every direction is in South.

## Ask

### De-brief question:

- What were the barriers that came into your way of listening?
- How can you overcome barriers to listening?

## Say

- There is a difference between hearing and listening.
- If you don't listen properly, the message may be misunderstood.
- Be open-minded while listening to someone.
- It is important to listen effectively and carefully without making assumptions.

## Activity 1

**Elevator Pitch:** You are in the lift of a hotel and you bumped into your former client who is a famous businessman. He has financed a lot of small business ventures and can finance your new start-up too. After exchanging pleasantries, he asks you what your new company does. You open your mouth, and then pause. Where do you even begin?

Then, as you try to organize your thoughts, his meeting is called, and he is on his way. If you would be better prepared, you're sure that he would have stayed long enough to schedule a meeting with you too.

If you were given another chance, what would you have said to this person?

## Do

- Start off the task by providing a beginning sentence to get the story started, and then go around the classroom getting each one to add a new sentence to keep the story going.
- This task should be done spontaneously allowing only a little time to think (30 seconds).
- For example: **There was once a student who was looking for a job after graduation.**

## Notes for Facilitation

- Tell the participants to follow these steps to create a great pitch, but bear in mind that you'll need to vary your approach depending on what your pitch is about.
  - 1. Identify Your Goal:** Start by thinking about the objective of your pitch. For instance, do you want to tell the potential clients about your organization? Do you have a great new product idea that you want to pitch to an executive or do you want a simple and engaging speech to explain what you do for a living?
  - 2. Explain What You Do:** Start your pitch by describing what your organization does. Focus on the problems that you solve and how you help people. Ask yourself this question as you start writing: what do you want your audience to remember most about you? Keep in mind that your pitch should excite you first. After all, if you don't get excited about what you're saying neither will your audience. People may not remember everything that you say, but they will likely remember your enthusiasm.
  - 3. Communicate Your USP:** Your elevator pitch also needs to communicate your unique selling proposition or USP. Identify what makes you, your organization or your idea unique. You'll want to communicate your USP after you've talked about what you do.
  - 4. Engage with a Question:** After you communicate your USP, you need to engage your audience. To do this, prepare open-ended questions (questions that can't be answered with a "yes" or "no" answer) to involve them in the conversation. Make sure that you're able to answer any questions that he or she may have.

- 5. Put it all Together:** When you've completed each section of your pitch, put it all together. Then, read it aloud and use a stopwatch to time how long it takes. It should be no longer than 20-30 seconds. Remember, the shorter it is, the better!

**Example:**

Here's how your pitch could come together:

"My company deals with cloth retail online business and we use various e-commerce platforms to sell our products. This means that you can do shopping with ease and spend time on other important tasks. Unlike other similar companies, we have a strong feedback mechanism to find out exactly what people need. This means that, on average, 95 percent of our clients are happy with our products. So, how can you help us in creating our own web portal?"

- 6. Practice:** Like anything else, practice makes perfect. Remember, how you say it is just as important as what you say. If you don't practice, it's likely that you'll talk too fast, sound unnatural or forget important elements of your pitch. Set a goal to practice your pitch regularly. The more you practice, the more natural your pitch will become. Practice in front of a mirror or in front of colleagues until the pitch feels natural.

## Summary



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

## 8.5.4: Problem Solving & Negotiation Skills

### Resources to be Used

Participant Handbook

### Say

- What is a 'problem'?
- What do you think are the problems you may face in the process of becoming a successful entrepreneur?

### Say

- Discuss the definition of problem as given in the Participant Handbook.
- In a hurdle race the hurdles are the obstacles on the way to reach your goal.
- Similarly, obstacles are the hurdles you may face while reaching your goal i.e. to set-up your own business . Your goal will be to reach the finishing line after crossing these hurdles.

### Ask

- What do you do when you face a problem?
- How do you resolve it? You can pick examples from the question asked previously 'the problems they are likely to face in the process of becoming a successful entrepreneur'.

### Say

- Discuss how to solve problems as given in the Participant Handbook.

### Team Activity

- This is a group activity.
- The groups will solve the problem and come up with the best solution in each case.
  - Unable to arrange for some extra finance for setting up a beauty parlour. The loan sanctioned and disbursed is not enough. You have tried all your contacts, friends and relatives. But unable to manage the extra amount. Bank will not sanction more amount as you have used up the complete sanction limit.
  - You have rented a space for your business and all arrangements are done. You will be operating from the office space rented in two days. Now the owner comes up to you and says he wants to sell the place and wants you to vacate in 15 days.

- You have just set up your business and need extra human resource. You have tried interviewing a few also tied up with an agency for getting the right candidate. But you are unable to get the right candidate. If the candidate is good, you cannot offer the salary demanded. If the candidate agrees to the salary, he/she has other demands like working hours to be reduced, leaves, etc. which may not work for your set up.

## Do

- Divide the class into three groups. Give one scenario to each group.
- Explain the purpose and duration of the activity.
- Ask the groups to build on the scenario and present their solution as a role play.

## Say

### De-brief questions:

1. What was the problem?
2. Is there any other alternative solution?
3. Is this the best solution presented?

## Ask

- Try to think of some people around you who are able to solve problems very easily. Even you or your friends might be approaching them when there is a problem. What qualities do they have? What personality traits do such people possess?

## Say

- Discuss the important traits for problem-solving as given in the Participant Handbook.

## Ask

- In order to build a successful organization, you need to hire people who possess good problem solving skills. How would you assess the level of problem solving skills of potential candidates before hiring them?

## Say

- Discuss how to assess for problem-solving skills as given in the Participant Handbook.



## Summary

- Ask the participants the things that they have learnt so far.
- Ask if they have any questions related to what they have talked about so far.
- Summarize the discussion on problem solving.

## Activity 1

- The activity is to organise an election event. Select three volunteers from the group. They have to give a speech on their election manifesto to the class. They have to negotiate with the fellow participants and convince them to vote for them. The best negotiator will win the election.

## Do

- Ask three participants to volunteer for the activity.
- Explain the purpose and duration of the activity.
- Set guidelines pertaining to discipline and expected tasks.

## Ask

- Out of the three contestants, whom would you support? Why? What did they say or do which convinced you to make your decision?
- Have you ever tried to negotiate in your personal or professional life?
- Ask the class to share some of their experiences where they have been able to strike a deal by negotiating.

## Say

- Discuss “What is Negotiation?” as given in the Participant Handbook.

## Ask

- Why is it important to negotiate? As an entrepreneur, where do you think that negotiation skills will be needed?

## Say

- Discuss the importance of negotiation while starting a business as given in the Participant Handbook.

## Say

- Discuss the important steps to negotiate as given in the Participant Handbook.

## Role Play

- Conduct a role play activity.
- Ask the participants to assemble together.
- Explain the purpose and duration of the activity.
- Set guidelines pertaining to discipline and expected tasks.

## Do

- Divide them into groups of four (4) (depending on the batch size).
- Give them the hand-outs for role play scenarios.
- Two groups to be given scenarios on problem solving.
- Other two groups to be given scenarios on negotiation.
- The groups will build on the scenarios and prepare for the role play.
- Give the groups atleast 5 mins to discuss and be ready with the role play.
- Invite each group one by one to come and present their role play.

### Problem solving Scenario 1

Avinash has a Mobile Repair Store in Allahabad. His outlet is one of the most popular one in the vicinity and he has great rapport with his customers. He is always well-dressed, jovial and full of energy.

It's around 11 AM, when a customer barges in to the shop and starts shouting at Avinash for giving her back the instrument which is still not working. The screen of her mobile is also cracked from one side. Avinash remembered thoroughly checking the handset before handing it over to the customer. The customer threatens to sue the company and to go to Consumer Court for cheating her.

### Problem solving Scenario 2

You are running a successful small scale business, Shreeji Aggarbattis,. Your staff members do door to door selling and organise marketing campaigns in local markets. Your brand has established it's name in last few years.

Recently, lot of customers have been coming to you and lodging complaints that your staff members indulge in malpractices. Few of them informed you that a staff member engaged them in a friendly conversation. In the meanwhile, the other gave them lesser packets of aggarbattis than they paid for.

Another set of customers lodged complaint about the misconduct and rude behaviour of a particular staff member.

You often hear from your customers that the orders don't get delivered on time or wrong products get delivered.

You have already been struggling with shortage of staff and such complaints are a serious concern as it is hampering your brand image. What strategies will you adopt to solve this problem?

**Negotiation Scenario 1**

You have interviewed a prospective new employee who could be a key member of your new entrepreneurial venture. The new person is demanding a salary that is 20% higher than you thought based on your business plan. Finances are tight, yet you believe this person could make a significant impact on future profits. If you paid the required salary for the new person, then you would have to restructure your entire business plan. You've been searching for an individual with this skill level for three months. The candidate is waiting for your response. Now you have to call him in to make the final negotiations.

**Negotiation Scenario 2**

You are a young entrepreneur who has just registered his start up project and applied for a bank loan accordingly. You receive a letter saying that your loan application has been rejected as your start up idea did not appeal to the bank and they think that it is not a revenue generating model. You have taken an appointment to meet the manager and show your negotiation skills to get your loan approved.

## Notes for Facilitation

**Facilitating Role Plays****Preparing for the activity**

1. Carefully review the details of the scenario and the character descriptions.
2. Become familiar with the key issues being addressed in the scenario.
3. Study the provided material so that you are ready to address issues related to the situations depicted in the role-plays.
4. Anticipate and know how to address issues participants might raise during the activity.

**Conducting the activity**

1. Introduce the activity. Emphasize that role-playing provides participants with an opportunity to apply their new knowledge, skills, and tools in situations that simulate actual interactions with customers.
2. Ask participants to form pairs. Direct the members of each group to choose who will play the roles. Remind the groups that each participant should be given the opportunity to play/practice the different roles.
3. Conduct a demonstration so that participants become familiar with the expectations related to the roles and support materials.
4. Give the pairs/ groups 10 to 15 minutes to conduct the role-play (depending on the duration of the session).
5. After all the groups have finished with the role-play, conduct a debriefing session on each role-play.
6. Ask the groups to take five minutes to talk about what happened during the role-play. The groups should discuss the questions given in the debriefing for each role-play. Encourage participants to provide constructive criticism during their discussions.

## Summary

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

## 8.5.5: Business Opportunity Identification: Entrepreneurs and Opportunities

### Resources to be Used

Participant Handbook, Blank sheets of paper, Pens.

### Ask

- How does an entrepreneur identify an opportunity?
- What do you think are the common queries or concerns faced by entrepreneurs?
- How can you identify new business opportunity?

### Say

1. Let's talk about opportunity, common queries or concerns faced by entrepreneurs, idea as an opportunity, factors to consider when looking for opportunities, ways to identify new business, and opportunity analysis as discussed in Participant Handbook.
2. Let's do an activity to understand ways to identify business opportunities within your business.

### Do

- Tell the class that this is an individual activity.
- Tell the participants to create a matrix on their notebooks.
- There will be four boxes in your matrix.
- Strength, Weakness, Opportunity and Threats will be the four headings of the matrix. This is called the SWOT matrix.
- Read out the questions to them and tell the participants they need to answer the questions asked in each matrix.
- Tell them they can also use their own understanding of themselves to fill the SWOT matrix.

## Activity 1

### Do your SWOT analysis

|  |  |
|--|--|
| <p><b>Strength</b></p> <p>What are your strengths?<br/>           What unique capabilities do you possess?<br/>           What do you do better than others?<br/>           What do others perceive as your strengths?</p> | <p><b>Weakness</b></p> <p>What are your weaknesses?<br/>           What do your competitors do better than you?</p>    |
| <p><b>Opportunity</b></p> <p>What trends may positively impact you?<br/>           What opportunities are available to you?</p>  | <p><b>Threat</b></p> <p>Do you have solid financial support?<br/>           What trends may negatively impact you?</p> |

## Do

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

## Ask

### De-brief questions:

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

## Summary

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

## 8.5.6: Entrepreneurship Support Eco-System

### Resources to be Used

Participant Handbook, Chart papers, Marker pens, Pencils, Colour pencils, Scale, Eraser, Other requisite stationery material

### Ask

- Do you think that entrepreneurs need support?
- What do you think is an eco-system?
- What do you think 'entrepreneurship support eco-system' means?

### Say

- Let's learn what entrepreneurship support eco-system means.
- Discuss 'Entrepreneurship Support Eco-System' as given in the Participant Handbook.

### Ask

- Can you define entrepreneurship support eco-system?
- What are the key domains of the support eco-system?

### Say

1. Let's learn more about these domains by conducting an activity.
2. You have to make a poster showing the components of the six main domains of entrepreneurship support eco-system.

### Team Activity

Making a poster showing the entrepreneurship support eco-system.

### Do

- Divide the class into groups of four or six.
- Hand out chart paper and coloured pens.
- Explain the purpose and duration of the activity.
- Go around checking the progress of each group.

- Set guidelines pertaining to discipline and expected tasks. Activity De-brief Ask each group to display their poster and explain the key domains of entrepreneurship support eco-system.

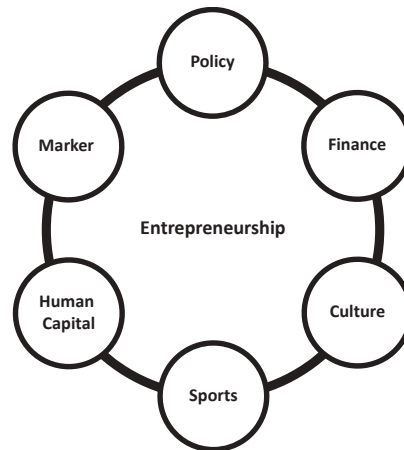


Fig. 8.5.6.1: key domains of entrepreneurship

### Ask

What kind of government support eco-system is available for entrepreneurs in India?

### Say

Discuss 'Make in India' campaign as given in the Participant Handbook.

### Team Activity

Presentation on key schemes to promote entrepreneurs

## Do

- Divide the class into pairs.
- Number each pair from 1-15.
- Assign a scheme, same as their group number, to each group.
- Ask them to read the scheme carefully and present it to the class.
- Explain the purpose and duration of the activity.
- Go around checking the progress of each group.
- Set guidelines pertaining to discipline and expected tasks.

### Activity De-brief

- Ask each group to explain the scheme offered by government to promote entrepreneurs.

## Summary

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



## 8.5.7: Risk Appetite & Resilience

### Resources to be Used

Participant Handbook, Chart papers, Blank sheets of paper, Pens, Marker pens

### Ask

- Can you define risk or explain what constitutes a risk?
- What do you people mean when they say, “This may be a risky proposition”?
- What risks are they talking about?

### Example

- Let’s have a look at these two examples:

Rohit and his family were travelling by car from Delhi to Nainital. It was their second trip there. Rohit was familiar with the road. His friends told him that the highway after Rampur was in a bad condition. They advised him to take a shortcut and turn left from Moradabad and take the Kaladhungi road. This road is in a better condition.

Since he was going with his family, and did not want to take the risk of getting lost, he left early. He took the Kaladhungi road and reached Nainital well in time.

Suresh and his family too were travelling by car from Delhi to Nainital. It was their second trip there. His friends too advised him to take a shortcut and turn left from Moradabad and take the Kaladhungi road as this road was in a better condition.

Suresh too decided to take the Kaladhungi road but he left Delhi in the afternoon. It was dark by the time he reached Kaladhungi, and he was sure that he was taking the correct turn. As it was late, he could not find anyone to give him directions. He ended up being in an unknown place that was scarcely inhabited.

### Say

- Let’s see what type of risks Rohit and Suresh took.
- Discuss ‘Risk Appetite and Resilience’ with the participants as given in the Participant Handbook.

### Say

- Let’s learn more about risk appetite and resilience with the help of an activity.

## Team Activity

### Risk Appetite

- In the previous unit, you read success stories of Mr Dhirubhai Ambani and Dr Karsanbhai Patel.
- Mr Ambani left his job and started his company Reliance with just Rs. 50,000/-.
- Dr Patel kept his job, went door-to-door to sell Nirma, and only when the brand started gaining popularity
- did he start his own company.
- What types of risk did both of them take?
- What risk factors, do you think, did they keep in mind before launching their company?
- Write the Risk Appetite Statement of both the companies.

### Activity De-brief

#### Risk Appetite

- Who took a greater risk?
- What are the differences between the Risk Appetite Statement of both the companies?

## Do

- Instruct the participants that this is group work.
- Divide the class into small groups of 4.
- Give each group a chart paper.
- Tell the participants that they have to evaluate the risks taken by Mr. Dhirubhai Ambani and Dr. Karsanbhai Patel.
- Give the participants 15 minutes to discuss and write.
- Keep a check on time. Tell the group to wind up quickly if they go beyond the given time limit.

## Ask

- Do you think all entrepreneurial ventures are successful?
- What happens if the first venture is not successful?
- Should the entrepreneur stop when faced with challenges or face them?

## Example

- Let's have a look at the following example:

Vijay Shekhar Sharma is the founder of Paytm, which is a giant Indian e-commerce. He was born in a middleclass family in Uttar Pradesh. He started his first job at an MNC. He quit after six months and built a company One97 with his friends. As One97 grew bigger, it needed more money because it was running more servers, bigger teams, and had to pay royalty. At that time, the tech bubble popped and technology companies were running in losses. Finally, money ran out. So One97 took loans and then more loans at higher rates of interest, as high as 24 per cent, and became caught in a vicious cycle.

In 2014, Paytm was launched with online wallet services after which, the company enabled online payment transactions. The company got licenses from RBI in 2016 to launch India's first ever payment bank. Moreover, the main motive of Paytm was to transform India into a cashless economy.

After demonetization came into effect, Vijay Shekhar Sharma started promoting online and digital transactions to deal with the cash crunch. In fact, the service of the company's mobile wallet is accepted across India. The logo of Paytm is now popular almost everywhere from tea stalls to major companies.

## Say

- Let's see what qualities made Vijay Shekhar Sharma a resilient entrepreneur.
- Discuss Entrepreneurship and Resilience with the participants as given in the Participant Handbook.

## Say

- Let's learn more about entrepreneurship and resilience with the help of an activity.

## Team Activity

### Entrepreneurship and Resilience

- Think of some entrepreneurship ventures that faced challenging times, but later resulted in success stories.
- Who is the founder of that company?
- What challenging times did it face?
- How did it overcome those challenges?
- List the resilient characteristics of the entrepreneur.

### Activity De-brief

### Entrepreneurship and Resilience

- Each group to give their presentation.
- Why did you choose this company?
- What is the success story of the company?

## Do

- Instruct the participants that this is group work.
- Divide the class into small groups of 4.
- Give each group a chart paper.
- Tell the participants that they have to think of an entrepreneur who faced challenging times, but eventually succeeded.
- Give the participants 15 minutes to discuss and write.
- Keep a check on time. Tell the group to wind up quickly if they go beyond the given time limit.

## Summary

- You can summarize the key points of the unit.
- Ask the participants what they learned from the activities.
- Clarify any questions or doubts they might have.

## 8.5.8: Success and Failures

### Resources to be Used

Participant Handbook

### Ask

- Have you heard the quote ‘nothing is impossible’?
- What do you think it means?
- Do you think that all successful entrepreneurs became famous overnight or did they have to struggle or face failure before succeeding?

### Example

- Let’s have a look at this example.

Shah Rukh Khan, also known as, SRK or King Khan is a force to reckon with. Did he achieve stardom overnight? Shah Rukh Khan, who has seen many struggles in his life – he has slept on streets, struggled to support himself and his sister at a very young age, and lost his parents very early in life, which led to his sister seeking mental health support. Amidst all the chaos and challenges, he kept pushing himself, and today he stands tall as the ‘Badshah of Bollywood’. Certainly those years were not easy for him.

When he was young, he stood at Marine Drive and said, “I will rule this city one day”. Failure was not just his companion during or before his stardom, it is still a substantial part of his life. Success does not come easy. What made him a star was his acceptance of failure and the urge to improve.

### Say

- How do you define success and failure?
- What is fear?
- Discuss “success and failure” with the participants as given in the Participant Handbook.

### Ask

- Have you felt or experienced fear?
- What led you to feel that emotion?
- How did you handle it?

## Say

- Let's learn the about success and failure with the help of an activity.

## Team Activity

- Divide the class into groups of four.
- Instruct them to think of one scenario where they have to interview a successful entrepreneur.
- Explain the purpose and duration of the activity.
- Set guidelines pertaining to discipline and expected tasks.
- They have to choose one person from the group as the interviewee and one as the interviewer.
- Go around and make sure they have understood what is to be done and are discussing the roles properly.
- Check that everyone understands their role. Give clarifications if needed. Give the participants about minutes to discuss and decide their roles.
- Ask the groups to stop the discussion as soon as the time is over.
- Invite each group one by one to come and present their interview as a role play.

## Notes for Facilitation

### Facilitating Role Plays

#### Preparing for the activity

1. Carefully review the details of the scenario and the character descriptions.
2. Become familiar with the key issues being addressed in the scenario.
3. Study the provided material so that you are ready to address issues related to the situations depicted in the role plays.
4. Anticipate potential questions that might be raised by the participants and be ready to address them.

#### Conducting the activity

1. Introduce the activity. Emphasize that role playing provides participants with an opportunity to apply their new knowledge, skills, and tools in situations that simulate actual interactions with customers.
2. Ask participants to form pairs. Direct the members of each group to choose who will play the roles. Remind the groups that each participant should be given the opportunity to play/practice the different roles.
3. Conduct a demonstration so that participants become familiar with the expectations related to the roles and support materials.
4. To maintain spontaneity of the interactions during the role play, ask the participants not to discuss the details of their roles prior to the role play.
5. Give the pairs 15-20 minutes to conduct the role play.
6. Circulate among the groups to answer any questions that may arise and provide guidance as needed.
7. After all the pairs have finished with the role play, conduct a de-briefing session on each role play.

8. Ask the groups to take five minutes to talk about what happened during the role play. The groups should discuss the questions given in the de-briefing for each role play. Encourage participants to provide constructive criticism during their discussions.
9. Conclude the activity by asking participants to think about whether and how they might use scripted role plays in their real life.

## Summary

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

## Unit 8.6: Preparing to be an Entrepreneur

### Unit Objectives

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

- Discuss how market research is carried out
- Describe the 4 Ps of marketing
- Discuss the importance of idea generation
- Recall basic business terminology
- Discuss the need for CRM
- Discuss the benefits of CRM
- Discuss the need for networking
- Discuss the benefits of networking
- 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
- Describe the procedure and formalities for applying for bank finance
- Discuss how to manage their own enterprise
- List the important questions that every entrepreneur should ask before starting an enterprise



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

### Resources to be Used

Participant Handbook, Chart papers, Markers pens, Blank sheets of paper

### Ask

- Suppose, you want to open a restaurant, what are the factors you will consider?
- How will you promote your restaurant?

### Example

- Let's have a look at this example.

Arjun was an MBA working in a company. But he wanted to start a low cost budget hostel for foreign tourists coming to India. He did a lot of market research before starting the project. Based on the information he gathered, he made his business plan. His hostel is now flourishing and he is thinking of expanding to other tourist destinations.

### Say

- Discuss "Market Study" with the participants. Refer to the Participant Handbook.
- Let's learn about market study and research with the help of an activity.

### Team Activity

#### Market Study

- This is a group activity.
- You want to start your own tuition centre.
- What type of research will you do?

#### Activity De-brief

#### Market Study

- Ask each group to come forward and give a brief presentation.
- Encourage other groups to be interactive and ask questions.
- What factors did you keep in mind while doing your research?
- Based on our research would you go ahead and open a tuition centre?

**Do** 

- Instruct the participants that this is group work.
- Divide the class into small groups of 4 or 6.
- Give each group a chart paper.
- Tell the participants that they have to start their own tuition centre.
- Give the participants 10 minutes to discuss and write the research work they need to do.
- Keep a check on time. Tell the group to wind up quickly if they go beyond the given time limit.

**Say** 

By opening a tuition centre you are offering a service.

**Ask** 

What factors will you keep in mind before opening it?

**Say** 

Discuss “The 4Ps of Marketing” with the participants as given in the Participant Handbook.

**Say** 

Let’s learn about the 4Ps of Marketing with the help of an activity.

**Team Activity** **4 Ps of Marketing**

- You have to sell a pen to four different segments:
  1. Rural villagers
  2. Rural middle class
  3. Urban middle class
  4. Upper end rich people (Niche market)
- Keeping the 4Ps of Marketing in mind, what marketing strategy will you design to sell the pen?

**Activity De-brief**  
**4 Ps of Marketing**

- Ask each group to present their strategy.
- Encourage other groups to be interactive and ask questions.

## Do

Instruct the participants that this is group work.

- Divide the class into four groups.
- Give each group a chart paper.
- Assign each group a target audience for selling the pens:
  1. Rural villagers
  2. Rural middle class
  3. Urban middle class
  4. Upper end rich people
- Tell the participants that they have to design a marketing strategy keeping the 4Ps of Marketing in mind.
- Give the participants 20 minutes to discuss and come up with their strategy.
- Keep a check on time. Tell the group to wind up quickly if they go beyond the given time limit

### Activity De-brief

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

## Say

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

## Summary

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

## 8.6.2: Business Entity Concepts

### Resources to be Used

Participant Handbook

### Say

- Let's recall some basic business terminology.
- Discuss the Business Entity Concepts as given in the Participant Handbook.
- Let's learn some basic business terminology by having an activity.
- We will have a quiz today.

### Activity 1

The activity is a quiz.

### Do

- Divide the class in two groups and give a name to each group.
- Explain the rules of the quiz. For each correct answer the group gets 1 mark.
- If the group is unable to answer the question is passed to the next group.
- Explain the purpose and duration of the activity.
- Ask the questions of the quiz.
- Keep a score of the groups.
- Set guidelines pertaining to discipline and expected tasks.

### Summary

- Summarize the unit by discussing the key points.

### Notes for Facilitation

#### Questions for the quiz

**1. What does B2B mean?**

*Business to business*

**2. What is a financial report?**

*A comprehensive account of a business' transactions and expenses*

**3. Who is a sales prospect?**

*A potential customer*

**4. How is working capital calculated?**

*Current assets minus current liabilities*

**5. What is an estimation of the overall worth of a business called?**

*Valuation*

**6. You are buying a house. What type of transaction is it?**

*Complex transaction*

**7. How will you calculate the net income?**

*Revenue minus expenses*

**8. How is Return on Investment expressed?**

*As percentage*

**9. How will you calculate the cost of goods sold?**

*Cost of materials minus cost of outputs*

**10. What is revenue?**

*Total amount of income before expenses are subtracted.*

**11. What is a Break-Even Point?**

*This is the point at which the company will not make a profit or a loss. The total cost and total revenues are equal.*

**12. What is the formula used to calculate simple interest?**

$A = P(1 + rt); R = r * 100$

**13. What are the three types of business transactions?**

*Simple, Complex and Ongoing Transactions*

**14. The degrading value of an asset over time is known as .**

*Depreciation*

**15. What are the two main types of capital?**

*Debt and Equity*

## 8.6.3: CRM & Networking

### Resources to be Used

Participant Handbook

### Ask

- Can your business run without customers/buyers?
- Who is the most important entity in any business?

### Say

- The key to every success business lies on understanding the customer's expectations and providing excellent customer service.
- Discuss about CRM and its benefits. Refer to the Participant Handbook.
- Providing excellent customer service entails:
  - Treating your customers with respect.
  - Be available as per their need/ schedule.
  - Handling complaints effectively.
  - Building long lasting relationships.
  - Collecting regular feedback.
- Handle customer complaints proactively. Ask "what happened", "why it happened", "how can it be avoided next time", etc.
- Collecting feedback from the customers regularly will enable you to improve your good/service.
- "Let's understand it better with the help of some case scenarios. You will be given some cases within your groups. You have to analyse the case scenario that has been given to you and then find an appropriate solution to the problem."

### Do

- Divide the class into four groups of maximum six participants depending on the batch size.
- Give one case study to each group.
- Instruct them to read the case carefully.
- The group is expected to analyse and discuss the case amongst them and find a solution to the given problem.
- Put down the discussion points (de-brief questions) on the board. Give the class 5-10 minutes to discuss the case and note down their solutions.
- At the end of 10 minutes, the team should present their case solution to the class.

## Team Activity

### Writing a business Plan

- This is a group activity.
- Give the groups the required resources such as chart paper and markers.
- This activity is divided into two parts:
  1. Create a business idea
  2. Develop a business plan

The group will discuss and come up with a new business idea and present their idea to the class.

In the second part of the activity the group will develop a business plan for the business idea.

The business plan prepared will be presented by the groups to the class.

| MY BUSINESS PLAN  |
|---|
|   |
| Executive Summary: What is your Mission Statement?                            |
|   |
| Business Description: What is the nature of your business?                    |
|   |
| Market Analysis: What is your target market?                                  |
|   |
| Organization and Management: What is your company's organizational structure? |
|   |
| Service or Product Line: What is the lifecycle of your product/ service?      |
|   |
| Marketing and Sales: How will you advertise and sell your products?           |
|   |
| Funding Request: How much fund is required and from where?                    |

## Say

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

## Say

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

## Do

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

## Say

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

## Activity

### Group Discussion

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

## Summary

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



## 8.6.4: Business Plan: Why Set Goals?

### Resources to be Used

Participant Handbook, Chart papers, Blank papers, Marker pens, Ruler

### Ask

- Remember we had written SMART Goals in a previous session? Let's try and recall why it is important to set goals?
- While framing SMART goals, we talked about 'T' in SMART, which was 'Time Bound? What do we mean by time bound goals?
- What time limit did you set for your goal-3 weeks, 3 years, 10 years?

### Say

Talk about short term, long term and medium term goals, as discussed in the Participant Handbook.

### Ask

- As you are planning to become an entrepreneur, you must have thought of an idea for a start-up. What is your business idea?

### Do

Ask few participants to share their business ideas.

### Ask

- Have you created a business plan for your business idea?
- Do you think it is important to have a business plan in place? Why/ why not?

### Say

- Talk about 'Why Create a Business Plan' as discussed in the Participant Handbook.
- Let's understand it better with the help of an activity.

## Notes for Facilitation



### Writing a business Plan

- This is a group activity.
- Give the groups the required resources such as chart paper and markers.
- This activity is divided into two parts:
  1. Create a business idea
  2. Develop a business plan

The group will discuss and come up with a new business idea and present their idea to the class.

In the second part of the activity the group will develop a business plan for the business idea.

The business plan prepared will be presented by the groups to the class.

| MY BUSINESS PLAN  |
|---|
|   |
| Executive Summary: What is your Mission Statement?                            |
|   |
| Business Description: What is the nature of your business?                    |
|   |
| Market Analysis: What is your target market?                                  |
|   |
| Organization and Management: What is your company's organizational structure? |
|   |
| Service or Product Line: What is the lifecycle of your product/ service?      |
|   |
| Marketing and Sales: How will you advertise and sell your products?           |
|   |
| Funding Request: How much fund is required and from where?                    |

## 8.6.5: Procedures and Formalities for Bank Finance

### Resources to be Used

Participant Handbook, Bank loan/finance form sample

### Ask

- While preparing a business plan in the last session, we discussed financial planning to arrange financial resources for your start-up. Therefore, how will you collect funds to start your business?

### Say

- While most entrepreneurs think 'product' is the most difficult thing to decide for a business, start-up capital poses an even a bigger obstacle. Though there are various ways of funding the business, to convince investors to invest money is the most challenging.
- Some of the funding options available in India are:
  - **Bootstrapping:** Also called self-financing is the easiest way of financing
  - **Crowd funding:** Funds are collected by consumers pre-ordering or donating for starting the business.
  - **Angel investors:** Individual or group of investors investing in the company
  - **Venture capitalists:** Venture capitals are professionally managed funds who invest in companies that have huge potential. They usually invest in a business against equity.
  - **Bank loans:** The most popular method in India.
  - Microfinance Providers or NBFCs
  - Government programmes
- Let us know discuss the most popular method i.e. bank finance in detail here.

### Do

- Discuss the list of documents that are required to apply for a loan like letter of introduction, business brochure, references of other banks, and financial statements.
- Explain the details to be filled in a loan application form.
- Divide the class into groups. Give each group a loan application form.
- Ask the groups to discuss and fill the form.

### Summary

- Close the discussion by summarizing the important documents needed for bank loan.
- Ask the participants if they have any questions related to what they have talked about so far.

## Notes for Facilitation

- Checklist of documents is provided as resources for the session.
- You can make some copies and distribute it during the group activity.
- Download sample loan application forms from any nationalised bank's website. Print sufficient copies to circulate it amongst the groups.

### CHECKLIST OF DOCUMENTS TO BE SUBMITTED ALONG WITH LOAN APPLICATION (Common for all banks)

|   |
|---|
| 1. Audited financial statements of the business concern for the last three years  |
| 2. Provisional financial statements for the half – year ended on  |
| 3. Audited financial statements of associate concern/s for the last three years   |
| 4. Copy of QIS II for the previous quarter ended on   |
| 5. Operational details in Annexure I  |
| 6. CMA data for the last three years, estimates for current year and projection for the next year                             |
| 7. Term loan/DPG requirements in Annexure II  |
| 8. List of machinery in respect of machinery offered as security in Annexure III  |
| 9. Additional details for export advances furnished in Annexure IV  |
| 10. Property statements of all directors/partners/proprietor/guarantors   |
| 11. Copies of ITAO of the company for the last three years  |
| 12. Copies of ITAOs/WTAOs of the directors/partners/proprietor and guarantors   |
| 13. Copies of certificate from banks and financial institutions certifying the latest liability with them                     |
| 14. Copy of board resolution authorizing the company to apply to your bank for the credit facilities mentioned in application |
| 15. Copy of memorandum and article of association (in case of limited company)/partnership deed (in case of partnership firm) |
| 16. Cash budget for the current year and next year in case of contractors and seasonal industries                             |

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

### Resources to be Used

Participant Handbook

### Ask

- Having set-up a business, do you think it is possible to do everything on your own?
- Does one require trained persons for help?
- What does management mean?

### Say

- Let's have a look at this example:

Kapil had a small business that was beginning to pick up pace. He wanted to expand his business, and therefore employed few more people. One day, as he was walking past Ramesh, one of his new employees, he overheard Ramesh talking rudely to a customer on the phone. This set him thinking. Kapil realised that he should have regular team meetings to motivate his employees and speak with them about any problems they might be facing during work. He should also conduct training sessions on new practices, soft skills, and technology, and develop work ethics manual for managing his enterprise.

### Say

- Was Kapil correct in his approach or he should have scolded Ramesh instantly in front of his other employees?
- Discuss “Enterprise Management – An Overview” with the participants as given in the Participant Handbook.

### Say

Let's learn how to effectively manage an enterprise or business through an activity.

## Team Activity

### Enterprise Management

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

### Activity De-brief Enterprise Management

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

## Say

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

## Summary

- Ask the participants what they have learned from this exercise/activity.
- Ask if they have any questions related to what they have talked about so far.
- Close the discussion by summarizing the importance of effective management to run an enterprise as given in the Participant Handbook.

## 8.6.7: 20 Questions to Ask Yourself before Considering Entrepreneurship

### Resources to be Used

Participant Handbook, Blank sheets of paper, Pens

### Ask

Why do you want to become an entrepreneur?

### Say

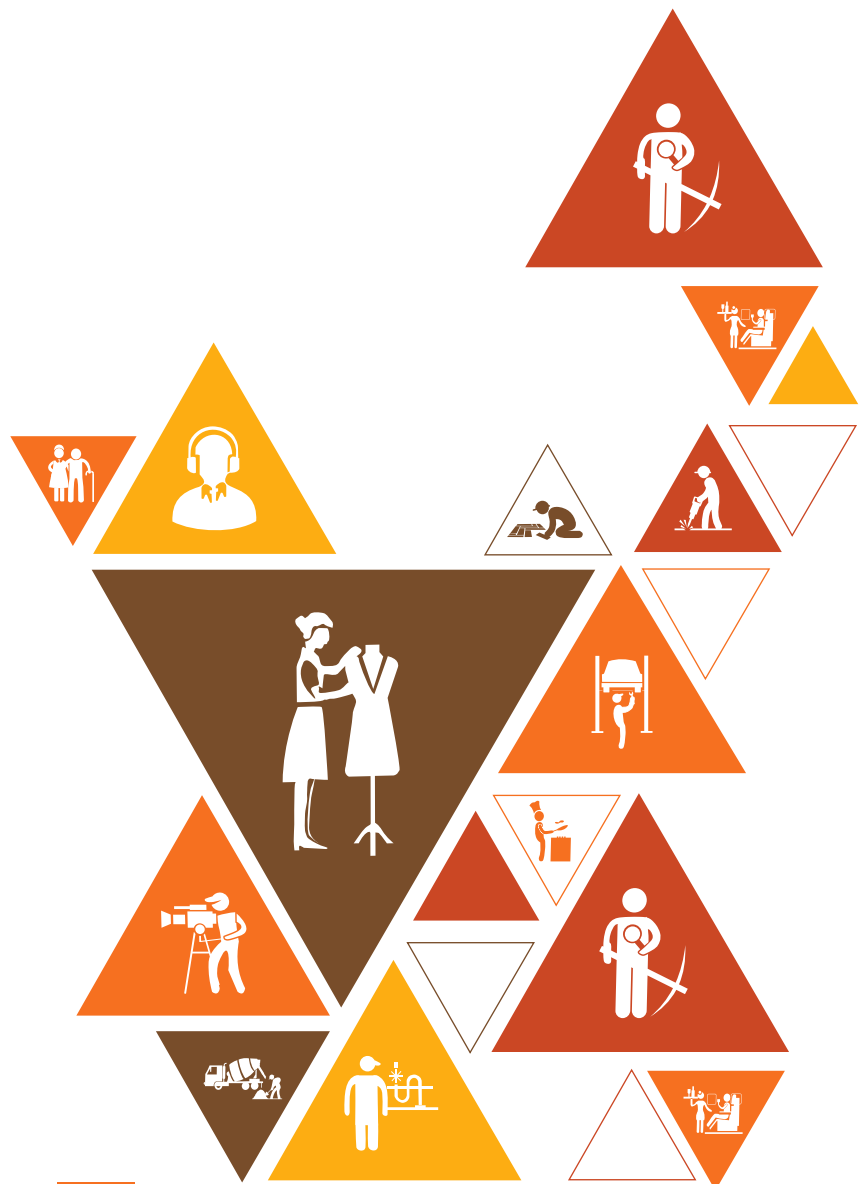
- It is very important to know why you want to become an entrepreneur. Your personal goals for becoming an entrepreneur play a key role in the success of your business. Your goals should be clear well before you start your business.
- Apart from the goals, the other aspects of business that you need to bear in mind are the potential problems that you may face to set-up, your areas of interest, and all the other dimensions of the business.
- Let's understand it better with the help of some questions that every entrepreneur should ask before starting their own business.
- Open the Participant Handbook section named '20 Questions to Ask Yourself Before Considering Entrepreneurship'. You have to answer the questions individually.
- Then, we will have a class discussion on all the questions.

### Do

- Read out the questions one by one in front of all the participants.
- Participants have to answer all the one by one questions.
- Give the class 10-15 minutes to note down their answers.
- At the end of 15 minutes, open the discussion for all the questions.
- Moderate the discussion by focusing on the relevant points.
- Keep a check on time and don't let the discussion get sabotaged or lose track of time. Ensure all the questions are covered and discussed.

### Summary

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







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GOVERNMENT OF INDIA  
MINISTRY OF SKILL DEVELOPMENT  
& ENTREPRENEURSHIP



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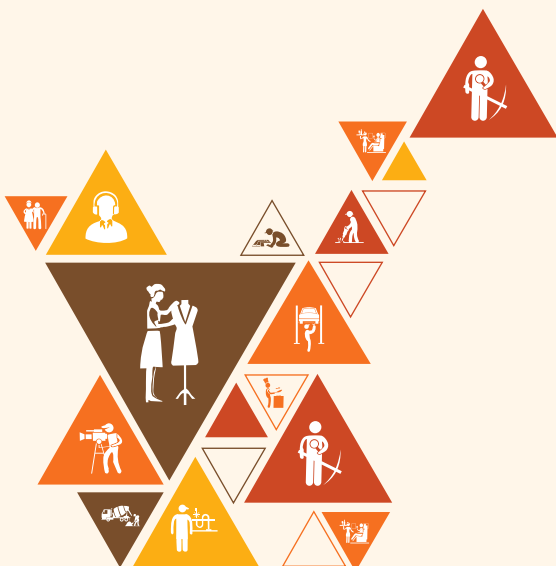
Transforming the skill landscape



## 9. Annexures

Annexure I: Training Delivery Plan

Annexure II: Assessment Criteria



## Annexure I

### Training Delivery Plan

| Training Delivery Plan                       |  |                            |            |
|--|--|----------------------------|------------|
| <b>Program Name:</b>                         | Machine Operator Assistant –Injection Moulding   |                            |            |
| <b>Qualification Pack Name &amp; Ref. ID</b> | RSC/Q4501 (CPC/Q0203), V 1.0   |                            |            |
| <b>Version No.</b>                           | 1.0  | <b>Version Update Date</b> | 29-02-2019 |
| <b>Pre-requisites to Training (if any)</b>   | VIII Standard  |                            |            |
| <b>Training Outcomes</b>                     | <p><b>By the end of this program, the participants will be able to:</b></p> <ol style="list-style-type: none"> <li>1. Explain the basic concepts of plastics</li> <li>2. Explain the process requirements for plastics</li> <li>3. Analyse the role and responsibilities of a machine operator assistant – injection moulding</li> <li>4. Demonstrate assisting in the injection moulding process</li> <li>5. Monitor process parameters and troubleshoot the process/product</li> <li>6. Demonstrate quality check of finished products in reference to the approved product</li> <li>7. Maintain basic health and safety practices at the workplace</li> <li>8. Practice the basics of computer and data entry in MS office and open source software.</li> </ol> |                            |            |

| SL | Module Name                         | Session Name                            | Session Objectives   | NOS           | Methodology                    | Training Tools/Aids               | Duration (hours)                   |
|----|-------------------------------------|---|--|---------------|--------------------------------|-----------------------------------|------------------------------------|
| 1  | Introduction to the job role Theory | Ice breaker                             | <ul style="list-style-type: none"> <li>Recognise each other</li> </ul>   | Bridge Module | Classroom lecture/ PPT session | White Board, marker, duster, etc. | Theory Duration (hh:mm)<br>0:00    |
|    |                                     | Rubber and Plastics Industries in India | <ul style="list-style-type: none"> <li>Describe the current scenario of rubber and plastics industries in India</li> <li>Identify various types of plastics</li> <li>Identify various applications of plastics</li> <li>Outline the history of development of plastic</li> <li>Summarise the importance of injection moulding in plastic processing</li> </ul> |               |                                |                                   | Classroom lecture/ PPT session     |
|    |                                     |   |  |               |                                |                                   | Practical Duration (hh:mm)<br>2:00 |
|    |                                     |   |  |               |                                |                                   | Practical Duration (hh:mm)<br>0:00 |

|  |  |   |  |   |  |  |
|--|--|---|--|---|--|--|
|  |  | <p><b>Job Role of Machine Operator Assistant (Injection Moulding)</b></p> <ul style="list-style-type: none"> <li>Recognise the role of a machine operator assistant (injection moulding) in plastic processing</li> <li>Identify various responsibilities of a machine operator assistant (injection moulding)</li> </ul> |  | Classroom lecture/ PPT session                          | Lcd projector, white board with marker and duster, charts, pen drives, computers for conduct of class,   | <p>Theory Duration (hh:mm) 8:00</p> <p>Practical Duration (hh:mm) 0:00</p> |
|  |  | <p><b>Identification of plastics</b></p> <ul style="list-style-type: none"> <li>Compare various types of plastics</li> <li>Sort plastics based on their use</li> </ul>  |  | Classroom lecture/ PPT session, Practical demonstration | common hand tools like vernier calliper, micrometer, drills, tapes and dies, plastics raw material like pp, hdpe, pet, pbt, pvc etc. For training on machines of blow grade from good/ reputed supplier;   | <p>Theory Duration (hh:mm) 4:00</p> <p>Practical Duration (hh:mm) 4:00</p> |
|  |  | <p><b>Process Compliances</b></p> <ul style="list-style-type: none"> <li>Comply with relevant legislation, standards, policies and procedures</li> </ul>  |  | Practical demonstration                                 | basics machines for training like hand blow moulding, semiautomatic blow moulding, pre drying system like oven drier, hopper drier, dehumidifier, chillers, automatic hopper loader, hot air oven, dryer, dehumidifier, mould temperature controller, scrap grinder, crane, air compressor, etc. | <p>Theory Duration (hh:mm) 0:00</p> <p>Practical Duration (hh:mm) 4:00</p> |

|   |  |  |  |   |  |  |                                 |                                    |
|---|--|--|--|---|--|--|---------------------------------|------------------------------------|
| 2 | <b>Basic concept, job requirements related to injection moulding process</b> | <b>Injection Moulding Principles and Process</b> | <ul style="list-style-type: none"> <li>Compare various injection moulding techniques</li> <li>Identify various phases of an injection moulding cycle</li> <li>Compare various components of an injection moulding machine</li> <li>Comply with injection moulding principles, standards and guidelines</li> </ul>  | RSC/N4501 (CPC/N0214)<br>PC4,PC7,<br>PC1, PC3               | Classroom lecture/ PPT session,<br>Practical demonstration | Lcd projector, white board with marker and duster, charts, pen drives, computers for conduct of class, common hand tools like vernier calliper, micrometer, drills, tapes and dies , plastics raw material like pp, hdpe, pet, pbt, pvc etc. | Theory Duration (hh:mm)<br>6:00 | Practical Duration (hh:mm)<br>2:00 |
|   |  | <b>Auxiliary Equipment and Tools</b>             | <ul style="list-style-type: none"> <li>Summarise the importance of auxiliary equipment and tools in injection moulding</li> <li>Identify the auxilliary equipment and tools for injection moulding</li> <li>Compare the features of auxiliary equipment and tools used in injection moulding</li> </ul>  | RSC/N4501 (CPC/N0214)<br>PC6, PC2,<br>PC8                   | Classroom lecture/ PPT session,<br>Practical demonstration |  | Theory Duration (hh:mm)<br>6:00 | Practical Duration (hh:mm)<br>2:00 |
|   |  | <b>Work and Process Requirements</b>             | <ul style="list-style-type: none"> <li>Communicate with the operator in order to understand the production schedule</li> <li>Plan the day's production activities based on the operator's instructions</li> <li>Arrange consumables and plastics materials for production in sufficient quantity as per production plan/ operators instructions</li> <li>Comprehend the does and don'ts of the manufacturing process as defined in sops/ Work Instructions or defined by operator</li> </ul> | RSC/N4501 (CPC/N0214)<br>PC1, PC2,<br>PC3, PC4,<br>PC5, PC6 | Classroom lecture/ PPT session,<br>Practical demonstration |  | Theory Duration (hh:mm)<br>4:00 | Practical Duration (hh:mm)<br>4:00 |

|  |  |   |  |  |   |  |  |
|--|--|---|--|--|---|--|--|
|  |  |   | <ul style="list-style-type: none"> <li>Examine for the availability of the personal protective equipments (PPE) like Gloves, Goggles etc.</li> <li>Implement the moulding process for completing the work order from the operator by referring the Work Instruction document/ SOP manual</li> </ul>  |  |   | Lcd projector, white board with marker and duster, charts, pen drives, computers for conduct of class, common hand tools like vernier calliper, micrometer, drills, tapes and dies , plastics raw material like pp, hdpe, pet, pbt, pvc etc. |  |
|  |  | <b>Arrange the material to be moulded</b> | <ul style="list-style-type: none"> <li>Arrange the required material from the store before starting the process</li> <li>Arrange the mould required for operation</li> <li>Collect the mould from tool room if mould is not available</li> <li>Employ the mould in place and slide the safety door shut</li> <li>Set up raw material in the machine using material loader or by manual feeding</li> </ul>  | RSC/N4501 (CPC/N0214)<br>PC7, PC8, PC9, PC10, PC11 | Classroom lecture/ PPT session, Practical demonstration |  | <p>Theory Duration (hh:mm) 4:00</p> <p>Practical Duration (hh:mm) 4:00</p> |
|  |  | <b>Pre-moulding Operations</b>            | <ul style="list-style-type: none"> <li>Complete cleaning of mould with soft cotton cloth</li> <li>Perform cleaning of other auxillary tools before the initiation of the moulding and trimming process</li> <li>Perform cleaning of the area around the apparatus for any oil, grease, combustible substances etc. so as to prevent any accident</li> <li>Arrange for availability of the coolant and working of valves to circulate the coolant to cool and solidify plastic</li> </ul> | RSC/N4501 (CPC/N0214)<br>PC12, PC13, PC14, PC15    | Classroom lecture/ PPT session, Practical demonstration |  | <p>Theory Duration (hh:mm) 4:00</p> <p>Practical Duration (hh:mm) 4:00</p> |

|  |  |  |  |  |  |  |
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|  |  | <p><b>Examine materials before performing moulding</b></p> <ul style="list-style-type: none"> <li>Identify the raw material like plastics granules, fillers, bonding additives etc. required for executing the activity</li> </ul>   | <p>RSC/N4501 (CPC/N0214)<br/>PC16</p>                              | <p>Classroom lecture/ PPT session, Practical demonstration</p> | <p>Lcd projector, white board with marker and duster, charts, pen drives, computers for conduct of class, common hand tools like vernier calliper, micrometer, drills, tapes and dies , plastics raw material like pp, hdpe, pet, pbt, pvc etc. Mould Temperature Controller, Scrap Grinder, Crane, Air Compressor, etc.</p> | <p>Theory Duration (hh:mm)<br/>4:00</p> <p>Practical Duration (hh:mm)<br/>4:00</p> |
|  |  | <p><b>Escalate Queries</b></p> <ul style="list-style-type: none"> <li>Report the queries to supervisor if they cannot be resolved by the operator</li> <li>Carry our doubt clearing before the actual process execution</li> </ul>   | <p>RSC/N4501 (CPC/N0214)<br/>PC17, PC18</p>                        | <p>Classroom lecture/ PPT session, Practical demonstration</p> | <p>common hand tools like vernier calliper, micrometer, drills, tapes and dies , plastics raw material like pp, hdpe, pet, pbt, pvc etc. Mould Temperature Controller, Scrap Grinder, Crane, Air Compressor, etc.</p>  | <p>Theory Duration (hh:mm)<br/>4:00</p> <p>Practical Duration (hh:mm)<br/>4:00</p> |
|  |  | <p><b>Process Compliances</b></p> <ul style="list-style-type: none"> <li>Comply with relevant legislation, standards, policies and procedures</li> </ul>   | <p>RSC/N4501 (CPC/N0214)<br/>PC22</p>                              | <p>Classroom lecture/ PPT session, Practical demonstration</p> | <p>Mould Temperature Controller, Scrap Grinder, Crane, Air Compressor, etc.</p>  | <p>Theory Duration (hh:mm)<br/>4:00</p> <p>Practical Duration (hh:mm)<br/>4:00</p> |
|  |  | <p><b>Organizational Policies and Processes</b></p> <ul style="list-style-type: none"> <li>Comprehend the company's code of conduct</li> <li>Identify the different types of products manufactured by the company</li> <li>Comprehend functional processes like Procurement, Store management, inventory management, quality management, incentives, personnel management</li> <li>Understand the importance of individual's role in the work flow</li> <li>Practise organization culture</li> <li>Comply with the company's reporting structure</li> <li>Comprehend the company's documentation policy</li> </ul> | <p>RSC/N4501 (CPC/N0214)<br/>KA1, KA2, KA3, KA4, KA5, KA6, KA7</p> | <p>Classroom lecture/ PPT session, Practical demonstration</p> | <p>Mould Temperature Controller, Scrap Grinder, Crane, Air Compressor, etc.</p>  | <p>Theory Duration (hh:mm)<br/>4:00</p> <p>Practical Duration (hh:mm)<br/>4:00</p> |

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|  |  | <p><b>General procedures involved in moulding</b></p> | <ul style="list-style-type: none"> <li>Comprehend the general principles of moulding procedure and process knowledge mould loading and unloading procedure</li> <li>Identify the types of plastics like thermoplastics and the additives &amp; grades to be used tonnage and capacity of the machine being operated</li> <li>Identify the different types of tools and machinery to process the plastic and trim the output</li> <li>Identify the various types of cooling systems and their properties</li> <li>Comprehend how to perform moulding machine safety check</li> <li>Identify hazards and safety aspects involved in tape production and usage of relevant PPEs</li> <li>Identify safety procedures to be adopted to complete mould removal process</li> </ul> | <p>RSC/N4501 (CPC/N0214)<br/>KB1, KB2, KB3, KB4, KB5, KB6, KB7</p> | <p>Practical demonstration</p> | <p>Lcd projector, white board with marker and duster, charts, pen drives, computers for conduct of class, common hand tools like vernier calliper, micrometer, drills, tapes and dies , plastics raw material like pp, hdpe, pet, pbt, pvc etc. Oven drier, hopper drier, de-humidifier, chillers, automatic hopper loader, hot air oven, dryer, de-humidifier</p> | <p>Theory Duration (hh:mm)<br/>0:00</p> <p>Practical Duration (hh:mm)<br/>6:00</p> |
|  |  | <p><b>Working effectively</b></p>                     | <ul style="list-style-type: none"> <li>Read warnings, instructions and other text material on product labels, components etc.</li> <li>Complete details entry of the fault identified in the plastic product manufactured into the history card and read equipment manuals and process documents to understand the equipment and processes better</li> <li>Read safety instructions especially symbols while using the equipment in the plant area</li> <li>Discuss task lists, schedules, and work-loads with co-workers</li> </ul>  | <p>RSC/N4501 (CPC/N0214)<br/>SA1, SA2, SA3, SA4, SA5</p>           | <p>Practical demonstration</p> | <p>mould temperature controller, scrap grinder, crane, air compressor, etc.</p>  | <p>Theory Duration (hh:mm)<br/>0:00</p> <p>Practical Duration (hh:mm)<br/>6:00</p> |

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|  |  |  | <ul style="list-style-type: none"> <li>Interview internal customers/ shop floor operator appropriately in order to understand the nature of the problem and make a diagnosis</li> <li>Prioritize on not using jargon, slang or acronyms when communicating with an operator /fellow subordinates etc. unless required</li> </ul>   |  |                         |  |  |
|  |  | <b>Identify problems to provide solution</b> | <ul style="list-style-type: none"> <li>Support operator in using specific problem solving techniques and detailing out the problems</li> <li>Discuss possible solution with the operator for problem solving.</li> <li>Organize the work order and jobs received from the internal customers/ operator.</li> <li>Organize all process/ equipment manuals so that sorting out</li> <li>Follow instructions and work on areas of improvement identified</li> <li>Complete the assigned tasks with minimum supervision</li> <li>Complete the job defined by the operator within the timelines and quality</li> <li>Use common sense and make judgments during day to day basis</li> <li>Use basic reasoning skills to identify and resolve basic problems</li> <li>Use intuition to detect any potential problems which could arise during operations.</li> </ul> | RSC/N4501 (CPC/N0214)<br>SB1, SB2, SB3, SB4, SB5, SB6, SB7, SB8, SB9, SB10 | Practical demonstration | LCD projector, white board with marker and duster, charts, pen drives, computers for conduct of class, common hand tools like vernier calliper, micrometer, drills, tapes and dies , plastics raw material like pp, hdpe, pet, pbt, pvc etc. Oven Drier, Hopper Drier, De-humidifier, Chillers, Automatic Hopper Loader, Hot air oven, Dryer, De-humidifier Mould Temperature Controller, Scrap Grinder, Crane, Air Compressor, etc. | <p>Theory Duration (hh:mm)<br/>0:00</p> <p>Practical Duration (hh:mm)<br/>6:00</p> |



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| 3 | Assist in performing injection moulding operations | <b>Operating Injection Moulding Machine</b>    | <ul style="list-style-type: none"> <li>Demonstrate the process of pre-heating plastic raw material</li> <li>Demonstrate the processes of starting and shutting down the injection moulding machine</li> <li>Operate the injection moulding machine safely</li> <li>Perform purging and clean-up operations</li> </ul>  | RSC/N4501 (CPC/N0214)<br>PC4,KB1, SA4            | Classroom lecture/ PPT session, Practical demonstration | LCD projector, white board with marker and duster, charts, pen drives, computers for conduct of class, common hand tools like vernier calliper,   | Theory Duration (hh:mm) 6:00<br>Practical Duration (hh:mm) 2:00 |
|   |  | <b>Equipment used in the molding process</b>   | <ul style="list-style-type: none"> <li>Examine the operation of molding apparatus like hopper, heaters etc. as per the checklist provided</li> <li>Set-up the desired Mould to the injection moulding machine in order to achieve the desired operation as per the Work Instructions/ SOPs</li> <li>Modify in the process parameters (by selecting the right program from the machine control system) if required and ensure alignment with the prescribed standards as guided by Operator</li> </ul>  | RSC/N4502 (CPC/N0215)<br>PC1, PC2, PC3           | Classroom lecture/ PPT session, Practical demonstration | micrometer, drills, tapes and dies , plastics raw material like pp, hdpe, pet, pbt, pvc etc. Oven Drier, Hopper Drier, De-humidifier, Chillers, Automatic Hopper Loader, Hot air oven, Dryer, De-humidifier Mould Temperature Controller, | Theory Duration (hh:mm) 4:00<br>Practical Duration (hh:mm) 4:00 |
|   |  | <b>Feed the plastic granules in the hopper</b> | <ul style="list-style-type: none"> <li>Perform preheating of plastic granules ( In case of Engineering plastics)</li> <li>Complete mixing the plastic granules with additives (if any) before being fed into the hopper</li> <li>Complete a test process and produce a sample output as per the required</li> <li>Examine that the dimensions of the output product are measured as per the process given in the work Instructions/ SOP under guidance of operator</li> <li>Complete the production process as instructed by Operator</li> </ul> | RSC/N4502 (CPC/N0215)<br>PC4, PC5, PC6, PC7, PC8 | Classroom lecture/ PPT session, Practical demonstration | Scrap Grinder, Crane, Air Compressor, etc.  | Theory Duration (hh:mm) 4:00<br>Practical Duration (hh:mm) 4:00 |

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|  |  | <p><b>Conducting the actual process with parameter setting</b></p> <ul style="list-style-type: none"> <li>Provide the required operation code in the apparatus for heaters to melt the plastic granules at the predefined temperature</li> <li>Set-up the machine in Semi-Auto or Automatic mode of operation as guided by the operator</li> <li>Use check-list to ensure quality of final product</li> </ul>  | <p>RSC/N4502 (CPC/N0215)<br/>PC9, PC10, PC11</p>                   | <p>Classroom lecture/ PPT session, Practical demonstration</p> | <p>Lcd projector, white board with marker and duster, charts, pen drives, computers for conduct of class, common hand tools like vernier calliper, micrometer, drills, tapes and dies , plastics raw material like pp, hdpe, pet, pbt, pvc etc. Oven drier, hopper drier, de-humidifier, chillers, automatic hopper loader, hot air oven, dryer, de-humidifier mould temperature controller, scrap grinder, crane, air compressor, etc.</p> | <p>Theory Duration (hh:mm)<br/>4:00</p> <p>Practical Duration (hh:mm)<br/>4:00</p> |
|  |  | <p><b>Company / organization and its processes</b></p> <ul style="list-style-type: none"> <li>List departments code of conduct</li> <li>Discuss different types machines in the company, its specifications etc.</li> <li>Implement department documentation policy</li> <li>Comply with the General principles of moulding machine operations, Startup, Shutdown etc.</li> <li>Practice basic process parameters like setting, producing good product etc.</li> </ul>   | <p>RSC/N4502 (CPC/N0215)<br/>KA1, KA2, KA3, KB1, KB2</p>           | <p>Classroom lecture/ PPT session, Practical demonstration</p> |   | <p>Theory Duration (hh:mm)<br/>2:00</p> <p>Practical Duration (hh:mm)<br/>6:00</p> |
|  |  | <p><b>Generic or core skills</b></p> <ul style="list-style-type: none"> <li>Read instructions especially safety instructions especially symbols while using the equipment in the plant area</li> <li>Complete measurements, equipment panel readings for various process parameters in the required reporting formats</li> <li>Inspect final product output and hence decide on the key steps to be followed</li> <li>Identify safety precautions to be taken for entire Injection moulding and post injection moulding activities.</li> </ul> | <p>RSC/N4502 (CPC/N0215)<br/>SA1, SA2, SA3, SA4, SA5, SA6, SA7</p> | <p>Practical demonstration</p>                                 |   | <p>Theory Duration (hh:mm)<br/>0:00</p> <p>Practical Duration (hh:mm)<br/>7:00</p> |

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|  |  |                            | <ul style="list-style-type: none"> <li>Identify defects in machine operation and final product manufacture</li> <li>Discuss task lists, schedules, and work-loads with co-workers/ operator</li> </ul>  |   |                         |  |  |
|  |  | <b>Professional skills</b> | <ul style="list-style-type: none"> <li>Identify problems in day to day tasks</li> <li>Support operator in using specific problem-solving techniques and detailing out the problems</li> <li>Discuss possible solution with the operator for problem solving</li> <li>Make up decisions in emergency conditions in case the operator is not available (as per the authority matrix defined by the organization)</li> <li>Interpret the job needs</li> <li>Comply with all process/ equipment manuals so that sorting out information is fast</li> <li>Arrange apparatus etc. in an orderly manner at proper designated areas</li> <li>Recognise how to visualize final product output and hence decide on the key steps to be followed.</li> </ul> | RSC/N4502 (CPC/N0215)<br>SB1, SB2, SB3, SB4, SB5, SB6, SB7, SB8 | Practical demonstration | Lcd projector, white board with marker and duster, charts, pen drives, computers for conduct of class, common hand tools like vernier calliper, micrometer, drills, tapes and dies , plastics raw material like pp, hdpe, pet, pbt, pvc etc. Oven drier, hopper drier, de-humidifier, chillers, automatic hopper loader, hot air oven, dryer, de-humidifier mould temperature controller, scrap grinder, crane, air compressor, etc. | <p>Theory Duration (hh:mm) 0:00</p> <p>Practical Duration (hh:mm) 7:00</p> |

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|  |  | <p><b>Decision making and analytical thinking skills</b></p> <ul style="list-style-type: none"> <li>• Complete the assigned tasks with minimum supervision</li> <li>• Complete the job defined by the operator within the timelines and Quality</li> <li>• Decide the optimum levels of physical parameters with operator guidance so that the job output meets the prescribed job standards</li> </ul> | <p>RSC/N4502 (CPC/N0215)<br/>SB12, SB13, SB14, SB16</p> | <p>Practical demonstration</p> | <p>LCD projector, white board with marker and duster, charts, pen drives, computers for conduct of class, common hand tools like vernier calliper, micrometer, drills, tapes and dies , plastics raw material like pp, hdpe, pet, pbt, pvc etc. Oven Drier, Hopper Drier, De-humidifier, Chillers, Automatic Hopper Loader, Hot air oven, Dryer, De-humidifier Mould Temperature Controller, Scrap Grinder, Crane, Air Compressor, etc.</p> | <p>Theory Duration (hh:mm)<br/>0:00</p> <p>Practical Duration (hh:mm)<br/>6:00</p> |
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| 4 | <b>Monitor process parameters and troubleshoot the process/product</b> | <b>Injection Moulding Process Parameters</b> | <ul style="list-style-type: none"> <li>Compare process parameters in injection moulding</li> <li>Set-up process parameters from the machine control panel</li> <li>Modify process parameters from the machine control panel</li> <li>Perform a test process</li> <li>Inspect whether the plastic granules are mixed with additives (if any) before being fed into the hopper</li> <li>Perform a test process to produce a sample output as per the requirement</li> </ul> | RSC/N4502<br>PC 11,<br>PC6,PC4             | Classroom lecture/ PPT session, Practical demonstration | LCD projector, white board with marker and duster, charts, pen drives, computers for conduct of class, common hand tools like vernier calliper, micrometer, drills, tapes and dies , plastics raw material like | Theory Duration (hh:mm) 6:00<br><br>Practical Duration (hh:mm) 2:00 |
|   |  |  | <ul style="list-style-type: none"> <li>Examine whether the dimensions of the output product are as per the process given in the work instructions</li> <li>Complete the process required for production as per the instructions given by the operator</li> <li>Use the check-list of the procedure to be followed to ensure the quality of final product</li> </ul>   | RSC/N4502<br>PC1, PC2,<br>PC3, PC4,<br>PC5 | Classroom lecture/ PPT session, Practical demonstration | pp, hdpe, pet, pbt, pvc etc. Oven Drier, Hopper Drier, De-humidifier, Chillers, Automatic Hopper Loader, Hot air oven, Dryer, De-humidifier   | Theory Duration (hh:mm) 6:00<br><br>Practical Duration (hh:mm) 2:00 |
|   |  | <b>Organizational context</b>                | <ul style="list-style-type: none"> <li>Apply relevant standards specified for the manufacturing process</li> <li>Basic process followed for inspection of the lot.</li> <li>Quality Management policy of the organization.</li> </ul>   | RSC/N4502<br>KA1, KA2,<br>KA3              | Classroom lecture/ PPT session, Practical demonstration | Mould Temperature Controller, Scrap Grinder, Crane, Air Compressor, etc.  | Theory Duration (hh:mm) 6:00<br><br>Practical Duration (hh:mm) 2:00 |

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|  |  | <p><b>Technical knowledge</b></p> <ul style="list-style-type: none"> <li>Practice the procedures followed for manufacturing the lot/ pieces/ products.</li> <li>Use measuring instruments like rulers, weighing scales etc.</li> <li>Apply the methods to identify quality defects in the lot.</li> <li>Identify the Impact of defects on the overall working of the Injection Moulding machine.</li> <li>Apply the methods used for cutting, finishing which can repair lot (Moulded products) with minor defects.</li> </ul> | RSC/N4502<br>KB1, KB2,<br>KB3, KB4,<br>KB5 | Classroom lecture/ PPT session, Practical demonstration | Lcd projector, white board with marker and duster, charts, pen drives, computers for conduct of class, common hand tools like vernier calliper, micrometer, drills, tapes and dies , plastics raw material like | <p>Theory Duration (hh:mm) 2:00</p> <p>Practical Duration (hh:mm) 6:00</p> |
|  |  | <p><b>Writing skills</b></p> <ul style="list-style-type: none"> <li>Identify the number of lot with defects which can be repaired to number of lot which will be discarded.</li> </ul>   | RSC/N4502<br>SA1                           | Practical demonstration                                 | pp, hdpe, pet, pbt, pvc etc. Oven drier, hopper drier, de-humidifier, chillers, automatic hopper  | <p>Theory Duration (hh:mm) 0:00</p> <p>Practical Duration (hh:mm) 8:00</p> |
|  |  | <p><b>Reading skills</b></p> <ul style="list-style-type: none"> <li>Read process and equipment manuals, material data sheets etc. to understand the working of the equipment &amp; material properties.</li> </ul>   | RSC/N4502<br>SA2                           | Practical demonstration                                 | loader, hot air oven, dryer, de-humidifier mould temperature controller, scrap grinder, crane, air compressor, etc.   | <p>Theory Duration (hh:mm) 0:00</p> <p>Practical Duration (hh:mm) 8:00</p> |
|  |  | <p><b>Listening and speaking skills</b></p> <ul style="list-style-type: none"> <li>Inform operator of any quality related defects arising out of the manufacturing process.</li> <li>Interview internal customers/ operator appropriately in order to understand the nature of the problem and make a diagnosis.</li> </ul>  | RSC/N4502<br>SA3, SA4                      | Practical demonstration                                 |   | <p>Theory Duration (hh:mm) 0:00</p> <p>Practical Duration (hh:mm) 8:00</p> |

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|  |  | <p><b>Planning and organisational skills</b></p> <ul style="list-style-type: none"> <li>Organize all process/ equipment manuals so that sorting/ accessing information is easy.</li> <li>Prepare fixtures, tools, drawings, Work Instructions, SOP manuals as per the part number, colour codes etc. as defined under the 5S systems.</li> </ul>  | RSC/N4502<br>SB1, SB2           | Practical demonstration | LCD projector, white board with marker and duster, charts, pen drives, computers for conduct of class, common hand tools like vernier calliper, micrometer, drills, tapes and dies , plastics raw material like pp, hdpe, pet, pbt, pvc etc. | <p>Theory Duration (hh:mm)<br/>0:00</p> <p>Practical Duration (hh:mm)<br/>8:00</p> |
|  |  | <p><b>Critical thinking and judgement</b></p> <ul style="list-style-type: none"> <li>Use common sense and make judgments during day to day basis use reasoning skills to identify and resolve basic problems</li> <li>Analyze each defect observed and try to find solution for the defect along with the operator.</li> <li>Identify defective parts in the manufacturing line by comparing manufactured with the work standard.</li> <li>Identify the defect and its overall impact overall impact on the performance of the lot/ production).</li> </ul> | RSC/N4502<br>SB4, SB5, SB6, SB7 | Practical demonstration | Oven Drier, Hopper Drier, De-humidifier, Chillers, Automatic Hopper Loader, Hot air oven, Dryer, De-humidifier Mould Temperature Controller, Scrap Grinder, Crane, Air Compressor, etc.  | <p>Theory Duration (hh:mm)<br/>0:00</p> <p>Practical Duration (hh:mm)<br/>6:00</p> |

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| 5 | <b>Conduct quality checks of the finished products</b> | <b>Quality Check in Injection Moulding</b>                                 | <ul style="list-style-type: none"> <li>Summarise the importance of quality in plastic processing</li> <li>Examine the impact of defects on products</li> <li>Use quality check tools</li> <li>Prepare samples for testing</li> <li>Select suitable techniques for testing samples</li> <li>Identify common visual defects in plastic products</li> <li>Demonstrate various techniques for rectifying defects in plastic products</li> </ul> | RSC/N4503 (CPC/N0216)<br>PC5, PC10, PC2,P-C7,PC11.<br>PC13,PC9 | Classroom lecture/ PPT session,<br>Practical demonstration | LCD projector, white board with marker and duster, charts, pen drives, computers for conduct of class, common hand tools like vernier calliper, micrometer, drills, tapes and dies , plastics raw material like | Theory Duration (hh:mm)<br>6:00<br><br>Practical Duration (hh:mm)<br>2:00 |
|   |  | <b>Check finished goods to detect deviations from the approved product</b> | <ul style="list-style-type: none"> <li>Compare texture, colour, surface properties, hardness and strength etc. with the given approved product</li> </ul>   | RSC/N4503 (CPC/N0216)<br>PC1                                   | Classroom lecture/ PPT session,<br>Practical demonstration | pp, hdpe, pet, pbt, pvc etc. Oven Drier, Hopper Drier, De-humidifier, Chillers, Automatic Hopper Loader, Hot air oven,  | Theory Duration (hh:mm)<br>4:00<br><br>Practical Duration (hh:mm)<br>4:00 |
|   |  | <b>Assisting in corrective batch process with minor defects</b>            | <ul style="list-style-type: none"> <li>Identify minor defects like dimension variation, thickness variation etc. by control process parameters etc. and informing operator</li> </ul>   | RSC/N4503 (CPC/N0216)<br>PC2                                   | Classroom lecture/ PPT session,<br>Practical demonstration | Dryer, De-humidifier Mould Temperature Controller, Scrap Grinder, Crane, Air Compressor, etc.   | Theory Duration (hh:mm)<br>4:00<br><br>Practical Duration (hh:mm)<br>4:00 |
|   |  | <b>Perform batch quality procedure</b>                                     | <ul style="list-style-type: none"> <li>Provide first and last output from each batch to the lab for quality check on its composition, properties etc.</li> <li>Produce clearance for the entire batch from the lab and submit the operator</li> </ul>   | RSC/N4503 (CPC/N0216)<br>PC3, PC4                              | Classroom lecture/ PPT session,<br>Practical demonstration |   | Theory Duration (hh:mm)<br>4:00<br><br>Practical Duration (hh:mm)<br>4:00 |



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|  |  | <p><b>Organizational context</b></p> <ul style="list-style-type: none"> <li>Apply relevant standards specified for the manufacturing process</li> <li>Apply basic process for inspection of the lot.</li> <li>Understand quality Management policy of the organization.</li> </ul>  | <p>RSC/N4503 (CPC/N0216)<br/>KA1, KA2, KA3</p>           | <p>Classroom lecture/ PPT session, Practical demonstration</p> | <p>Lcd projector, white board with marker and duster, charts, pen drives, computers for conduct of class, common hand tools like vernier calliper, micrometer, drills, tapes and dies , plastics raw material like pp, hdpe, pet, pbt, pvc etc. Oven drier, hopper drier, de-humidifier, chillers, automatic hopper loader, hot air oven, dryer, de-humidifier mould temperature controller, scrap grinder, crane, air compressor, etc.</p> | <p>Theory Duration (hh:mm) 2:00</p> <p>Practical Duration (hh:mm) 6:00</p> |
|  |  | <p><b>Technical knowledge</b></p> <ul style="list-style-type: none"> <li>Implement Processes and procedures followed for manufacturing the lot/ pieces/ products.</li> <li>Apply the techniques of using measurement instruments like rulers, weighing scales etc.</li> <li>Implement the methods to identify quality defects in the lot.</li> <li>Interpret Impact of defects on the overall working of the Injection Moulding machine.</li> <li>Apply the methods used for cutting, finishing which can repair lot (Moulded products) with minor defects.</li> </ul>          | <p>RSC/N4503 (CPC/N0216)<br/>KB1, KB2, KB3, KB4, KB5</p> | <p>Practical demonstration</p>                                 |   | <p>Theory Duration (hh:mm) 0:00</p> <p>Practical Duration (hh:mm) 7:00</p> |
|  |  | <p><b>Generic Skills</b></p> <ul style="list-style-type: none"> <li>Distinguish the number of lots with defects which can be repaired to number of lots which will be discarded.</li> <li>Read process and equipment manuals, material data sheets etc. to understand the working of the equipment &amp; material properties.</li> <li>Inform operator of any quality related defects arising out of the manufacturing process.</li> <li>Interview internal customers/ operator appropriately in order to understand the nature of the problem and make a diagnosis.</li> </ul> | <p>RSC/N4503 (CPC/N0216)<br/>SA1, SA2, SA3, SA4</p>      | <p>Practical demonstration</p>                                 |   | <p>Theory Duration (hh:mm) 0:00</p> <p>Practical Duration (hh:mm) 7:00</p> |

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|  |  | <p><b>Professional skills</b></p> <ul style="list-style-type: none"> <li>• Organize all process/ equipment manuals so that sorting/ accessing information is easy.</li> <li>• Use common sense and make judgments during day to day basis use reasoning skills to identify and resolve basic problems</li> <li>• Analyze each defect observed and try to find solution for the defect along with the operator.</li> <li>• Identify defective parts in the manufacturing line by comparing manufactured with the work standard.</li> </ul> | <p>RSC/N4503 (CPC/N0216)<br/>SB1, SB4, SB5, SB6,</p> | <p>Practical demonstration</p> | <p>Lcd projector, white board with marker and duster, charts, pen drives, computers for conduct of class, common hand tools like vernier calliper, micrometer, drills, tapes and dies , plastics raw material like pp, hdpe, pet, pbt, pvc etc. Oven drier, hopper drier, de-humidifier, chillers, automatic hopper loader, hot air oven, dryer, de-humidifier mould temperature controller, scrap grinder, crane, air compressor, etc.</p> | <p>Theory Duration (hh:mm)<br/>0:00</p> <p>Practical Duration (hh:mm)<br/>6:00</p> |
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| 6 | <b>Computer basics and data entry in MS office/ open source suite software</b> | <b>Computer Fundamentals</b>        | <ul style="list-style-type: none"> <li>Identify the different parts of a computer</li> <li>State the advantages, disadvantages of a computer</li> </ul>  | RSC/ N4504 (CPC/ N0219) PC11                                   | Classroom lecture/ PPT session, Practical demonstration | Lcd projector, white board with marker and duster, charts, pen drives, computers for conduct of class, common hand tools like vernier calliper, micrometer, drills, tapes and dies , plastics raw material like pp, hdpe, pet, pbt, pvc etc. Oven drier, hopper drier, de-humidifier, chillers, automatic hopper loader, hot air oven, dryer, de-humidifier mould temperature controller, scrap grinder, crane, air compressor, etc. | Theory Duration (hh:mm) 6:00<br><br>Practical Duration (hh:mm) 2:00 |
|   |  | <b>Data Entry in MS Office</b>      | <ul style="list-style-type: none"> <li>Practise data entry with the help of MS Word and MS Excel</li> <li>Examine the level of compliance in the data entered</li> <li>Demonstrate the process of rectifying all typographical errors or repeated data</li> </ul>  |  | Classroom lecture/ PPT session, Practical demonstration |  | Theory Duration (hh:mm) 6:00<br><br>Practical Duration (hh:mm) 2:00 |
|   |  | <b>Data Entry and Maintain Data</b> | <ul style="list-style-type: none"> <li>Practise filling mandated forms for receiving, processing, or tracking data, enter data from source documents (such as trial report, process sheet etc.) in to Computer application having MS OFFICE software/Office Open source software</li> <li>Review source documents in accordance with specific instructions</li> <li>Examine data entered with source documents, checks for compliance and corrects all typographical errors and missing or repeated data</li> <li>Manage files of source documents or other information related to data entered</li> <li>Inspect and confirm data that is unclear before entering, generate reports of data entry, store completed work in designated locations and perform backup operations</li> <li>Review database information to reflect most current source information</li> </ul> | RSC/ N4504 (CPC/ N0219) PC1, PC2, PC3, PC4, PC5, PC6, PC7, PC8 | Classroom lecture/ PPT session, Practical demonstration |  | Theory Duration (hh:mm) 6:00<br><br>Practical Duration (hh:mm) 2:00 |

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|  |  |   | <ul style="list-style-type: none"> <li>Contribute in the filing and storage of security and back up data files</li> <li>Assess requests for information and access relevant files</li> </ul>  |  |                         | LCD projector, white board with marker and duster, charts,  |  |
|  |  | <b>Company / organization and its processes</b> | <ul style="list-style-type: none"> <li>Analyse data management applications/tools used by the company</li> <li>Comprehend data entry protocol</li> <li>Describe data integrity and security policies of the company</li> <li>Apply approved methods for carrying document control and archiving</li> <li>Discuss about basics of computers and its terminology</li> <li>Discuss about working on different software needed for report writing including MS office.</li> </ul> | RSC/ N4504 (CPC/N0219)<br>KA1, KA2, KA3, KA4, KB1, KB2 | Practical demonstration | pen drives, computers for conduct of class, common hand tools like vernier calliper, micrometer, drills, tapes and dies , plastics raw material like pp, hdpe, pet, pbt, pvc etc. For training on machines of blow grade from good/ reputed supplier; | <p>Theory Duration (hh:mm) 2:00</p> <p>Practical Duration (hh:mm) 6:00</p> |
|  |  | <b>Data Entry in MS office System</b>           | <ul style="list-style-type: none"> <li>Perform data entry into computer applications</li> <li>Prepare legible reports</li> <li>Read manuals, SOPs, instructions, memos, reports, job cards etc.</li> </ul>  | RSC/ N4504 (CPC/N0219)<br>SA1, SA2, SA3                | Practical demonstration | basics machines for training like hand blow moulding, semiautomatic blow moulding, Pre drying system like Oven Drier,   | <p>Theory Duration (hh:mm) 0:00</p> <p>Practical Duration (hh:mm) 8:00</p> |
|  |  | <b>Communication with others</b>                | <ul style="list-style-type: none"> <li>Communicate effectively with the team members and supervisors</li> </ul>   | RSC/ N4504 (CPC/N0219)<br>SA4                          | Practical demonstration | Hopper Drier, De-humidifier, Chillers, Automatic Hopper Loader, Hot air oven, Dryer, De-humidifier<br><br>Mould Temperature Controller, Scrap Grinder, Crane, Air Compressor, etc.  | <p>Theory Duration (hh:mm) 0:00</p> <p>Practical Duration (hh:mm) 8:00</p> |

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|  |  | <b>Decision Making and problem-solving skills</b> <ul style="list-style-type: none"> <li>Apply basic logic to identify data errors</li> <li>Provide attention to details</li> </ul> | RSC/ N4504<br>(CPC/N0219)<br>SB1, SB2 | Practical demonstration | LCD projector, white board with marker and duster, charts, pen drives, computers for conduct of class, common hand tools like vernier calliper, micrometer, drills, tapes and dies , plastics raw material like pp, hdpe, pet, pbt, pvc etc. For training on machines of | Theory Duration (hh:mm)<br>0:00<br><br>Practical Duration (hh:mm)<br>8:00 |
|  |  | <b>Planning and organisational skills</b> <ul style="list-style-type: none"> <li>Plan assigned tasks within timeline and as per priority order specified</li> </ul>                 | RSC/ N4504<br>(CPC/N0219)<br>SB3      | Practical demonstration | blow grade from good/ reputed supplier; basics machines for training like hand blow moulding, semiauto-matic blow moulding, Pre drying system like   | Theory Duration (hh:mm)<br>0:00<br><br>Practical Duration (hh:mm)<br>6:00 |
|  |  | <b>Apply critical thinking skills</b> <ul style="list-style-type: none"> <li>Identify process improvements</li> </ul>   | RSC/ N4504<br>(CPC/N0219)<br>SB4      | Practical demonstration | Oven Drier, Hopper Drier, De-humidifier, Chillers, Automatic Hopper Loader, Hot air oven, Dryer, De-humidifier<br><br>Mould Temperature Controller, Scrap Grinder, Crane, Air Compressor, etc.   | Theory Duration (hh:mm)<br>0:00<br><br>Practical Duration (hh:mm)<br>8:00 |

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| 7 | <b>Maintain basic health and safety practices at the workplace</b> | <b>Knowledge of Risks/ Hazards</b>         | <ul style="list-style-type: none"> <li>Identify various types of risks and hazards</li> <li>Compare risks and hazards with the help of examples</li> <li>List the common causes of hazards</li> <li>Discuss a few safety practices in the plastics processing industry</li> </ul> | RSC/ N4101 (CPC/N0411) PC3,PC11,P-C22,PC15 | Classroom lecture/ PPT session, Practical demonstration | LCD projector, white board with marker and duster, charts, pen drives, computers for conduct of class, common hand tools like vernier calliper, micrometer, drills, tapes and dies , plastics raw material like pp, hdpe, pet, pbt, pvc etc. For training on machines of blow grade from good/ reputed supplier; basics machines for training like hand blow moulding, semiauto-matic blow moulding, Pre drying system like Oven Drier, Hopper Drier, De-humidifier, Chillers, Automatic Hopper Loader, Hot air oven, Dryer, De-humidifier | Theory Duration (hh:mm) 6:00<br><br>Practical Duration (hh:mm) 2:00 |
|   |  | <b>Use of PPE</b>                          | <ul style="list-style-type: none"> <li>Compare various types of PPE</li> <li>Practise personal hygiene techniques</li> </ul>  | RSC/ N4101 (CPC/N0411) PC38PC10,P-C21,PC17 | Classroom lecture/ PPT session, Practical demonstration |  | Theory Duration (hh:mm) 6:00<br><br>Practical Duration (hh:mm) 2:00 |
|   |  | <b>Fire and Rescue Techniques</b>          | <ul style="list-style-type: none"> <li>Implement fire rescue techniques</li> <li>Practise accident reporting</li> </ul>   | RSC/ N4101 (CPC/N0411) PC12, PC9           | Classroom lecture/ PPT session, Practical demonstration |  | Theory Duration (hh:mm) 6:00<br><br>Practical Duration (hh:mm) 2:00 |
|   |  | <b>Safe Lifting and Carrying Practices</b> | <ul style="list-style-type: none"> <li>Practise safe lifting</li> <li>Implement 5S procedures</li> </ul>  | RSC/ N4101 (CPC/N0411) PC13                | Classroom lecture/ PPT session, Practical demonstration | Mould Temperature Controller, Scrap Grinder, Crane, Air Compressor, etc.   | Theory Duration (hh:mm) 6:00<br><br>Practical Duration (hh:mm) 2:00 |

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|  |  | <b>Health and safety</b> <ul style="list-style-type: none"> <li>• Use protective clothing/ equipment for specific tasks and work conditions</li> <li>• Manage safe working practices while dealing with hazards to ensure the safety of Self and others</li> <li>• Practise good housekeeping practices at all times</li> </ul>   | RSC/ N4101 (CPC/N0411)<br>PC1, PC2, PC3 | Classroom lecture/ PPT session, Practical demonstration | LCD projector, white board with marker and duster, charts, pen drives, computers for conduct of class, common hand tools like vernier calliper, micrometer, drills, tapes and dies , plastics raw material like pp, hdpe, pet, pbt, pvc etc. For training on machines of blow grade from good/ reputed supplier; basics machines for training like hand blow moulding, semiauto-matic blow moulding, Pre drying system like Oven Drier, Hopper Drier, De-humidifier, Chillers, Automatic Hopper Loader, Hot air oven, Dryer, De-humidifier | Theory Duration (hh:mm) 6:00<br><br>Practical Duration (hh:mm) 2:00 |
|  |  | <b>Fire safety</b> <ul style="list-style-type: none"> <li>• Use appropriate fire extinguishers on different types of fires correctly</li> <li>• Demonstrate rescue techniques applied during fire hazard, demonstrate good housekeeping in order to prevent fire hazards, demonstrate the correct use of a fire extinguisher</li> </ul>   | RSC/ N4101 (CPC/N0411)<br>PC4, PC5      | Classroom lecture/ PPT session, Practical demonstration | reputed supplier; basics machines for training like hand blow moulding, semiauto-matic blow moulding, Pre drying system like Oven Drier, Hopper Drier, De-humidifier, Chillers, Automatic Hopper Loader, Hot air oven, Dryer, De-humidifier  | Theory Duration (hh:mm) 6:00<br><br>Practical Duration (hh:mm) 2:00 |
|  |  | <b>Emergencies, rescue and first aid procedures</b> <ul style="list-style-type: none"> <li>• Identify activities which can cause potential injury through sharp objects, burns, fall, electricity, gas leakages, radiation, poisonous fumes, chemicals, loud noise, and identify areas in the plant which are potentially hazardous / unhygienic in nature. Conduct regular checks with support of the maintenance team on machine health to identify potential hazards due to wear and tear of machine.</li> </ul> | RSC/ N4101 (CPC/N0411)<br>PC6, PC7, PC8 | Classroom lecture/ PPT session, Practical demonstration | Mould Temperature Controller, Scrap Grinder, Crane, Air Compressor, etc.   | Theory Duration (hh:mm) 4:00<br><br>Practical Duration (hh:mm) 4:00 |

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|  |  |  | <ul style="list-style-type: none"> <li>Inform the concerned authorities on the potential risks identified in the processes, workplace area/ layout, materials used etc., inform the concerned authorities about machine breakdowns, damages which can potentially harm man/ machine during operations</li> <li>Create awareness amongst others by sharing information on the identified risks</li> </ul>   |   |                         |  |   |
|  |  | <b>Sorting, stream lining, storage and documentation, cleaning, standardization and sustenance across the plant premises of the organization</b> | <ul style="list-style-type: none"> <li>Practise the sorting process and check that the tools, fixtures &amp; jigs that are lying on workstations are the ones in use and unnecessary items are not cluttering the workbenches or work surfaces</li> <li>Perform segregation of waste in hazardous/ non Hazardous waste as per the sorting work instructions</li> <li>Apply the technique of waste disposal and waste storage in the proper bins as per SOP</li> <li>Distinguish the items which are labelled as red tag items for the process area and keep them in the correct places</li> <li>Distinguish the tools/ equipment/ fasteners/ spare parts as per specifications/ utility into proper trays, cabinets, lockers as mentioned in the 5S guidelines/ work instructions</li> </ul> | RSC/ N4101 (CPC/N0411)<br>PC9, PC10, PC11, PC12, PC13, PC14, PC15, PC16, PC17, PC18, PC19, PC20, PC21 | Practical demonstration | Lcd projector, white board with marker and duster, charts, pen drives, computers for conduct of class, common hand tools like vernier calliper, micrometer, drills, tapes and dies , plastics raw material like pp, hdpe, pet, pbt, pvc etc. For training on machines of blow grade from good/ reputed supplier; basics machines for training like hand blow moulding, | Theory Duration (hh:mm)<br>0:00<br><br>Practical Duration (hh:mm)<br>8:00 |



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|  |  |  | <ul style="list-style-type: none"> <li>• Establish that areas of material storage areas are not overflowing</li> <li>• Perform stacking the various types of boxes and containers as per the size/ utility to avoid any fall of items/ breakage and also enable easy sorting when required</li> <li>• Assess and return of extra material and tools to the designated sections and make sure that no additional material/ tool is lying near the work area</li> <li>• Examine the floor markings/ area markings used for demarcating the various sections in the plant as per the prescribed instructions and standards</li> <li>• Practise proper labelling mechanism of instruments/ boxes/ containers and maintaining reference files/ documents with the codes and the lists</li> <li>• Inspect that the items in the respective areas have been identified as broken or damaged</li> <li>• Use the given instructions and check for labelling of fluids, oils, lubricants, solvents, chemicals etc. and proper storage of the same to avoid spillage, leakage, fire etc.</li> <li>• Instruct that all material and tools are stored in the designated places and in the manner</li> <li>• indicated in the 5S instructions</li> </ul> |  |  | <p>Semiauto-matic blow moulding, pre drying system like oven drier, hopper drier, de-humidifier, chillers, automatic hopper loader, hot air oven, dryer, de-humidifier mould temperature controller, scrap grinder, crane, air compressor, etc.</p> |  |
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|  |  | <p><b>Knowledge of the company / organization and its processes</b></p> <ul style="list-style-type: none"> <li>Recognise the relevant standards, procedures and policies related to Health, Safety and Environment followed in the company</li> <li>Identify the emergency handling procedures &amp; hierarchy for escalation</li> </ul>   | <p>RSC/ N4101 (CPC/N0411)<br/>KA1, KA2</p>                                    | <p>Practical demonstration</p> | <p>LCD projector, white board with marker and duster, charts, pen drives, computers for conduct of class, common hand tools like vernier calliper, micrometer, drills, tapes and dies , plastics raw material like pp, hdpe, pet, pbt, pvc etc. For training on machines of blow grade from good/ reputed supplier; basics machines for training like hand blow moulding, semiautomatic blow moulding, Pre drying system like Oven Drier, Hopper Drier, De-humidifier, Chillers, Automatic Hopper Loader, Hot air oven, Dryer, De-humidifier</p> <p>Mould Temperature Controller, Scrap Grinder, Crane, Air Compressor, etc.</p> | <p>Theory Duration (hh:mm)<br/>0:00</p> <p>Practical Duration (hh:mm)<br/>8:00</p> |
|  |  | <p><b>Implement Safety Procedures</b></p> <ul style="list-style-type: none"> <li>Discuss the Safety procedures (fire fighting, first aid) within the organization</li> <li>Describe the various types of PPEs and their usage</li> <li>Recognise the risks/ hazards associated with each occupation in the organization</li> <li>Identify the personal hygiene and how an individual contribute towards creating a highly safe and clean working environment the individual on the job needs to know and understand.</li> <li>Understand the meaning of “hazards” and “risks”</li> <li>Identify the health and safety hazards commonly present in the work environment and related precautions</li> <li>Recognise the possible causes of risk, hazard or accident in the workplace and why risk and/or accidents are possible</li> <li>Identify the Possible causes of risk and accident (due to oil leakage)</li> <li>Discuss the methods of accident prevention</li> </ul> | <p>RSC/ N4101 (CPC/N0411)<br/>KB1, KB2, KB3, KB4, KB5, KB6, KB7, KB8, KB9</p> | <p>Practical demonstration</p> |  | <p>Theory Duration (hh:mm)<br/>0:00</p> <p>Practical Duration (hh:mm)<br/>8:00</p> |

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|  |  |  | <ul style="list-style-type: none"> <li>• Comply with safe working practices when working with tools and machines</li> <li>• Arrange for safe working practices while working at various hazardous sites</li> <li>• Recall where to find all the general health and safety equipment in the workplace</li> <li>• List various dangers associated with the use of electrical equipment</li> <li>• Explain preventative and remedial actions to be taken in the case of exposure to toxic materials</li> <li>• State the importance of using protective clothing/equipment while working</li> <li>• Discuss precautionary activities to prevent the fire accident</li> <li>• List various causes of fire</li> <li>• Describe the techniques of using the different fire extinguishers</li> <li>• Explain the different methods of extinguishing fire</li> <li>• List the different materials used for extinguishing fire</li> <li>• Discuss the rescue techniques applied during a fire hazard</li> </ul> | RSC/ N4101 (CPC/N0411)<br>KB9, KB10, KB11, KB12, KB13, KB14, KB15, KB16, KB17, KB18, KB19, KB20 | Practical demonstration | LCD projector, white board with marker and duster, charts, pen drives, computers for conduct of class, common hand tools like vernier calliper, micrometer, drills, tapes and dies , plastics raw material like pp, hdpe, pet, pbt, pvc etc. For training on machines of blow grade from good/ reputed supplier; basics machines for training like hand blow moulding, semiauto-matic blow moulding, Pre drying system like Oven Drier, Hopper Drier, De-humidifier, Chillers, Automatic Hopper Loader, Hot air oven, Dryer, De-humidifier<br><br>Mould Temperature Controller, Scrap Grinder, Crane, Air Compressor, etc. | Theory Duration (hh:mm)<br>0:00<br><br>Practical Duration (hh:mm)<br>8:00 |
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|  |  |  | <ul style="list-style-type: none"> <li>• Arrange for various types of safety signs and describe what they mean</li> <li>• Comply with the appropriate basic first aid treatment relevant to the condition e.g. shock, electrical shock, bleeding, breaks to bones, minor burns, resuscitation, poisoning, eye injuries</li> <li>• Compose the content of written accident report</li> <li>• Identify potential injuries and ill health associated with incorrect manual handling</li> <li>• Discuss safe lifting and carrying practices</li> <li>• Describe personal safety, health and dignity issues relating to the movement of a person by others</li> <li>• Recognise potential impact to a person who is moved incorrectly</li> </ul> | RSC/ N4101 (CPC/N0411) KB21, KB22, KB23, KB24, KB25, KB26, KB27 | Practical demonstration | LCD projector, white board with marker and duster, charts, pen drives, computers for conduct of class, common hand tools like vernier calliper, micrometer, drills, tapes and dies , plastics raw material like pp, hdpe, pet, pbt, pvc etc. For training on machines of blow grade from good/ reputed supplier; basics machines for training like hand blow moulding, semiauto-matic blow moulding, Pre drying system like Oven Drier, Hopper Drier, De-humidifier, Chillers, Automatic Hopper Loader, Hot air oven, Dryer, De-humidifier<br><br>Mould Temperature Controller, Scrap Grind-er, Crane, Air Com-pressor, etc. | <p>Theory Duration (hh:mm) 0:00</p> <p>Practical Duration (hh:mm) 8:00</p> |
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|  |  | <p><b>Waste Management</b></p> <ul style="list-style-type: none"> <li>• Apply the basic knowledge of 5S procedures</li> <li>• List the various types 5s practices followed in various areas</li> <li>• Understand the 5S checklists provided in the department/ team</li> <li>• Apply skills to identify useful &amp; non useful items</li> <li>• Illustrate knowledge of labels , signs &amp; colours used as indicators</li> <li>• Comply with the knowledge on how to sort and store various types of tools, equipment, material etc.</li> <li>• Analyse how to identify various types of waste products</li> <li>• Understand the impact of waste/ dirt/ dust/unwanted substances on the process/ environment/ machinery/ human body.</li> <li>• Apply the knowledge of best ways of cleaning &amp; waste disposal</li> </ul> | <p>RSC/ N4101 (CPC/N0411)<br/>KB28, KB29, KB30, KB31, KB32, KB33, KB34, KB35, KB36</p> | <p>Practical demonstration</p> | <p>LCD projector, white board with marker and duster, charts, pen drives, computers for conduct of class, common hand tools like vernier calliper, micrometer, drills, tapes and dies , plastics raw material like pp, hdpe, pet, pbt, pvc etc. For training on machines of blow grade from good/ reputed supplier; basics machines for training like hand blow moulding, semiautomatic blow moulding, Pre drying system like Oven Drier, Hopper Drier, Dehumidifier, Chillers, Automatic Hopper Loader, Hot air oven, Dryer, Dehumidifier</p> <p>Mould Temperature Controller, Scrap Grinder, Crane, Air Compressor, etc.</p> | <p>Theory Duration (hh:mm)<br/>0:00</p> <p>Practical Duration (hh:mm)<br/>4:00</p> |
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## Annexure II

### Assessment Criteria

#### CRITERIA FOR ASSESSMENT OF TRAINEES

| Assessment Criteria for Machine Operator Assistant - Injection Moulding |   |
|---|---|
| Job Role  | Machine Operator Assistant - Injection Moulding |
| Qualification Pack  | RSC/Q4501 (CPC/Q0203), V 1.0                    |
| Sector Skill Council  | Rubber Skill Development Council                |

| S. No. | Guidelines for Assessment  |
|--------|--|
| 1      | Criteria for assessment for each Qualification Pack will be created by the Sector Skill Council. Each Performance Criteria (PC) will be assigned marks proportional to its importance in NOS. SSC will also laydown proportion of marks for Theory and Skills Practical for each PC. |
| 2      | The assessment for the theory part will be based on knowledge bank of questions created by the SSC.  |
| 3      | Individual assessment agencies will create unique question papers for theory part for each candidate at each examination/training centre.  |
| 4      | Individual assessment agencies will create unique evaluations for skill practical for every student at each examination/training centre based on this criteria.  |
| 5      | To pass the Qualification Pack, every trainee should score a minimum of 70% in every NOS.  |
| 6      | In case of successfully passing only certain number of NOS's, the trainee is eligible to take subsequent assessment on the balance NOS's to pass the Qualification Pack  |

| Assessable Outcomes  | Assessment Criteria for Outcomes  | Total Mark | Out Of | Marks Allocation |                  |
|--|---|------------|--------|------------------|------------------|
|  |   |            |        | Theory           | Skills Practical |
| <b>1. RSC/N4501 (CPC/N0214)</b><br>Understand basic concept, job requirements and basics knowhow related to the Injection moulding process | PC1. To interact with the operator in order to understand the production schedule   | <b>100</b> | 6      | 4                | 2                |
|  | PC2. To help in planning the day's production activities based on the operator's instructions   |            | 6      | 4                | 2                |
|  | PC3. To ensure availability of consumables and plastics materials for production in sufficient quantity as per production plan/operators instructions.                  |            | 6      | 4                | 2                |
|  | PC4. Clearly understanding the does and don'ts of the manufacturing process as defined in SOPs/ Work Instructions or defined by operator.                               |            | 4      | 3                | 1                |
|  | PC5. Check availability of the personal protective equipment (PPE) like Gloves, Goggles etc.  |            | 4      | 3                | 1                |
|  | PC6. Understand the molding procedure and process to be adopted for completing the work order from the operator by referring the Work Instruction document/ SOP manual. |            | 4      | 3                | 1                |
|  | PC7. Ensure that the required material is procured from the store before starting the process   |            | 4      | 3                | 1                |
|  | PC8. Understand the Mould required for executing the required operation and ensure that the same is available for operation.  |            | 3.5    | 2.5              | 1                |

|  |  |              |            |            |            |
|--|--|--------------|------------|------------|------------|
|  | PC9. Collect the mould from tool room If mould is not available.   |              | 3.5        | 2.5        | 1          |
|  | PC10. Install and bolt the mould in place and slide the safety door shut.  |              | 3.5        | 2.5        | 1          |
|  | PC11. Add the raw material in the machine using material loader or by manual feeding.  |              | 3.5        | 2.5        | 1          |
|  | PC12. Ensure moulds are clean if not clean with soft cotton cloth.   |              | 3.5        | 2.5        | 1          |
|  | PC13. Ensure cleaning of the other auxiliaries tools, (if any) before the initiation of the moulding and trimming process  |              | 3.5        | 2.5        | 1          |
|  | PC14. Ensure cleaning of the area around the apparatus for any oil, grease, combustible substances etc. so as to prevent any accident  |              | 3.5        | 2.5        | 1          |
|  | PC15. Ensure availability of the coolant and working of valves to circulate the coolant to cool and solidify plastic   |              | 3.5        | 2.5        | 1          |
|  | PC16. Understand the raw material like plastics granules, fillers, bonding additives etc. required for executing the activity  |              | 3.5        | 1.5        | 2          |
|  | PC17. Refer the queries to supervisor if they cannot be resolved by the operator   |              | 3.5        | 1.5        | 2          |
|  | PC18. Confirm self - understanding to the operator once the query is resolved so that all doubts & queries can be resolved before the actual process execution   |              | 3.5        | 1.5        | 2          |
|  |  | <b>Total</b> | <b>72</b>  | <b>48</b>  | <b>24</b>  |
| <b>2. RSC/<br/>N4502 (CPC/<br/>N0215) Assist<br/>in performing<br/>the Injection<br/>molding related<br/>operations,<br/>monitor process<br/>parameters and<br/>troubleshoot the<br/>process/product</b> | PC1. Check for operation of molding apparatus like hopper, heaters etc. as per the checklist provided  | <b>100</b>   | 15         | 5          | 10         |
|  | PC2. Fix the desired Mould to the injection moulding machine in order to achieve the desired operation as per the Work Instructions/ SOPs  |              | 20         | 10         | 10         |
|  | PC3. Make modifications in the process parameters (by selecting the right program from the machine control system) if required and ensure alignment with the prescribed standards as guided by Operator. |              | 30         | 10         | 20         |
|  | PC4. Perform preheating of plastic granules ( In case of Engineering plastics)   |              | 20         | 10         | 10         |
|  | PC5. Ensure that the plastic granules are mixed with additives (if any) before being fed into the hopper   |              | 20         | 10         | 10         |
|  | PC6. Conduct a test process and produce a sample output as per the required  |              | 20         | 10         | 10         |
|  | PC7. Ensure that the dimensions of the output product are measured as per the process given in the Work Instructions/ SOP under guidance of operator   |              | 30         | 15         | 15         |
|  | PC8. Start the production process as instructed by Operator.   |              | 25         | 15         | 10         |
|  | PC9. Feed the required operation code in the apparatus for heaters to melt the plastic granules at the predefined temperature  |              | 35         | 15         | 20         |
|  | PC10. Run the machine in Semi-Auto or Automatic mode of operation as guided by the operator.   |              | 20         | 5          | 15         |
|  | PC11. Check-list procedure to ensure quality of final product  |              | 15         | 5          | 130        |
|  |  | <b>Total</b> | <b>230</b> | <b>100</b> | <b>130</b> |

|   |  |              |           |           |           |
|---|--|--------------|-----------|-----------|-----------|
| <b>3. RSC/N4503 (CPC/N0216)</b><br><b>Conduct basic quality checks of the finished products with reference to the approved product)</b> | PC1. Compare texture, colour, surface properties, hardness and strength etc. with the given approved product.  | <b>100</b>   | 8         | 2         | 6         |
|   | PC2. Rectify minor defects like dimension variation, thickness variation etc. by control process parameters etc. and informing operator.   |              | 12        | 6         | 6         |
|   | PC3. Provide first and last output from each batch to the lab for quality check on its composition, properties etc.  |              | 8         | 2         | 6         |
|   | PC4. Obtain clearance for the entire batch from the lab and submit the operator.   |              | 8         | 2         | 6         |
|   |  | <b>Total</b> | <b>38</b> | <b>12</b> | <b>24</b> |
| <b>4. RSC/N4101 (CPC/N 0411):</b><br><b>Maintain basic health and safety practices at the workplace)</b>                                | PC1. Wear protective clothing/equipment for specific tasks and work conditions   | <b>100</b>   | 2.5       | 0.5       | 2         |
|   | PC2. Carry out safe working practices while dealing with hazards to ensure the safety of self and others.  |              | 2.5       | 0.5       | 2         |
|   | PC3. Apply good housekeeping practices at all times  |              | 2.5       | 0.5       | 2         |
|   | PC4. Use the various appropriate fire extinguishers on different types of fires correctly  |              | 2.5       | 0.5       | 2         |
|   | PC5. Demonstrate rescue techniques applied during fire hazard, demonstrate good housekeeping in order to prevent fire hazards, demonstrate the correct use of a fire extinguisher.   |              | 2.5       | 0.5       | 2         |
|   | PC6. Identify activities which can cause potential injury through sharp objects, burns, fall, electricity, gas leakages, radiation, poisonous fumes, chemicals, loud noise, and Identify areas in the plant which are potentially hazardous/unhygienic in nature. Conduct regular checks with support of the maintenance team on machine health to identify potential hazards due to wear and tear of machine. |              | 2.5       | 0.5       | 2         |
|   | PC7. Inform the concerned authorities on the potential risks identified in the processes, workplace area/ layout, materials used etc, Inform the concerned authorities about machine breakdowns, damages which can potentially harm man/ machine during operations.  |              | 2.5       | 0.5       | 2         |
|   | PC8. Create awareness amongst other by sharing information on the identified risks   |              | 2.5       | 0.5       | 2         |
|   | PC9. Follow the sorting process and check that the tools, fixtures & jigs that are lying on workstations are the ones in use and un- necessary items are not cluttering the workbenches or work surfaces.  |              | 2.5       | 0.5       | 2         |
|   | PC10. Ensure segregation of waste in hazardous/ non Hazardous waste as per the sorting work instructions   |              | 2.5       | 0.5       | 2         |
|   | PC11. Follow the technique of waste disposal and waste storage in the proper bins as per SOP   |              | 1.5       | 0.5       | 1         |
|   | PC12. Segregate the items which are labeled as red tag items for the process area and keep them in the correct places  |              | 1.5       | 0.5       | 1         |
|   | PC13. Sort the tools/ equipment/ fasteners/ spare parts as per specifications/ utility into proper trays, cabinets, lockers as mentioned in the 5S guidelines/work instructions  |              | 1.5       | 0.5       | 1         |



|  |  |              |            |           |           |
|--|--|--------------|------------|-----------|-----------|
|  | PC14. Ensure that areas of material storage areas are not overflowing<br>PC15. Properly stack the various types of boxes and containers as per the size/ utility to avoid any fall of items/ breakage and also enable easy sorting when required |              | 1.5        | 0.5       | 1         |
|  | PC16. Return the extra material and tools to the designated sections and make sure that no additional material/ tool is lying near the work area   |              | 1.5        | 0.5       | 1         |
|  | PC17. Follow the floor markings/ area markings used for demarcating the various sections in the plant as per the prescribed instructions and standards.  |              | 1.5        | 0.5       | 1         |
|  | PC18. Follow the proper labelling mechanism of instruments/ boxes/ containers and maintaining reference files/ documents with the codes and the lists  |              | 1.5        | 0.5       | 1         |
|  | PC19. Check that the items in the respective areas have been identified as broken or damaged   |              | 1.5        | 0.5       | 1         |
|  | PC20. Follow the given instructions and check for levelling of fluids, oils, lubricants, solvents, chemicals etc. and proper storage of the same To avoid spillage, leakage, fire etc.   |              | 1.5        | 0.5       | 1         |
|  | PC21. Make sure that all material and tools are stored in the designated places and in the manner indicated in the 5S instructions.  |              | 1.5        | 0.5       | 1         |
|  |  | <b>Total</b> | <b>40</b>  | <b>10</b> | <b>30</b> |
| <b>5. RSC/N4504 (CPC/N0219) Basics of computer and data entry in MS OFFICE/office Open source suite Software</b> | PC1. Fill and process mandated forms for receiving, processing, or tracking data enter data from source documents (such as trial report, process sheet etc.) into Computer application having MS OFFICE software.                                | <b>100</b>   | 1.5        | 0.75      | 0.75      |
|  | PC2. Scan source documents in accordance with specific instructions.   |              | 1.5        | 0.75      | 0.75      |
|  | PC3. Verify data entered with source documents, checks for compliance and corrects all typographical errors and missing or repeated data.  |              | 1.5        | 0.75      | 0.75      |
|  | PC4. Maintain files of source documents or other information related to data entered.  |              | 1.5        | 0.75      | 0.75      |
|  | PC5. Investigate and confirm data that is unclear before entering, generate reports of data entry, store completed work in designated locations and perform backup operations.   |              | 1.5        | 0.75      | 0.75      |
|  | PC6. Update database information to reflect most current source information  |              | 1.5        | 0.75      | 0.75      |
|  | PC7. Assist in the filing and storage of security and back up data files   |              | 1.5        | 0.75      | 0.75      |
|  | PC8. Respond to requests for information and access relevant files   |              | 1.5        | 0.75      | 0.75      |
|  |  | <b>Total</b> | <b>100</b> | <b>50</b> | <b>50</b> |
| <b>6. RAS/N0157 (Implement promotions and special events at the store)</b>                                       | PC1. develop strategies to drive promotions and special events   | <b>100</b>   | 3          | 2         | 1         |
|  | PC2. develop team competence in effective implementation of in-store promotions  |              | 3          | 2         | 1         |
|  | PC3. collect and preserve promotion-related data for future analysis and working   |              | 3          | 2         | 1         |

|  |  |              |           |           |          |
|--|--|--------------|-----------|-----------|----------|
|  | PC4. implement organisational processes on collection and transmission of promotion related information and data |              | 3         | 2         | 1        |
|  | PC5. conduct data analysis as required by head office and share relevant feedback                                |              | 3         | 2         | 1        |
|  | PC6. understand the promotion and its requirements completely  |              | 2         | 1         | 1        |
|  | PC7. explain promotion to relevant team members thoroughly and collaborate to identify required resources        |              | 3         | 2         | 1        |
|  | PC8. provide required resources to team for effective implementation of promotion                                |              | 2         | 1         | 1        |
|  |  | <b>Total</b> | <b>22</b> | <b>14</b> | <b>8</b> |
|  | <b>Total</b>   |              | 400       | 184       | 218      |





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**Web:** [www.rsdcindia.in](http://www.rsdcindia.in)  
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